

THE UNIVERSITY OF THE WEST INDIES
OPEN CAMPUS

**SELF-STUDY
REPORT**
for
**INSTITUTIONAL
ACCREDITATION**

A
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for the
Times

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Future





Mission Statement

The enduring mission of the University of the West Indies is to propel the economic, social, political and cultural development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership (STRIDE, 2007, p. 6).

Vision Statement

By 2012, the UWI will be an innovative, internationally competitive contemporary university deeply rooted in the Caribbean, committed to creating the best possible future for all its stakeholders. It will be the University of first choice for the region's students and talented academics. It will provide a truly supportive environment that rewards excellence and it will be agile enough to thrive in a dynamic global environment (STRIDE, 2007, p. 10).

The UWI Open Campus Guiding Principles

The Open Campus of the University of the West Indies is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region.

The Open Campus adopts quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities (Marketing and Communications Unit, 2008).

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Presentation of
Graduates
2010

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LIST OF ACRONYMS

Acronym	Definition
AA	Administrative Assistant
AB	Academic Board
ACTI	Association of Caribbean Tertiary Institutions
APAD	Academic Programming and Delivery Division
AQAC	Academic Quality Assurance Committee
ATSS	Administrative, Technical and Service Staff
BEd	Bachelor of Education
BGRS	Board for Graduate Studies and Research
BNCCDE	Board for Non-Campus Countries and Distance Education
BSc	Bachelor of Science
BUS	Board for Undergraduate Studies
BVI	British Virgin Islands
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CARIMAC	Caribbean Institute of Media and Communications
CATS	Computer and Technical Services
CC	Course Coordinator
CCDC	Caribbean Child Development Centre
CCGS&R	Campus Committee for Graduate Studies and Research
CDB	Caribbean Development Bank
CDS	Curriculum Development Specialists
CF&GPC	Campus Finance and General Purposes Committee
CFO	Chief Financial Officer
CHEQ	Centre for Higher Education Quality
CIDA	Canadian International Development Agency
CIO	Chief Information Officer
CSDR	Consortium for Social Development and Research
CSEC	Caribbean Secondary Education Certificate
CSU	Cultural Studies Unit
CUPIDE	Caribbean Universities Project in Integrated Distance Education
CXC	Caribbean Examinations Council
DFAIT	Foreign Affairs and International Trade
DOCCS	Director, Open Campus Country Sites
DUCS	Department Units, Centres, Sites
ECCE	Early Childhood Care and Education
ECIB	Eastern Caribbean Institute of Banking and Financial Services
ERIIC	External Relations and Inter and Intra Institutional Collaboration
ERP	Enterprise Resource Planning



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LIST OF ACRONYMS

F&GPC	Finance and General Purposes Committee
FOCAL	Canadian Foundation of the Americas
GAAP	Generally Accepted Accounting Principles
GATS	General Agreement on Trade in Services
GCE	General Certificate of Education
GORTT	Government of the Republic of Trinidad and Tobago
GPA	Grade Point Average
HIV	Human Immune Deficiency Virus
HLSTUEI	Hugh Lawson Shearer Trade Union Education Institute
HOD	Head of Department
HOS	Head of Site
HR	Human Resource
HRDU	Human Resources Development Unit
IADB	Inter-American Development Bank
IAQs	Institutional Accreditation Questionnaires
ICT	Information and Communication Technology
IFRS	Internal Financial Recording Standards
INVESP	Venezuelan Institute for Social and Political Studies
IRDU	Institutional Research and Development Unit
IT	Information Technology
KPMG	Klynveld Peat Marwick Goerdeler
LE	Learning Exchange
LSS	Learning Support Section
LST	Learning Support Team
M&CU	Marketing and Communications Unit
M.Ed.	Master of Education
MFOI	Managing and Facilitating Online Instruction
MIND	Management Institute for National Development
MOODLE	Modular Object-Oriented Dynamic Learning Environment
NGO	Non-Governmental Organisation
OAS	Organization of American States
OBNCCDE	Office of the Board for Non-Campus Countries and Distance Education
OBUS	Office of the Board for Undergraduate Studies
OCCS	Open Campus Country Sites
OCCMC	Open Campus Management Committee
OCMS	Open Campus Management System
ODL	Open and Distance Learning
OECS	Organisation of Eastern Caribbean States
OER	Open Educational Resources

LIST OF ACRONYMS

OCGS	Open Campus Guild of Students
OC	Open Campus
PC	Programme Coordinator
PLA	Prior Learning Assessment
PO	Programme Officer
PTF	Planning Task Force
PVC	Pro-Vice-Chancellor
QAU	Quality Assurance Unit
QMS	Quality Management System
QUAL	Qualitative
QUAN	Quantitative
SCS	School of Continuing Studies
SMART	Specific, measurable, achievable, realistic and timed
STRIDE	Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence
SVUS	Single Virtual University Space
SWOT	Strengths, Weaknesses, Opportunities and Threats
SWTC	Social Welfare Training Centre
TAC	Technical Advisory Committee
The UWI	The University of the West Indies
TLIs	Tertiary Level Institutions
TLIU	Tertiary Level Institutions Unit
TMRI	Tropical Medicine Research Institute
UAF	Universal Access Fund
UGPD	Undergraduate Programme Department
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nation Children's Fund
UOP&D	University Office of Planning and Development
UPS	Uninterruptible Power Supply
UTECH	University of Technology
UTT	University of Trinidad and Tobago
UWIDEC	The University of the West Indies Distance Education Centre
UWIOC	The University of the West Indies Open Campus
UWISTAT	The University of the West Indies Students Today, Alumni Tomorrow
VUSSC	Virtual University of Small States of the Commonwealth
WAND	Women and Development Unit
WIGUT	West Indies Group of University Teachers



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A Message from the Pro-Vice-Chancellor and Principal

It is with pleasure that I invite the Barbados Accreditation Council, the Accreditation Council of Trinidad and Tobago; the University Council of Jamaica; the Antigua and Barbuda Accreditation Board; the Dominica National Accreditation Board; the St. Vincent and the Grenadines National Accreditation Board; the St. Christopher and Nevis Accreditation Board; Ministries of Education in other member countries; and the peer review team to read the first institutional accreditation self-study report prepared by The University of the West Indies Open Campus.

In 1962, The University of the West Indies was granted a Royal Charter which bestowed on it the right to grant and confer degrees and other academic distinctions. The University is a member of several regional and international bodies, including the Association of Commonwealth Universities. The Open Campus of the University was conceptualised in 2007 and officially launched in 2008 as the Campus with special responsibility to increase opportunities for access to the University through online programme offerings and to meet the educational needs of under-served communities within the Caribbean.

With the ever increasing need for accountability as well as the University's desire to present its quality management systems and demonstrate its integrity, we voluntarily submitted ourselves to scrutiny through the use of an external peer assessment. The Open Campus has been registered with the Barbados Accreditation Council since 2009, having undergone an international external peer evaluation as part of that entity's registration process. Registration was granted as a result of the Open Campus meeting specific criteria as set out by that Council. The institutional accreditation process is another step in the Open Campus's drive to enhance its internal processes, provide a measure of assurance of the quality of its provisions, and support its quest for international recognition.

The Open Campus self-study process has been reflective and instructive. It has provided the newest Campus of the University with an ideal opportunity to consider how it is assisting the University to achieve its mission to "... propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership" (STRIDE, 2007, p. 6).



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We have been honoured to receive many positive comments from our students and I have selected two to share with you. The first from Urica Smith notes:

The Open Campus has helped me as a mother to obtain a high quality education hassle free. The convenience of obtaining lectures at home without having to travel overseas or to a campus site saved much time and helped me to keep my family in-tact, as well as allowing me to implement what I have learnt in my practice. I hope that this accreditation body will value the need for the open campus. I also hope that the Open Campus will grow from strength to strength. (*Urica Smith, Student*)

The second from Neville McKenzie, a student of one of our continuing professional development programmes states that:

The professional certificates that are offered over a ten (10) week duration are highly commendable and impressive. The content is substantial and the classroom discussions are mind drilling. Within a short period of ten (10) weeks one acquires the knowledge and skills needed to take back into the world of work. I... have experienced this great period of ten (10) weeks doing Supervisory Management. I really believe that these courses being offered at U.W.I.O.C should be accredited as they do provide part-time students with a firm foundation to take on long term studies. (*Neville McKenzie, Student*)

The self-study process has also revealed some areas that require improvement and we are committed to turning those areas into strengths in an effort to enhance the quality of our service and products to students and other stakeholders. From the start of this process, the Campus has expressed its intention to use the findings of the self-study report to formulate mechanisms to enhance its strengths, capitalise on opportunities and transform weaknesses and threats into strengths and opportunities for improvement. To this end, we instituted an institutional accreditation team, including a steering Committee, and five (5) sub-committees that were given specific responsibilities for standards. These teams were representative of the various sections within the Open Campus, as it was important that the self-study report reflect the views of and include input from the entire Open Campus. The self-reflective process made us aware of several areas that needed attention and we have been able to achieve some improvements across the campus as a result.

Acknowledgements

I wish to express my personal thanks, as Principal of the Open Campus, to the many persons who contributed to the production of the institutional accreditation self-study report. I offer special thanks to the Chair of the Institutional Accreditation Steering Committee, Prof. Vivienne Roberts, Deputy Principal, and the Institutional Accreditation Co-ordinator, Ms. Pamela Dottin, Quality Assurance Officer, Office of the Board for Undergraduate Studies. Their commitment, enthusiasm and drive made a complex process achievable. I also acknowledge the contributions made by the Institutional Accreditation Self-Study Team, Steering Committee and the five standard specific sub-committees. The membership of the Self-Study Team, Steering Committee, sub-committees and other teams/committees are as follows:

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I also extend special thanks to the members of the Campus Self-Study Editorial Committee whose assistance helped me to complete the editorial work in a timely manner:

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Campus Self-Study External Final Editorial Reviewer

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Last but by no means least, I wish to express my sincere appreciation to the entire Open Campus Community, including staff, tutors, students and alumni, for their assistance and commitment to the self-study process.

It is my pleasure to endorse the institutional accreditation self-study report which highlights the Open Campus as “a Campus for the times; a Campus for the future!” I believe that this report has demonstrated our successes thus far in achieving the mandate outlined in the University’s Strategic Plan, 2007-2012 of enabling the University to “... expand the scope, enhance the appeal and improve the efficiency of its services to the individuals, communities and countries which it serves” (STRIDE, 2007, p. 22).

Hazel Simmons-McDonald
Professor of Applied Linguistics and
Pro-Vice-Chancellor and Principal

Overview of The University of the West Indies

The University of the West Indies (The UWI) is described by Sherlock and Nettleford (1990) as ‘a place for light, liberty and learning’. They further noted that the “... founding of the University, like the founding of the West Indian people, was a product of the positive response of the West Indian people to the challenge of change and deprivation” (Sherlock and Nettleford, 1990, p. 3). The first office of the University College of the West Indies was opened on February 1, 1947 by Thomas Taylor in Kingston, Jamaica (Sherlock and Nettleford, 1990). The University of the West Indies (UWI) became an independent University in 1962. The UWI is the oldest regional institution of higher education in the Commonwealth Caribbean. The University is supported by sixteen (16) Anglophone Caribbean countries. As a regional institution, it is committed to the development of the people of the region through training, research, the provision of advisory services to the government and private sector and the establishment of collaborative links with other regional and extra-regional institutions.

During its existence the UWI has had seven (7) Vice-Chancellors. Sir William Arthur Lewis was the first Vice-Chancellor of the University (1960-1963) as an independent entity. He was a St. Lucian who served earlier as the first West Indian President of the UCWI from 1958-1960. He was succeeded by Sir Philip Sherlock, a Jamaican who served from 1963 through to 1969. The third Vice-Chancellor was Sir Roy Marshall, a Barbadian who served from 1969 through 1974. The fourth Vice-Chancellor was The Hon. Dr. Aston Zachariah Preston, Jamaican, who served until 1986. The fifth, The Hon. Sir Alister McIntyre, a Grenadian, served for the period 1988 to 1998; and was followed by Jamaican Professor The Hon. Rex Nettleford who served between 1998 and 2004. The current Vice-Chancellor, Professor E. Nigel Harris, is Guyanese.

The UWI has four (4) Campuses, Mona in Jamaica, St. Augustine in Trinidad and Tobago, Cave Hill in Barbados and the Open Campus which is based in sixteen countries. Additionally, the UWI has a presence in the Turks and Caicos Islands, a non-contributing member of the UWI. The UWI currently has over 40,000 students enrolled in its pre-university and professional development, undergraduate and graduate programmes.



The University has demonstrated several strengths including knowledge creation and application in biotechnology, information technology, tropical medicine and chronic diseases. The University is committed to the advancement of research and appreciates that its research capacity is an important asset to the region. As such it is providing avenues for research into important areas such as health economics, chronic diseases and the HIV/AIDS pandemic.

The Vice Chancellery

The Vice-Chancellery, commonly referred to in the UWI as 'Centre', is the UWI's central administrative arm. It comprises twenty-five units, which assist the Vice Chancellor in the running of the University including the:

- Office of the Vice Chancellor
- Office of the Board for Undergraduate Studies
- Office of the Board for Graduate Studies and Research
- Office of Administration
- Sir Arthur Lewis Institute for Social and Economic Research
- The Office of Planning and Development

There are also fifteen Centre teaching and research entities across the four campuses of the University. Some suggest that the 'Centre' promotes the regional character of the University.

Executive Summary

The University of the West Indies was established to address the social, economic, intellectual and cultural development of the West Indian people through the provision of educational programmes at the workforce planning, pre-university, undergraduate and graduate levels. Additionally, it was envisioned that it would be a catalyst for change through the implementation of its cutting edge research findings and recommendations in the region. In 2007, the University articulated a vision for the strategic period 2007-2012 to continue to achieve its establishment objectives by stating that by 2012, it would be an innovative, internationally competitive university which was deeply rooted in the Caribbean. This vision further emphasised the role of the University as a regional entity. The University engages in major strategic planning activities on a five yearly basis and periodic reviews annually. The Open Campus was established as a result of consultations with governments and other stakeholders which informed the University's strategic plans for the period 2007-2012.

Chapter 1

In Chapter 1, we discuss the structure and methodology for the study. It notes that the mixed method approach, QUAL to QUAN (qualitative to quantitative) was used in the self-study process. It outlines the approaches taken by the Campus to plan, organise, and present its self-study. It also highlights the various mechanisms used by the Campus to obtain feedback from key stakeholders, including the institutional accreditation web pages.

Chapter 2

Chapter 2 provides an overview of the UWI Open Campus but begins with a brief preamble on the University. It positions the University as the place for "... light, liberty and learning" (Sherlock and Nettleford, 1990, p. 1) which has developed, over its lifetime, significant relationships with over 30 tertiary level education entities. This chapter discusses the transition from four (4) separate entities, namely the Office of the Board for Non-Campus Countries and Distance Education, the UWI Distance Education Centre, the School of Continuing Studies, and the Tertiary Level Institutions Unit, to a Campus. Further it explains the Campus's progress in achieving the four (4) strategic objectives related to the establishment and advancement of the Open Campus concept. This chapter goes on to highlight 'The Open Campus



UWI

Way' which is a student-centred approach to its administrative and teaching and learning processes. Finally, it articulates the core values that drive the UWI Open Campus: student centeredness, agility, accessibility and the creation of an enabling environment for its stakeholders.

Chapter 3

Chapter 3 addresses the first institutional accreditation standard: Mission and Objectives. It shows that the University from 1948 until April 30, 2012 has had two mission statements, both of which have been focused on the development of the Caribbean people. This chapter also shows that the University has articulated objectives, known as purpose and goals. For the strategic period 2007-2012, the University highlighted seven (7) goals. The chapter discusses how the Open Campus has used the University Strategic Plan, to formulate its Operational Plan. Based on the University's Strategic Plan, the Open Campus has articulated seven (7) operational objectives which include the establishment of University-wide policies for the management, development and implementation of open and flexible learning and the expansion of the University's foot print.

This chapter further discusses how the University's mission and objectives meet the needs of internal and external stakeholders and how they are communicated. It uses both primary and secondary data to inform the study. It concludes by noting that based on the analysis of the evidence, the University has a clear and well-articulated mission statement and well-defined objectives which are appropriate to tertiary education institutions. It also notes that the University and the Campus has established ethical decision-making processes that consider feedback from stakeholders. Finally, Chapter 3 shows that the Campus meets the requirements for Standard 1.

Chapter 4

Chapter 4 addresses institutional accreditation Standard 2: Governance and Administration. It discusses the two-tier governance and administrative structures of the University. It shows that the University governance powers are obtained from the University Senate and its administrative powers from the University Council. It shows that at the Campus level, the Principal and Pro-Vice-Chancellor is responsible for the day-to-day administration. At the Open Campus, the Principal has formed a Management Committee which comprises Directors and other Heads of Sections.

There are currently 12 persons, including the Principal, on that Committee. This chapter discusses other Campus and University structures that support the good governance and administration of the University and the Campus. It articulates how the University structures are operationalised at the Campus level. It critiques the processes used at both these levels and highlights areas of strength and those requiring improvement.

The Chapter concludes by indicating that the analysis of the governance and administrative structures used by the University and the Open Campus has provided much evidence of coherent and responsive mechanisms that support the advancement and student-centred focus of the Campus. It also notes that the University and the Campus have established ethical decision-making processes that consider feedback from stakeholders. Finally, it posits that based on its thorough evaluation of the requirements for Standard 2 and of the policies, procedures and practices of the University and the Campus, Standard 2 has been met.

Chapter 5

Chapter 5 evaluates the core operations of the University and the Open Campus – Teaching and Learning. It begins by positioning the evaluation within the Campus’s Guiding Principles which state that it will “adopt quality teaching and relevant experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all its communities” (UWIOC Student Handbook, 2009-2010, p. 14). It shows how this theme, teaching and learning, has a central place in the University Strategic Plan, 2007-2012.

This Chapter shows the evolution of the Campus’s Academic Planning and Delivery Division, from being structured according to academic levels to its new structure which is seeking to fine-tune its responsiveness through the centralisation of processes. This chapter shows the programme design, proposal, development and delivery processes adopted by the Campus and its relationship to the University structures and processes. It discusses the internal mechanism used to review programmes and courses and showcases the number of such reviews that have been completed by the Campus. There is also a brief discussion relating to the programme evaluations which have been conducted by the Quality Assurance Unit.



Further, this Chapter shows that the Campus is continually seeking to improve its student experience and has introduced many systems to support this improvement, including Elluminate Live! (now Blackboard Collaborate) which replaced the use of teleconference facilities and allows students to access lectures and other materials from any location in the world. The chapter also discusses the introduction of mid-semester evaluations which were introduced as a mechanism to address student concerns early in the semester. This gives the Campus an opportunity to be more responsive to the needs of students.

This chapter portrays a Campus which is conscious of its responsibility to its students and a Campus that is constantly evaluating its processes and practices with a view to improving how it does what it does.

The Chapter concludes by summarising the many strengths identified including the improvements in the Open Campus Country Sites through the redevelopment and upgrading of several sites and the gradual improvements being planned and implemented to the Open Campus Management System through the search for an Enterprise Resource Planning (ERP) system that would streamline and amalgamate all its various processes into one virtual system.

The analysis of the evidence provided in this chapter shows that the Open Campus is committed to the delivery of effective and efficient teaching and learning processes that are in keeping with the University Strategic Aim 1 (The UWI Strategic Plan, 2007-2012). It also shows that the Campus is continually working to improve its practices. It concludes by indicating that the evidence has shown that the Campus has met the requirements of Standard 3.

Chapter 6

Chapter 6 addresses Standard 4: Readiness for Change. In this Chapter the Campus shows that it uses many mechanisms to address the changing social and economic demands of its stakeholders. It highlights how the establishment of the Open Campus itself was in response to the changing needs of the University's various stakeholders, particularly in the UWI 12. The Chapter discusses how the University and Campus structures facilitate the evaluation of the achievement of the University's Mission and Objectives. It shows that at the University level, there are centralised systems for the allocation of resources amongst the campuses. It also discusses the use by the Open Campus of various mechanisms, including the management and staff

retreats, to address the continual need to be ready to meet the changing needs of stakeholders.

The Chapter concludes by noting that the Campus has been and is operating in a very dynamic, borderless environment which is infused with technology – an environment which requires the Campus to be constantly managing change. This chapter has shown that the Open Campus is aware of the need for change and that it is prepared to adopt the necessary changes to ensure that it remains an agile, student-centred Campus that provides an enabling and accessible environment for all its stakeholders. It concludes by noting that based on the evidence presented the requirements of Standard 4 had been met.

Chapter 7

This Chapter addresses the final institutional accreditation Standard – Quality Enhancement. The Chapter begins by presenting a diagram of the quality management system (QMS) of the Campus. This QMS incorporates all the functions of the Campus and the University and shows the inter-connectedness of both systems. It shows how the academic quality assurance system of the Campus originated from the University’s system. As a multi-modal Campus the chapter discusses the ways in which the Campus has adapted the University system to address its unique requirements. From an academic perspective it focuses on four (4) components of quality that needed to be addressed, namely, student recruitment and selection; teaching and learning; programme development, approval, evaluation and review; and the establishment of a culture of quality. It goes on to discuss how the Campus addresses these four components in detail.

This Chapter also discusses the administrative and financial processes developed by the University and the Campus to assure quality. It shows how the University Office of Planning and Development spearheads the University’s environmental scanning processes and the role played by the Campuses. This chapter highlights many strengths including the Campus’s responsiveness to the initiatives of the Quality Assurance Unit and its consultative approach to the development and revision of policies.

The Chapter concludes that based on an evaluation of both primary and secondary evidence, the Campus has a well-articulated and integrated quality management system. It highlights as particular strengths of the Campus, the responsiveness of



its QMS to the needs of its stakeholders and its continual focus on the achievement of high quality. Finally, it concludes that the Campus has met the requirements for Standard 5.

Chapter 8

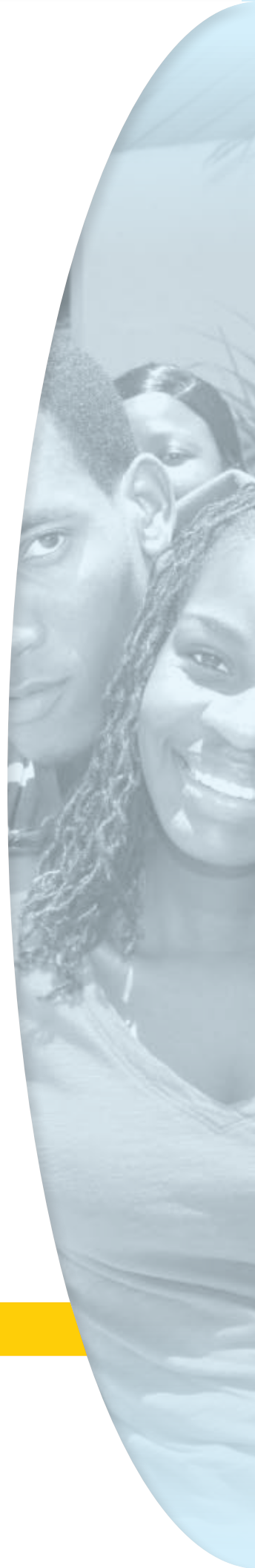
The final chapter of the study provides a summary of the strengths and recommendations associated with each of the five institutional accreditation standards. It then discusses the key findings from each of the chapters. It concludes by discussing the findings under the second part of the self-study theme 'A Campus for the Future'. This section highlights the mechanisms being used and introduced by the Campus to ensure that in the future it continues to be a viable option for students. These mechanisms include the current transformation exercise which is focused on streamlining the Campus's structures, better aligning its processes, integrating its functions in a more effective manner, and increasing its responsiveness and efficiency in its production and delivery of relevant programmes.

It concludes by reflecting on the evidence which has been gathered through the self-study process and asserts that on its current trajectory the Campus is well positioned to meet the changing needs of tertiary education in the 21st century. It suggests that the Campus's multi-modal approach to teaching and learning, coupled with its presence in 16 countries places it in an ideal position to achieve and model its tagline 'Online, On Site, On Demand'. Further, it emphasises that the self-study has shown that the Open Campus can justify its claim of being 'A Campus for the Times, A Campus for the Future'.

A Campus
for the **Times**

A Campus
for the **Future**

CHAPTER 1
Organisation of the Self-Study Process





CHAPTER 1

Organisation of the Self-Study Process

Introduction

The University of the West Indies Open Campus is pleased to share the results of its comprehensive one-year self-study process with its constituents and the regional external quality assurance agencies, namely the: Barbados Accreditation Council, Accreditation Council of Trinidad and Tobago, University Council of Jamaica, Antigua and Barbuda Accreditation Board, Dominica National Accreditation Board, St. Vincent and the Grenadines National Accreditation Board and St. Christopher and Nevis Accreditation Board.

This is the Open Campus's first institutional accreditation self-study and it has provided the newest campus of the University of the West Indies with an ideal opportunity to reflect on how it is meeting its goals and objectives, as well as providing a time for reflection and introspection which has allowed us to focus on all issues (both positive and negative) critical to its development.

Having completed this comprehensive self study and shared it with the accreditation bodies, the Campus welcomes the review by the peer evaluation team and looks forward to its worthwhile contributions.

Objectives of the Self-Study

The Open Campus's self-study process has three main objectives. They are to:

1. assess the extent to which the Campus satisfies the Accreditation Standards of the Barbados Accreditation Council;
2. determine the progress made in achieving the Open Campus specific Aim outlined in the University of the West Indies Strategic Plan, 2007-2012; and
3. articulate a process and product that prepares the Open Campus to be a Campus for the times and for the future.

An Open, Inclusive Self-Study Process

The self-study report analyses the development of the Campus over the period 2007 through April 30, 2012. In pursuit of institutional accreditation for the University



of the West Indies as a whole and the Open Campus in particular, the Open Campus appointed an Accreditation Steering Committee in July 2010 to co-ordinate the accreditation self-study process.

Presentation of the Study

Although the self-study may be read as a single document, each chapter is written in such a way that it is self-contained and may be read on its own. For ease of reference, there is some built in redundancy.

Structure of Steering Committee

The Committee consisted of twelve persons who represented the Open Campus Country Sites, External Relations Intra and Inter Institutional Collaboration Department, Academic Programming and Delivery Division, the Principal's Office, Deputy Principal's Office, Computing and Technology Services, Office of the Registrar, Human Resources Department, Quality Assurance Unit, Library, Office of Finance and Administration and the Student Guild. The Committee was structured to include all the key Open Campus internal stakeholders. An Accreditation Co-ordinator was also appointed to oversee the accreditation self-study process.

In order to have a foundation for an evidence based self-study, a qualitative survey instrument was distributed to an elite sample of stakeholders and the data used to formulate themes. The themes were used as the basis for a quantitative survey instrument. Requests for data including statistics, other information and documentation were sent to all divisions within the Open Campus. The results were entered into an online database which is now accessible.

The Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, was asked to lead the preparation of the Open Campus for institutional accreditation and to serve as Institutional Accreditation Co-ordinator. Oversight of the self-study process was provided by the Management Committee, the Self-Study team and the Steering Committee.

To facilitate broad involvement from the Campus community in the interpretation of the data, the Steering Committee appointed five sub-committees, one for each of the accreditation standards. Each sub-committee which consisted of between five and twelve persons evaluated the documents in the Resource Room as well as the findings of the survey and gathered additional information as necessary to produce

a working chapter that was used by the Steering Committee to draft the self study report. The Steering Committee prepared Chapters 1, 2 and 8, based on the Campus's unique perspectives.

To obtain feedback from the Campus community, the Steering Committee invited contributions to the institutional accreditation website, via information sessions held with each Unit and through an extensive survey which was distributed electronically to all its major constituents. In February and March 2011, the Campus community was asked to contribute by outlining the strengths, weaknesses, and challenges of the Open Campus. The Community was also asked to define what it thought would make the Open Campus a great Campus in the future. This focus was in keeping with the theme of our study 'a Campus for the times, a campus for the future'. In addition, the Ministries of Education in the contributing countries and the tertiary level institutions which are involved in the University's franchise programme arrangements were also polled to obtain their feedback.

After the sub-committees completed their draft chapters in May, 2012, the Steering Committee discussed the results with the Self Study Team and the Management Committee. It also posted the draft self study report on the institutional accreditation website for comments. Using the draft report, the comments and additional data, the self-study was amended and recommended for approval by the Steering Committee on July 26, 2012. It was approved by the Principal and Pro-Vice-Chancellor on behalf of Academic Board on July 28, 2012. The self-study report was approved by the Chairperson on behalf of the Open Campus Council on July 30, 2012.

Steering Committee's Mandate

The mandate of the Steering Committee was as follows:

To engage the Campus Stakeholders in an open self-study process that accomplishes the following:

1. an objective assessment of the Campus's strengths and opportunities for improvement;
2. provision of evidence to inform the future focus of the Campus;
3. assessment of the extent to which the Campus satisfies the accreditation standards of the Barbados Accreditation Council;



4. determination of the progress made in achieving the aim as outlined in The UWI Strategic Plan 2007-2012, namely, Service to UWI-12 Countries and Other Underserved Communities;
5. articulation of a process and product that galvanises the Open Campus in its pursuit of institutional advancement; and
6. production of a self-study report that highlights to the external accreditation bodies and the peer reviewers that the Open Campus has the ability to fulfil its mission and attain its goals and objectives in the short, medium and long term.

Steering Committee's Terms of Reference

In order to achieve its mandate, the Steering Committee was guided by the following terms of reference, to:

- a. understand the accreditation standards and processes;
- b. inform the design of the self-study;
- c. commit to wide internal and external stakeholder consultation;
- d. mobilise resources to inform the accreditation process;
- e. oversee the progress of the preparation of the self-study report;
- f. inform the design of the communication strategy to create an awareness across the Campus community of the accreditation processes and procedures, and
- g. hold timely meetings to receive progress reports from chairs of all sub-committees.

Sub-Committees

To ensure Campus wide involvement in the self-study process, the Steering Committee appointed five sub-committees, one for each of the accreditation standards. The five to twelve member sub-committees included the Chair. The Sub-Committees wrote the working chapters that were used by the Steering Committee as source documents for drafting the self-study report. Following are the Sub-Committees, the Accreditation Standard assigned and the Chair:

Standard 1: Mission and Objectives

Prof. Vivienne Roberts

Standard 2: Governance and Administration

Prof. Edwin Brandon

Standard 3: Teaching and Learning

Dr. Benita Thompson

Standard 4: Readiness for Change

Prof. Julie Meeks-Gardner

Standard 5: Quality Enhancement

Ms. Pamela Dottin

To achieve their mandate, the Standard-Focused Sub-Committees were given the following mandate to:

- a. understand the specific accreditation Standards and its sub-components;
- b. review and analyse relevant evidence;
- c. critically analyse the Campus's policies, procedures and operations to identify strengths, weakness, opportunities and threats;
- d. formulate an outline of themes, specific points, and supporting evidence for standard focus section of self-study report, and
- e. review drafts of the self-study report.

In addition to the work of the Steering Committee and the Sub-Committees, an internal team of editors reviewed the draft self-study report and further editorial support was received from selected members of the wider University community.

Methodology

The methodology for the self-study process was mixed method using the QUAL to QUAN (qualitative to quantitative) approach. An elite qualitative sample was chosen from the Open Campus's stakeholders. The sample included current and past students and current and past employees (e-tutors, course co-ordinators, programme co-ordinators, etc.) and utilised stratified random sampling in relation to gender and country representation.

Personnel conducting the elite interviews were oriented to the protocol. The semi-structured instrument was administered by select members of staff. The findings were analysed to identify specific themes. The nuances of these themes were then further explored using a survey instrument to identify the frequency of the various relationships. The survey findings were analysed statistically using SPSS and the findings used to inform the Campus's self-study review.



Challenges

The major challenge faced during the self-study process was related to information retrieval. This highlighted a need for a systematic mechanism for compiling student and other data for easy retrieval, dissemination to other groups and for analysis to support institutional research and future self-study exercises.

Another challenge related to the response rate for the surveys. The Campus conducted surveys of its students, staff, Academic Programming and Delivery Division (APAD), Alumni and Tutors. It targetted 7,131 students, 272 alumni, 79 APAD/CDSR/OCCS personnel, 676 tutors/etutors, and 476 members of staff. The survey response rate is shown as Table 1.1.

*Table 1.1
Institutional Accreditation Survey Response Rate*

Descriptor	Target	Response	Confidence Interval
Alumni	272	34	15.7
APAD, CDSR, OCCS	79	31	13.7
Staff	476	139	7.0
Students	7,131	606	3.8
Tutors/Etutors	676	178	7.08

The accepted confidence interval for educational analysis is 5 per cent. Field (2005) suggests that when the confidence interval is large that "... the sample mean could be very different from the true mean, indicating that it is a bad representation of the population" (p. 20). As such these findings should not be taken as representative but as an indication of the views of the class cohort.

However, the Centre for Higher Education Quality (CHEQ), Monash University, Australia recommends that evaluations with lower response rates should not be discarded (Nair et al, 2001). In fact, the CHEQ is noted as stating that

... surveys with 10% response rate should still be considered as viable ... lower than 10% response rate ought to be reviewed in light of the distribution of the responses on the response scale (CHEQ, 2008 quoted in Nair et al, p. 226).

The Campus has adopted the recommendations of CHEQ in the analysis and use of the survey findings and the weight given to same in the self-study report.

Looking Ahead

The self-study report begins with a profile of the Open Campus, followed by five standard specific chapters. The Study concludes with a look at the overarching theme – A Campus for the Times, A Campus for the Future. This Self-Study Report is organised as follows:

Table of contents

List of acronyms used in the self-study report

List of diagrams

List of figures

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List of models

A message from the Pro Vice-Chancellor and Principal

Overview of The University of the West Indies

Executive Summary

Chapter 1 Organisation of the Self-Study Process

Chapter 2 General Overview of the Open Campus



Chapter 3 Standard 1: Mission and Objectives

The institution's mission and objectives are appropriate to post-secondary or tertiary education and consistent with the policies and practices that guide its operations

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

3.2 Standard 1.2 The institution has a defined mission and objective that are appropriate to post-secondary or tertiary education and training

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

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

Chapter 4 Standard 2: Governance and Administration

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

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

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

4.3 Standard 2.3 The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programme offered at the institution

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

Chapter 5 Standard 3: Teaching and Learning

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

5.1 Standard 3.1 The institution has formal mechanisms and/or procedures to undertake planning and evaluation of educational programme objectives

5.2 Standard 3.2 The institution clearly specifies and publishes educational programmes, and the objectives for each programme

5.3 Standard 3.3 The institution values and promotes effective teaching

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

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

Chapter 6 Standard 4: Readiness for Change

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

6.1 Standard 4.1 The institution has formal mechanisms and/or procedures to evaluate the achievement of its mission and objectives

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

Chapter 7 Standard 5: Quality Enhancement

The institution monitors, reviews and improves its Quality Management Systems through effective planning and evaluation, sustained efforts and commitment to quality

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

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

Chapter 8 The Open Campus: A Campus for the Times, A Campus for the Future

List of appendices

References

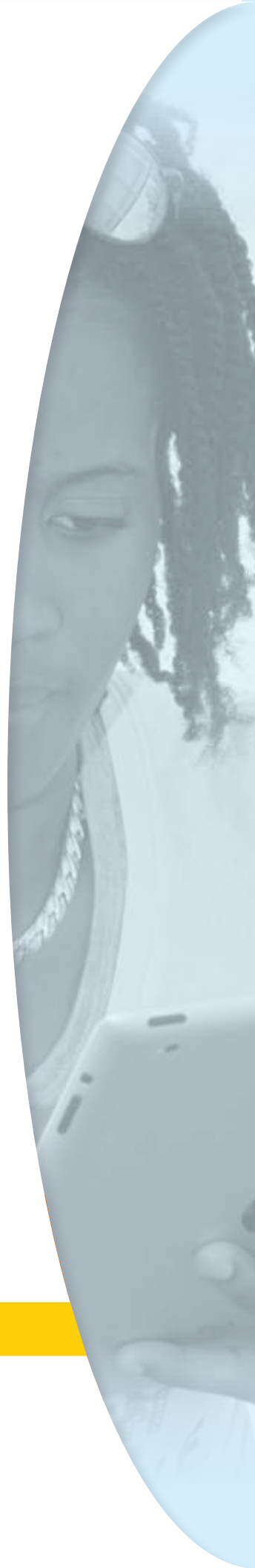
Conclusion

The comprehensive approach taken to the self study has meant that the Open Campus was able to identify and celebrate its strengths and acknowledge and create action oriented recommendations to address its weaknesses. The self study approach also provided scope for the Open Campus to identify opportunities and present a response to those opportunities.

A Campus
for the **Times**

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for the **Future**

C **HAPTER 2**
General Overview of the Open Campus





CHAPTER 2

General Overview of the Open Campus

Introduction

The Open Campus (OC) is the fourth campus of the regional university. The University of the West Indies' Strategic Plan 2007-2012 outlined the establishment and the strategic directions for the Open Campus. Strategic Aim 4 of that Strategic Plan, which is entitled 'Service to UWI-12 countries and other underserved communities,' states that the UWI will "... create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its services to the individuals, communities and countries which it serves (STRIDE, 2007, p. 20). The UWI-12 consists of the 12 contributing Anglophone Caribbean countries which do not have a physical campus of the UWI. The strategic plan suggests that the OC should 'greatly increase[d] opportunities for access to higher education, including postgraduate programmes ...' (p. 21).

Chapter 2 provides a brief introduction to the University of the West Indies (UWI) and the Open Campus (OC). In this chapter, we discuss the major milestones in the life of the UWI and the OC. Additionally, we provide a brief history of the entities which were amalgamated to form the OC. As outlined in the UWI Strategic Plan, the OC has a regional mandate to provide university level service to the UWI-12. The chapter also seeks to discuss the Open Campus's quest for institutional accreditation. Further, it reflects on the Campus's three year life and its transition from four separate entities, namely, the Office of the Board for Non-Campus Countries and Distance Education (BNCCDE), the School of Continuing Studies (SCS), the UWI Distance Education Centre (UWIDEC), and the Tertiary Level Institutions Unit (TLIU), to the Open Campus.

The University of the West Indies (UWI)

Sherlock & Nettleford (1990) describe the UWI as "a place of light, liberty and learning" (p. 1) with "active, functional partnerships with close to 30 tertiary institutions in the region [that] deliver programmes as part of a UWI degree" (Office of Planning and Development, 2010, p.14). The UWI serves 17 English speaking Caribbean countries through three physical campuses (Cave Hill, Mona and St.



Augustine) and the Open Campus which has 42 sites in 15 countries and 3 Learning Centres on each physical campus.

The vision of The UWI as articulated in its Strategic Plan for the period 2007-2012 is that “. . . by 2012, The UWI will be an innovative, internationally competitive, contemporary university deeply rooted in the Caribbean, committed to creating the best possible future for all our stakeholders. It is to be the ‘university of first choice’ for the region’s students and talented academics” (p 10). It is envisioned that the University would provide a truly supportive learning environment that promotes and rewards excellence. Further, the Plan spoke to the need for the University to be proactive in its response to the dynamic global higher education environment. The main goals of the University are to:

- a. prepare the distinctive UWI graduate;
- b. consolidate the role of the University as an internationally recognised centre of excellence for graduate education;
- c. solidify the UWI as a renowned centre of excellence in research, knowledge creation, and innovation on matters related to the Caribbean and small island developing states;
- d. create an Open Campus to expand the scope, enhance the appeal, and improve the efficiency of service to the individuals, communities, and countries served by the UWI;
- e. strengthen regionality;
- f. strengthen the national engagement process; and
- g. strengthen and expand institutional partnerships.

The UWI plays a key role in the development of the Caribbean Community (CARICOM) through its presence on regional committees, its research and its graduates.

An Overview of the University of the West Indies Open Campus

In April 2007, the University Council approved the establishment of the Open Campus to expand the scope of the University by increasing the range, reach and access to university programmes and services by students across the region (See

Appendix 2.1). The Campus was conceived in response to concerns expressed by governments and representatives from a wide cross-section of countries in the UWI-12 about the inadequate service provided by the University to those countries. The Open Campus Concept, which was developed by the then Pro-Vice-Chancellor Professor Lawrence Carrington and a planning team, was presented in a Concept Paper that was laid before the University Council and was approved in 2007.

The Concept Paper (See Appendix 2.2) presented a creative solution to existing problems of access to UWI programmes in the UWI-12 and remote communities in countries with established campuses by proposing the integration of the existing Outreach Sectors. The SCS, the UWIDEC and the TLIU were conceived of as the foundation of the Campus within a revised administrative and organisational system under the supervision of a Pro-Vice-Chancellor and Principal, in accordance with the overall structure of established campuses within the UWI system. The Open Campus concept is predicated on the following six principles. The campus will:

- i. have an enhanced physical presence in each contributing country to permit services more appropriately provided face-to-face;
- ii. function as a network of real and virtual nodes to deliver education and training to anyone with access to Internet facilities;
- iii. deploy the technological, instructional and design capabilities of UWIDEC staff to permit blending of online and face-to-face learning experiences and enrich social aspects of learning in a collegial environment;
- iv. build on the work of the TLIU to facilitate UWI interaction with other universities and tertiary level institutions to create a seamlessly linked education system for the development of the Caribbean;
- v. build on the School of Continuing Studies social and cultural initiatives; and
- vi. offer the same quality of instruction and the same qualifications as those in other parts of UWI.

(The UWI Strategic Plan 2007-2012, The Open Campus Concept)

The Open Campus is organised into functional offices/departments/units. There are eleven (11) departments/units/offices that are structured to facilitate its student-centred focus.



Promoting the Open Campus Concept

In the months preceding the presentation of the Open Campus Concept to University Council, Pro-Vice-Chancellor Lawrence Carrington presented and discussed the Concept with various groups on the three physical campuses, including the Committee of Deans in January 2007, and solicited comments on the document. In the months following the approval of the concept by Council up to July 2007, PVC Carrington and the planning team met to discuss a possible structure for the UWI Open Campus. The team interrogated all the functions undertaken by the Outreach Sectors supervised by the Board for Non-Campus Countries and Distance Education, and a structure based on functional imperatives rather than a replication of the Faculty structure was proposed. The team defined specific deliverables for the Campus.

These are:

I. *Capacity building interventions for other institutions which would involve workshops;*

- short courses at pre-university, undergraduate and graduate levels;
- undergraduate degrees;
- graduate degrees;
- research;
- continuing education; and
- cultural studies and activities.

II. *Professional Development activities including*

- campus attachments;
- participation in campus based conferences;
- participation in country conferences;
- joint research;
- training; and
- course creation.

III. Academic work which would include

- the development of issue driven programmes and courses;
- problem driven research collaboration;
- cultural development programmes; and
- harmonisation and coordination of existing responses to needs in target populations.

During the same period, a sub-committee of the team continued to work with the Strategic Planning group established by the Vice Chancellor to develop strategic objectives for the Open Campus within the context of UWI's Strategic Plan for 2007-2012.

The fourth strategic aim of the UWI Strategic Plan for the creation of the Open Campus is "to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves" (UWI Strategic Plan, p. 31). The following seven strategic objectives for the UWI Open Campus are also set out in the Plan.

1. Establish University-wide policies for the management, development and implementation of open and flexible learning, including the use of off-campus, face-to-face and Information and Communication Technology (ICT) infused programmes.
2. Establish a viable and sustainable financing mechanism for the UWI Open Campus.
3. Establish and operationalise University-wide policies for the development and management of inter-institutional relationships.
4. Establish and operationalise the UWI Open Campus.
5. Create a student-centred learning environment for a diverse student body.
6. Expand the scope of UWI by increasing the range, reach and access to university programmes and services by students from the relevant target groups.
7. Ensure an appropriate relationship between the Open Campus and the other campuses.

(STRIDE, 2007, p. 31)



Progress with Establishing and Advancing the UWI Open Campus

From August 1, 2007 UWI Open Campus staff, under the leadership of newly appointed Pro-Vice-Chancellor and Principal of the Campus, Professor Hazel Simmons-McDonald, continued to work on the strategic objectives for establishing the UWI Open Campus and making it operational. The Open Campus was officially launched on July 2, 2008, so the academic year 2008-2009 was its first as a full-fledged campus. The Open Campus management undertook work on each of the objectives to implement a balanced approach to the formation of the Campus. The following discussions will give a brief synopsis of the achievements to date.

Research and Scholarship

Over the three years, many Units/Centres and individuals within the Campus were involved in research. The Consortium for Social Development and Research (CSDR) currently comprises four specialist research units namely the Caribbean Child Development Centre (CCDC), the Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI), the Social Welfare Training Centre (SWTC), and the Women and Development Unit (WAND). However, the CSDR has provision for six research units. The Human Resource Development Unit (HRDU) has been dormant since the demise of its head. In 2010, the Campus attempted to revitalize the HRDU through the recruitment of a new head. Unfortunately, financial constraints meant that the Campus was not able to interview shortlisted applicants. The final Unit within the CSDR, the Cultural Studies Unit (CSU), has not yet been established.

The CSDR is a semi-autonomous group of research entities which is headed by a Director. The directorship uses the 'first amongst equals' concept and is rotated every two years amongst the Heads of the individual units comprising the CSDR. However, as part of the current rationalization and restructuring of the Campus, the terms and conditions for the directorship of the CSDR is being revisited with the aim of providing more sustainability and continuity within the CSDR. It was later agreed in 2012 that that directorship would rotate on a five yearly basis which is in keeping with the practice for the office of faculty deans on the physical campuses.

The Units within the CSDR individually or in collaboration with other agencies conduct regional research which has international implications for the region. The CSDR, referred to as the Consortium, is intent on assisting "... vulnerable and socially disadvantaged persons within the Caribbean to attain their full potential

through formal and non-formal education, research and technical assistance using a person-centred approach” (<http://www.open.uwi.edu/csdr/welcome>).

The main aims of the CDSR are to contribute to the social development of Caribbean societies, strengthen the human potential of citizens and promote the University of the West Indies, especially in non-traditional areas, through research, training and education, curriculum development, development projects, technical assistance, information management and community outreach and public service (<http://www.open.uwi.edu/hlstuei/welcome>).

There are currently four units within the CSDR, Below is a summary of some of the Campus’s research activities.

Caribbean Children Development Centre

The Caribbean Child Development Centre (CCDC) has worked on a number of initiatives related to child development, including:

1. Children and violence, which included a collaborative research project with the Faculty of Education and Tropical Medicine Research Institute (TMRI) on promoting young children’s social and emotional competence and preventing aggression in basic schools. This research was funded by United Nations Children’s Fund (UNICEF) and Environmental Foundation of Jamaica.
2. An analysis of individual level interventions to reduce youth crime and violence amongst Jamaican youth. This research was funded through a World Bank grant.
3. Research on Children and HIV: an investigation of stigma and school performance of children infected and affected by HIV/AIDS. This research was funded by UNESCO and conducted in St. Lucia and Guyana.

Women and Development Unit

The Women and Development Unit conducted a small project focusing on Violence against women in the Caribbean: tools for advocacy and public information in St. Vincent and the Grenadines and Barbados. It also collaborated with PARTICIPA Corporation, the Venezuelan Institute for Social and Political Studies (INVESP) Foundation of the Americas (FOCAL), and the Organisation of American States (OAS) to conduct research on the extent to which select governments in the



Caribbean and Latin America implement the mandates from the Summits of the Americas in Quebec in 2001 and the Plata del Mar in 2005. Additional research conducted by WAND includes quantifying and analysing gender violence data in Nevis. This research was funded by MATCH International.

Open Campus Country Sites

The UWI Open Campus currently has a physical presence in each of the sixteen (16) contributing countries and one site on the Turks and Caicos islands. The Turks and Caicos islands are non-contributing countries of the UWI. In 2011, Bermuda became a contributing country but there is no physical Site. The collective is now often referred to as the UWI 12 +1. The Open Campus uses a network of real and virtual nodes to deliver education and training to anyone with access to computers and internet facilities. Additionally, its physical presence in 16 countries provides face-to-face pre-university and professional courses and programmes of study. With this structure in place, the Open Campus is well positioned to blend online and face-to-face learning experiences to enrich the social aspects and achievement of students in a collegial environment. The focus for the Campus in the academic year 2010/2011 was the engendering of the distinctive Open Campus culture which is described by the PVC of the OC as one that “... promotes quality service and an excellent environment for open and distance learning (ODL)” (Annual Report, 2009/2010, p. 4).

Diagram 2.1
The Open Campus Countries



The Open Campus has built on the foundation of the TLIU and continues to facilitate the interaction of the University with other universities, colleges, educational institutions and scholars.

It continues to work towards a seamlessly linked education system for development in the Caribbean region. Through this interaction and local presence of 42 sites in 16 Anglophone Caribbean countries, the Open Campus has attempted to meet local needs and foster social and cultural development. The Campus draws its intellectual sustenance from the entire academic community of the existing campuses. Its organization is driven by the functions required for the effective delivery of its programmes of teaching, research and consultancy.

The programmes of the Open Campus and its academic operations are governed by an Academic Board, subject to the overarching authority of the Boards for Undergraduate Studies and for Graduate Studies and Research. The administrative and financial affairs of the Campus are governed by the Council in accordance with the financial code and the body of UWI administrative practice.

Progress with Objective 1: *Establish University-wide policies for the management, development and implementation of open and flexible learning, including the use of off-campus, face-to-face and ICT infused programmes*

The following policies were devised to integrate the UWI Open Campus with its sister campuses for purposes of creating open and flexible learning at the University.

(i) Policy for Distance Education and Online Delivery. This policy was drafted by a cross-campus committee established by the Vice Chancellor. The draft of this policy has been widely circulated across the campuses of the University and it was also presented to the Finance and General Purposes Committee (F&GPC) meeting of the University in October 2007. The F&GPC is a Standing Committee of the Council of the University which can exercise the power of the Council in matters connected with the receipt and expenditure of money. It was determined at that meeting that the introduction to the document should be revised to reflect the collegial and collaborative relationships that will govern the participation of the campuses in the implementation of the policies outlined in the document. This revision was made and the final draft circulated after further consultation by the committee.



(ii) Policy for procurement of external programmes/courses was structured to address the need of the Open Campus to expand its programme pool without compromising the quality and integrity of its offerings. The paper sets out guidelines for the Open Campus to collaborate and cooperate with other institutions, regional and extra-regional, in the establishment of programmes. The paper also acknowledged the importance of making use of already established networks, including the Caribbean Universities Project in Integrated Distance Education (CUPIDE), Caribbean Knowledge Learning Network (CKLN), Virtual University of Small States of the Commonwealth (VUSSC) Project, the Development Gateway, and the Open University's project entitled 'Open Learn'. The paper outlined five key elements that would govern the procurement of external programmes/courses. These guidelines included: "Before being delivered as UWI certified products, all programmes/courses will need to go through the usual UWI approval process" (UWI, Open Campus, Procurement of external programmes/courses, OCCP. 6, 2007-2008, p. 1). The draft policy document, shown as Appendix 2.3, was submitted and approved by the UWI Open Campus Council at its meeting of March 3, 2008.

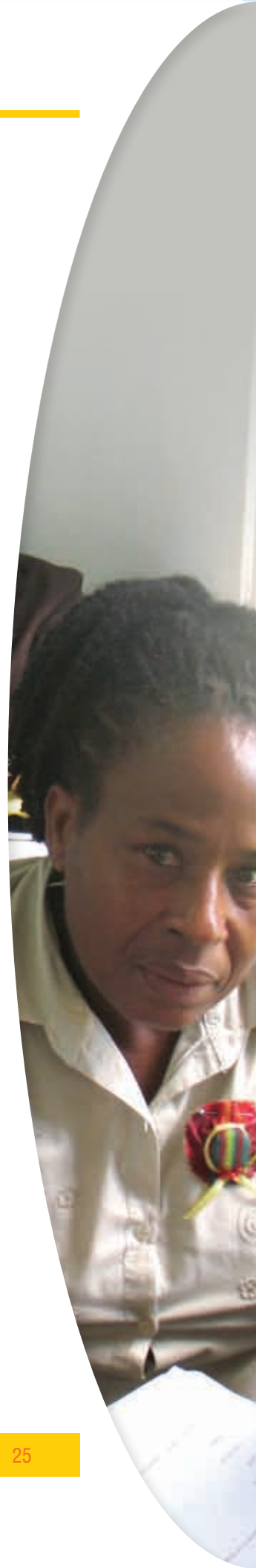
(iii) Policy on "the Openness of the Open Campus" was formulated to address student matters in relation to applications and registration, academic restrictions, matriculation, faculty and departmental requirements for programmes, course prerequisites, cross-campus restrictions, progress through a programme, 'life' of UWI credits and additional courses. The rationale was to articulate the Open Campus's position on 'openness'. This paper, which is shown as Appendix 2.4 sought, for example, to present a stance on matriculation requirements for students which did not restrict the Open Campus to the use of the UWI's normal requirements. This was possible because the Board for Undergraduate Studies (BUS) had previously approved, on the recommendation of the Board for Non-Campus Countries and Distance Education, a proposal for students who were at least 21 and did not meet the normal matriculation requirements to pursue degree programmes if they wished to do so. The BUS indicated that the Campus would be required to dictate which courses students would be required to take and pass before converting to normal registration. Similarly, this paper considered students' progress through programmes and suggested that the Open Campus would "... not make any demands that students successfully complete a particular number of courses or credits in a given time-span" (UWI, Open Campus, The Openness of the Open Campus, OCCP. 3, 2007-2008, p. 3). The draft policy document was submitted and approved by the UWI Open Campus Council at its meeting of 3 March, 2008.

(iv) Policy paper entitled “Fee structure for Open Campus degrees” was prepared, presented and approved by the Campus’s Council at its meeting of March 3, 2008. This paper articulated the cost distribution between development and delivery. It further provided a breakdown of the cost in relation to course variables, such as, course maintenance and cost of student marking and course delivery in relation to class sizes. Based on this analysis, a course fee of US\$300 per 3 credit course and a breakeven figure for student numbers of 40 was proposed. In light of the financial difficulties that were experienced by the region and its people, the UWI Open Campus policy paper advocated a phased approach to the increase in fees over a two year period, which would see a yearly move from US\$180, to US\$240 and finally to US\$300. The paper is shown as Appendix 2.5

(v) A policy document entitled the “Management of matriculation and graduation ceremonies” was presented and approved by the UWI Open Campus Council at its meeting of March 3, 2008. As a Campus with a student body currently from 16 regional countries, but with the potential for extra-regional students, this paper sought to document how matriculation and graduation ceremonies would be addressed. The paper outlined a proposal for the hosting of one graduation ceremony per year, on a rotating basis, in addition to the recognition ceremonies. The paper also included the issuing of Matriculation Certificates, in the absence of a matriculation ceremony for new students to the UWI Open Campus. The OC Management has revisited its decision and determined that this certificate added little value to the student experience. The policy paper is shown as Appendix 2.6

*Table 2.1
Policy and Other Development*

Policy	Status	Procedure(s)
Consensus policy for DE/online Delivery	Approved by UWI F&GPC	UWI Committee established by VC. Guidelines have been circulated to all campuses & staff by VC through University CIO
Policy for procurement & developments of DE programmes – inter campus	Incorporated into DE/Online Policy Paper (DEOPP)	Included as guidelines in DEOPP
UWIOC Policy on ‘Open’ admission	Presented to Open Campus Council and UWI Council in 2008. The policy has been approved	Guidelines have been implemented in the OC’s admissions procedures



Policy	Status	Procedure(s)
Financial policy on cost of services	Prepared a dynamic costing model which was submitted and approved by UWI OC Council	Costing modules currently being used to cost the development and delivery of OC online programmes/courses
Fees for undergraduate programmes	Paper presented to UWI Council and approved in 2008	Fee structure has been implemented
Fees for post-graduate programmes	Paper presented to UWI OC Council, UWI Council and F&GPC. Approved	Fee structure has been implemented
Fees for short courses	Paper presented to UWI OC Council, UWI Council and F&GPC. Approved	Fee structure has been implemented
Policy for Prior Learning Assessment and Recognition	Paper presented to UWI Open Campus Academic Board. Approved	Committee has been established and is functioning in a limited way. The Campus is currently revisiting the policy to enhance access to potential students.
Synchronous software	The Campus acquired Elluminate Live! A web conferencing tool in June 2010	Elluminate Live! is being used by all departments for online delivery
Moodle	The Learning Exchange updated from Moodle v.1.8 to 2.0, August 2011	The Learning Exchange has been updated
Plagiarism	Turnitin plagiarism detection software April, 2010	Turnitin has been deployed using Moodle bridge capability.

Source: The Principal's Report to Council, 2008-2009 and 2009-2010

Prior Learning Assessment

To aid the Campus with the achievement of its 'openness' mandate, it established a Prior Learning Assessment (PLA) Committee. This Committee is responsible for the closer scrutinising of all profiles of applicants who do not meet the requirements for normal matriculation into the University with a view to enabling their access based on experiential learning.

Progress with Objective 2: Establish a viable and sustainable financing mechanism for the UWI Open Campus

The Campus has continued to focus on the development of a business model which will result in the reduction of its dependence on government funding as it increases its income from fees and other projects. To accomplish this, the Campus has developed a billing model which aims to allocate the operational costs of running Open Campus Country sites to that country’s government. The model was presented to and accepted in principle by governments. This billing model was an attempt by the Campus to reduce the cost to individual governments as “... the Contributing Governments between them will fund a reduced percentage of the total budget of the Open Campus each year until this funding support is no longer required or phased out” (OC Principal’s Report, 2008-2009, p. 5). From its inception, the Open Campus articulated a funding model which started with a ratio of 62.6 to 37.4 (governments to student) fee income. The model projected a 3 per cent annual reduction in the amount of funding required from governments, with a similar increase in funding through student tuition fees. The actual annual government contributions received as a percentage of total income for the academic years 2008/2009 through 2011/2012 is shown next.

*Table 2.2
Percentage Government Income*

Academic Year	Government %
2008/09	62.6
2009/10	59.8
2010/11	45.7
2011/12	42.7

Despite the external economic environment, there has been a gradual increase in student numbers in the online provision over the four year period. Whilst the face-to-face provision has shown an increase between the years 2007/2008, there was a decrease in student numbers for the academic year 2009/2010 when compared with 2008/2009. For the academic year 2010/2011, there was a marked increase in online registration and a slight decline in face-to-face.



*Table 2.3
Student Number for the Period 2007/2008 through 2010/2011*

Number of students	2007/2008	2008/2009	2009/2010	2010/2011
Online education	3,648	3,657	4,545	6,181
Face-to- face continuing education programmes	17,819	20,944	19,655	19,156

Additionally, over its life, the Campus has managed to establish and fill a number of crucial staff positions, including the following: Deputy Principal, Chief Financial Officer, Human Resources Director and Director of Academic Programming and Delivery. These appointments have provided the Campus with the human resources from which it can fulfil its mandate of reaching the under-served communities throughout the region.

Progress with Objective 3: *Establish and operationalise university wide policies for the development and management of inter-institutional relationships.*

This ERIIC Unit spearheads the University’s collaboration with regional Tertiary Level Institutions (TLIs). The Unit has continued to collect and disseminate institutional and statistical data, a summary of which includes:

1. the franchise policy is currently under revision;
2. working with the Association of Caribbean Tertiary Institutions (ACTI) to develop associate degrees which facilitate the 2 plus 2 articulation with bachelor degrees offered by the UWI;
3. the preparation and dissemination of information documents including Caribbean Tertiary Education Development (1996-2006):
4. tracer studies that focus on the students who matriculated from the Associate Degree in Accounting from the Management Institute for National Development (MIND) into the UWI;
5. profiles of selected Caribbean TLIs;
6. a survey of the service provided to the TLIs that offer UWI programmes through franchise arrangements.

Over the life of the Campus, ERIIC has monitored the franchise agreements with over 17 institutions across the region and has facilitated articulation arrangements with over 10 TLIIs.

Progress with Objective 4 : Establish and operationalise the UWI Open Campus

The Campus has addressed a number of governance issues since its establishment including:

*Table 2.4
Governance Matters*

Task	Status
Amendment of UWI Statutes and Ordinances for the creation of the Open Campus	Approved by the UWI Council 2007
Formation of OC Academic Board	The Board has been formed and is operational
Formation of OC Academic Quality Assurance Committee	This Committee has been formed and is operational
Campus Appointments Committee	The Committee has been approved and is functional
Technical Advisory Committee	This Committee was formed and is operational
Finance and General Purposes Committee (F&GPC)	A decision was taken to merge the F&GPC with the OC Council. This practice is operational.
Campus Committee on Graduate Studies and Research (CCGS&R)	This Committee is a sub-committee of the Board for Graduate Studies and Research. The Committee has been formed.

Programme Development

As previously noted, the Open Campus is an amalgamation of varying entities, some of which came with a slate of programmes. In the academic year 2007/2008, the Campus developed its first programmes. These programmes include the Certificate in Learning Support, an online Certificate in Substance Abuse Prevention and Treatment, and an online certificate in Online Journalism and Community Media which was developed in collaboration with Caribbean Institute of Media and Communications (CARIMAC).

Additionally, in that year, the Campus acquired funds from the Organisation of American States (OAS) to finance the creation of a professional development course: Education for Democratic Citizenship in the Caribbean: A Distance Course for



Educators. The other professional development programmes included the:

1. Certificate in Entrepreneurship;
2. Certificate in Criminology;
3. Certificate in Human Resource Management;
4. Certificate in Tourism and Hospitality; and
5. Graduate Diploma in Instructional Design.

Further, the Campus continued to develop a number of face-to-face programmes, including associate degrees in:

1. Health Safety and Environmental Management;
2. Special Education; and
3. Social Work

It also developed certificates in:

1. Basic Telephony and Telecommunications Services;
2. Early Childhood Care and Education;
3. Materials Purchasing and Logistics; and
4. Sexual Reproductive Health for Nurses in collaboration with the Family Planning Association in Trinidad.

The Campus also worked with the Faculty of Medical Sciences, St. Augustine to develop a programme for Dental Assistants. For additional details of programmes and collaborative ventures undertaken by the Open Campus in the academic year 2007/2008, see the annual report for that year in the Resource Room¹.

In the academic year 2008/2009, the Open Campus continued its programme development with the introduction of a new structure for existing associate degrees. It also developed new online associate degrees in Social Work and NGO Management. The Campus also revised its BSc. Banking and Finance programme. In that academic year, the Open Campus obtained approval for its first two Masters

¹ The Resource Room is a room which houses the appendices and additional resource materials which support this self-study report

programmes, namely: Adult and Continuing Education and Literacy Instruction and a Post Graduate Diploma in Adult and Continuing Education. The Master in Literacy Instruction was originally designed with the School of Education, Cave Hill Campus in collaboration with the UWIDEC before the Open Campus was established. The Campus, through its Director of Open Campus Country Sites Office, in collaboration with the Caribbean Child Development Centre, commenced the offering of parenting courses in Belize, St. Kitts and Nevis, Grenada, Trinidad and Tobago and Jamaica.

In the academic year 2009/2010, the Open Campus introduced a new laddered pre-university certificate that comprised three levels: levels 1, 2, and 3. The intention of these levels is to allow persons without formal qualifications to acquire certification that would allow them to progressively matriculate into undergraduate programmes.

In addition, the following programmes were developed:

1. Diploma in Life Skills Literacy
2. B.Sc. Management Studies (Major and Special)
3. B.Sc. Management Studies (Minor in Economics)
4. B.Ed. Educational Leadership and Management
5. B.Sc. Accounting

In the academic year 2010–2011, the following programmes were introduced

1. Undergraduate Certificate in Banking and Finance
2. Certificate in Community Policing
3. Graduate Diploma in Instructional Design
4. M.Ed. in Instructional Design
5. B.Sc. Youth Development Work
6. B.Ed. Early Childhood Development and Family Studies



Graduations

To date, three graduation ceremonies were held: the first in St. Lucia in 2009; the second in Grenada in 2010 and; and the third in Antigua in 2011. To date 1,963 students have met the graduation requirements. In addition, the Campus has awarded 5 honorary doctorates to outstanding Caribbean scholars from the Organisation of Eastern Caribbean States (OECS). The honorary doctorates were awarded to:

1. The Honourable Dunstan St. Omer, Doctor of Letters Honoris Causa, 2009 (St. Lucia)
2. Prof. Caryl Phillips, Doctor of Letters Honoris Causa, 2010 (St. Kitts and Nevis)
3. Mrs. Beverley Steele, Doctor of Laws Honoris Causa, 2010 (Jamaica and Grenada)
4. Mr. Alwin Bully, Doctor of Letters Honoris Causa, 2011 (Dominica)
5. Her Excellency Dame Pearlette Louisy, Doctor of Laws Honoris Causa, 2011 (St. Lucia)

*Table 2.5
Number of Graduates*

	2009	2010	2011
Graduates	715	631	617

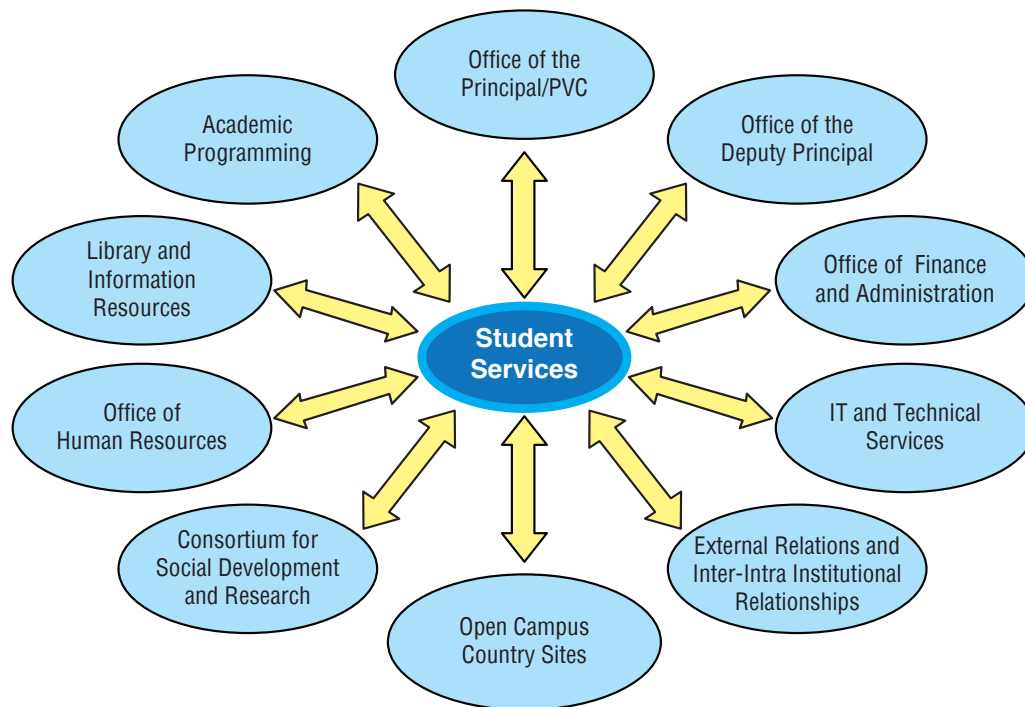
A full description of all the initiatives to address the four strategic objectives may be seen in the Principal's reports for the academic years, 2007-2008, 2008-2009 and 2009-2010 and 2010 - 2011. However, the brief preamble would have shown that over the last four years, the Campus has made much progress towards the achievement of its strategic objectives.

The Open Campus Way

The Campus's academic, administrative and support services are geared towards meeting the needs of its students. The student-centred approach adopted by the Campus focuses on not only satisfying student needs but also anticipating the possible needs of students. This strategy allows the Campus to take a proactive approach to its student support and other services. Further, it is closely tied to continuous

training for all staff, particularly front-end, for example, e-tutors/tutors, course coordinators and office staff, all of whom interact directly with students. The following Diagram 2.1 seeks to establish this strategy.

*Diagram 2.2
The Open Campus Way*



In 2011, the Campus commenced a programme of transformation and change with a series of retreats which included 249 members of its staff. The first activity in the programme was an OC leadership retreat which was followed by staff retreats in Barbados, Jamaica and Trinidad. The leadership retreat which was held in July 2011 sought to:

- articulate how UWIOC's strategy is aligned to the UWI Campus Vision and Mission
- define the UWIOC Way
- define leadership at the UWIOC
- understand the critical importance of strategic leadership and
- identify the top four high level strategies required to take UWIOC to the next level for the period 2012-2017



-
- determine as a collective what are the leadership behaviours at UWIOC; and
 - work with leadership to have this session inform the Employee Workshops

(Report on: Staff Workshop Facilitated by LCI Inc., 2011, p.6.)

The staff retreats were planned to have direct engagement with about 50 per cent of staff members. It was envisioned that through a process of cascading information, sharing the critical decisions, and regular monthly engagements at the departmental level, the Campus would build a strong team spirit and commitment to its core values. The staff retreats were attended by approximately 214 participants. The participants showed overwhelming commitment to the Open Campus ideal and unanimously endorsed the core values as articulated by the OC leadership. The Core Values agreed for the Campus by its staff are:

- Student-Centred
- Agile
- Accessible
- Enabling

Conclusion

In this chapter, we have provided an overview of the establishment, progress and development of the Open Campus. We have shown that the Campus has progressed considerably from its inception but that it is conscious of the need to continually engage with its stakeholders and to remain true to its core values of providing its stakeholders with an environment which is student centred, agile, accessible and enabling.

A Campus
for the **Times**

A Campus
for the **Future**

C **HAPTER 3**
Standard 1: Mission and Objectives





CHAPTER 3

Standard 1: Mission and Objectives

Criterion: The institution's mission and objectives are appropriate to post-secondary or tertiary education and consistent with the policies and practices that guide its operations.

Chapter 3 presents an evaluation of the Open Campus's adherence to and compliance with the following four standards that relate to Criterion 1:

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

Standard 1.2 The institution has a defined mission and objectives that are appropriate to post-secondary or tertiary education and training

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

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



UWI

Introduction

The mission statement of the University is the foundation upon which its strategic direction, policies and procedures are grounded. The mission statement articulates the direction and focus of the University and is seen as its compass. The University is a regional entity and its mission statement is reflective of that orientation and emphasises its commitment to the achievement of regionality. As such the mission statement asserts that:

The enduring mission of the University of the West Indies is to propel the economic, social, political and cultural development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership (STRIDE, 2007, p. 6).

The mission statement of the University highlights its identity with the West Indian community and the inter-dependence which Caribbean people and the University share. Similarly, the vision statement of the University outlines the mechanisms which the University will employ to achieve its mission. The following vision of the University defines its purpose and clearly outlines its plans within a specified time frame.

By 2012, the UWI will be an innovative, internationally competitive, contemporary university deeply rooted in the Caribbean, committed to creating the best possible future for all its stakeholders. It will be the University of first choice for the region's students and talented academics. It will provide a truly supportive environment that rewards excellence and it will be agile enough to thrive in a dynamic global environment (STRIDE, 2007, p. 10).

The vision statement acknowledges that students have choices and that the only way the University will remain the "University of first-choice" is if it adapts its practices to keep in step with the ever changing environment of higher education in the Caribbean and the world.

In this chapter, we will discuss how the University and the Open Campus are working towards the achievement of the ideals set out in the mission and vision statements.

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

From its earliest establishment in 1948, the University College of the West Indies articulated its mission and indicated its purpose. It identified a regional mandate, a focus on economic and cultural development, responsibility for the provision of intellectual leadership, interest in educational and research networks and a commitment to quality teaching and research as the means to achieving its development goals.

The University has one mission statement which is reflected in the operations of its four campuses. There have been two successive mission statements in the life of the University, one which was articulated in 1948 and the second in 2008. The first mission statement, in keeping with the University's regional emphasis, clearly stated that the

UWI's mission is to unlock West Indian potential for economic and cultural growth by high quality teaching and research aimed at meeting critical regional needs, by providing West Indian society with an active intellectual centre and by linking the West Indian community with distinguished Centres of research and teaching in the Caribbean and overseas. (<http://www.mona.uwi.edu/about/mission.php> last accessed 18th August, 2011).

In its Strategic Plan for 2007– 2012, the mission statement was broadened whilst retaining its regional focus and its emphasis on teaching and research. Its scope was explicitly extended to include social and political development and innovation and service to the region. To this end, the current mission statement asserts that: “the enduring mission of the University of the West Indies is to propel the economic, social, political and cultural development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership” (STRIDE, 2007, p. 6).

The Strategic Plan further elaborates on the goals of the University of the West Indies (UWI) in a list of eleven related requirements of the mission. The Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence (2007) states that the purpose of the University is to:

1. provide the population of the region with access to high quality academic programmes that are effectively delivered and that help to build strong



individual, national and regional capacities in response to changing human needs.

2. provide complementary opportunities for higher education that foster intellectual development, creative activity and self-actualisation, enhance social and interpersonal relations, and enable students and alumni to have a broader frame of reference for specialised knowledge.
3. conduct rigorous basic and applied research that serves to:
 - a. explore solutions to priority national and regional problems and challenges
 - b. create significant new knowledge
 - c. exploit developmental potential and comparative advantages
 - d. elucidate important contemporary social issues
 - e. situate self and society in a changing world order
 - f. provide a sound basis for public policy formulation and decision making.
4. maintain a capacity to supply a wide range of expert technical, professional and advisory services to meet the needs of regional governments and the private sector and to involve its alumni in this process.
5. assist its students and population at large to achieve informed self-awareness through a deep understanding of the main economic, social, political and cultural currents that have combined to define West Indian society.
6. help the region to comprehend the nature and significance of contemporary issues and emerging global influences.
7. strive to be a significant contributor to global intellectual growth and human development by active scholarship that harnesses the creative energies, cultural diversity, social experiences, biodiversity and other assets of the region.
8. assist generally in strengthening education and training systems, at all levels, throughout the region, and aid in the development of the tertiary level education system in particular.

9. assist the region to evaluate, assimilate, adapt and harness major new technologies in order to optimize potential benefits or limit negative impacts.
10. develop strategic alliances with other institutions to expand access to tertiary education, as well as the scope of teaching and research; and
11. foster an intellectually stimulating environment that can attract academic staff and students of high quality and in which ideas contend vigorously (pp.6-7).

The purpose of the University as shown above is reflective of the needs and aspirations of its many stakeholders, both internal and external, direct and indirect. The expressed purpose of the University shows that it is seeking to position itself as the market leader for higher education, as well as the centre for intellectual discourse in the region.

Consistent with the foundation of its mission statement, the University has articulated its purpose and goals. Its goals are to:

1. prepare a distinctive UWI graduate with a regional focus for the 21st century;
2. make The UWI an internationally recognized centre of excellence for graduate education;
3. become a renowned centre of excellence in research, knowledge creation and innovation on matters related to the Caribbean and small-island developing states;
4. create an Open Campus which would expand the scope, enhance the appeal, and improve the efficiency of service to the individuals, communities, and countries served by The UWI;
5. strengthen regionality;
6. strengthen the national engagement processes;
7. strengthen and expand institutional partnerships

(STRIDE, 2007, pp.14-40)

There is therefore a clear and logical link shown between mission, vision, purpose and goals of the UWI.



Next, we will show how the Open Campus has used the vision, mission, purpose and goals of the UWI to guide its operations. The UWI Open Campus is the newest of the four campuses, established in 2007 and launched in July 2008.

In the enunciation of its guiding principles, the Open Campus retains the regional mandate and embraces the UWI goal of development, albeit with a greater focus on the individual. Additionally, it gives even greater emphasis to the goal of access. The Guiding Principles of the Open Campus state that:

The Open Campus of the University of the West Indies is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region. The Open Campus will adopt quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning (Marketing and Communications Unit, 2008).

In its drive to achieve the vision, mission, purpose and goals of the UWI, the UWI Open Campus developed an operational plan (See Appendix 3.1), articulated guiding principles and identified key objectives and goals. In this regard, the Open Campus has identified and articulated seven strategic objectives. These are to:

1. establish University wide policies for the management, development and implementation of open and flexible learning including the use of off-campus, face-to-face and ICT infused programmes.
2. establish a viable and sustainable financing mechanism for the UWI Open Campus.
3. establish and operationalise university wide policies for the development and management of inter-institutional relationships.
4. establish and operationalise the UWI Open Campus.
5. create a student-centred learning environment for a diverse student body.
6. expand the scope of UWI by increasing the range, reach and access to university programmes and services by students from the relevant target groups.

7. ensure an appropriate relationship between the Open Campus and the other Campuses.

(The UWI Open Campus Operational Plan, 2008, p. 6)

The Open Campus currently has a presence in all but one of the UWI sixteen contributing countries. From its Sites and through the Consortium for Development and Research, it delivers both local and regional programmes. Its local activities range from a yearly series of monthly lunch time lectures in Barbados (See Appendix 3.2) brochures from OCCS Barbados); community assistance and intervention through projects such as the Fancy Project in St. Vincent (See Appendix 3.3 and the delivery of national English skills for challenged readers and writers in Barbados (See Appendix 3.4: OCCS Barbados), annual country conferences and public lecture series. OCCS Montserrat conducts an annual conference one of which was entitled “Towards Sustainable Development for Montserrat” (See Appendix 3.5) and The Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) recently held a lecture series entitled “Forever Indebted to Women”. This series focused on women and the Trade Union movement. It consisted of seven lectures in the following countries: The British Virgin Islands, Antigua and Barbuda, Anguilla, St. Vincent and the Grenadines, St. Lucia, The Cayman Islands and Grenada. OCCS Belize hosted several discussions including “Belize from Negotiations to the ICJ” and “Investment, Intellectual Property Rights and Opportunities as it relates to the European Partnership Agreements”. The OCCS were also engaged in a research project on Situational Analysis on Sexuality Education in the Caribbean which was funded by UWI/UNICEF and coordinated by the UWI Consulting Company. This project involved OCCS staff and students in 15 countries. See Appendix 3.6 (annual reports) for detailed descriptions of the cross section of activities conducted by the Campus. In this way, the Open Campus has promoted national engagement.

The regional component of the mission statement records that it will “... propel the ... development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership.” In this regard, it has hosted country conferences in almost all contributing countries, used technology to offer UWI programmes on line throughout the entire region, attempted to mobilize the resources of all the campuses to address the educational needs of all countries and sought to



promote the establishment of Special Collections in many of its Sites. Further, the Heads of Sites in the OCCS are developing partnerships with the private sector and various governmental departments including local Chambers of Commerce (OC Annual Report, 2009-2010). In an attempt to assist Haiti after the earthquake in 2010, the Open Campus through its Institutional Research Unit (IRU) sent two members of staff to the University of Quisqueya to assess the technical capabilities of the University as it relates to the online delivery of programmes. The intention of this visit was to assess the needs of that University and to determine how the Open Campus could assist through the technical training of at least two persons. The project was made possible through funds received from the International Association of Universities (See Appendix 3.7). The Open Campus also offered four scholarships to Haitian students to pursue online programmes in its Pre-University and Professional Department.

Additionally, in its Operational Plan, the Open Campus, 2007-2012 states that it will:

... build on the work of the TLIU to facilitate the interaction of the University with other universities, colleges, educational institutions and scholars and permit work towards a seamlessly linked education system for development in the Caribbean region. (OC Operational Plan 2008, p. 5)

The Open Campus has also sought to fulfil the UWI's Purpose 11, which states that the UWI will "develop strategic alliances with other institutions to expand access to tertiary education, as well as the scope of teaching and research" (STRIDE, 2007, p. 7). In this regard, the Department for External Relations Inter and Intra Institutional Collaboration (ERIIC) in the Open Campus has continued to negotiate franchise and articulation arrangements. The ERIIC has facilitated the following franchise agreements between the University and regional tertiary level institutions.

Table 3.1
Franchised programmes by institution facilitated by ERIIC Mona, 2010/2011

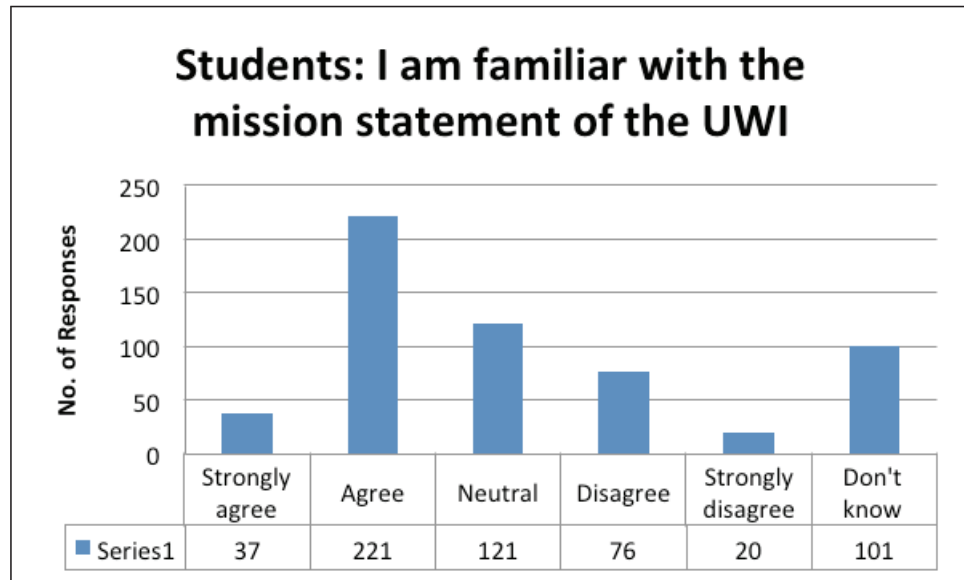
No.	Programme	Institution
1	B.A. Humanities & Education (Level 1&2)	Antigua State College
2	BSc. Social Sciences (Level 1&2)	
3	BSc. Science & Technology (Level 1&2)	
4	Diploma in Education	
5	BSc. Social Sciences (Level 1)	Cipriani College of Labour & Cooperative Studies
6	B.A. Humanities & Education (Level 1)	Clarence Fitzroy Bryant College
7	BSc. Science & Technology (Level 1)	
8	Diploma in Education	Dominica State College
9	Diploma in Education	Erdiston Teachers' Training College
10	Bachelors in Education	H. Lavity Stoutt Community College
11	Bachelors in Education	Sir Arthur Lewis Community College
12	B.A. Humanities & Education (Level 1)	
13	BSc. Science & Technology (Level 1)	
14	Bachelors in Education	St. Vincent & The Grenadines Community College
15	B.Sc. Nursing	Brown's Town Community College
16	B.Sc. Nursing	Excelsior Community College
17	B.Sc. Public Admin. Level I	Jamaica Constabulary Staff College
18	B.Sc. Nursing	Knox Community College
19	B.Sc. Public Admin. Levels I & II	Management Institute for National Development (Kingston)
20	B.Sc. Social Work Level 1	Moneague College

Additionally, collaboration with UNESCO, UNICEF and OAS has provided opportunities for the development of programmes for the region and the conduct of regionally relevant research by the CSDR.

As part of the self-study process, the Open Campus conducted a survey of its internal and external stakeholders. This survey included a statement which required respondents to rate their familiarity with the UWI Mission Statement. The students' findings are shown in Graph 3.1.



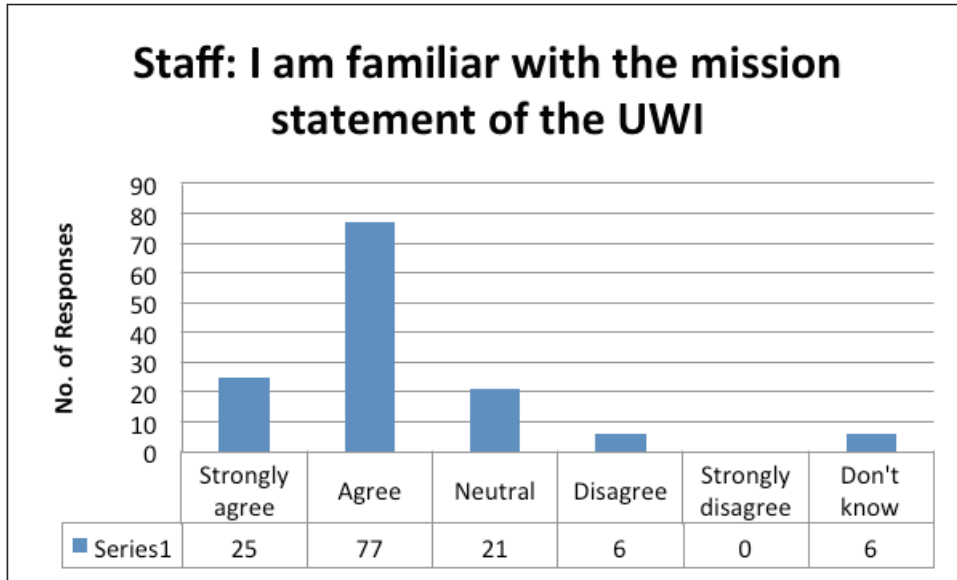
Graph 3.1
Student Responses to “I am familiar with the mission statement of the UWI”



Five hundred and seventy-six persons responded to this question. 44.8% (n=258) of respondents either strongly agreed or agreed that they were familiar with the mission statement. 16.7% (n=96) disagreed or strongly disagreed and 17.5% (n=101) did not know the UWI’s mission statement. 21.0% (n=222) of respondents collectively rated the statement as either ‘neutral’ or ‘don’t know’. These findings indicate that 34.2 % (n=102) of student respondents were not familiar with UWI’s mission statement.

When Open Campus staff were asked the same question, it was found that 75.5% (n=102) of the respondents strongly agreed or agreed that they were familiar with the mission statement and 8.8% (n=6) were not familiar with it. 15.7% (n=27) collectively either rated the statement as ‘neutral’ or ‘don’t know’. The graphical representation of the findings is presented in Graph 3.2 below:

*Graph 3.2
Staff Responses to “I am familiar with the mission statement of the UWI”*



One hundred and thirty-five of one hundred and thirty-six respondents rated this statement. When the tutors/e-tutors, some of whom are not employed full-time by the University, were asked the same question, 74.4% (n=100) strongly agreed or agreed and 13.1% (n=18) disagreed, strongly disagreed or did not know the mission. 12.5% (n=17) of respondents were neutral.

Opportunity for Improvement

These findings are suggesting that although the UWI has clearly articulated its mission statement and the Open Campus has clearly outlined its operationalisation of that mission statement, many students and a smaller proportion of full-time and part-time staff were not familiar with the mission statement. Therefore, the Open Campus should put special measures in place to ensure that all staff and students become familiar with the mission statement of the UWI.



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

The CARICOM regional policy goals summarised in the 1993 Report of the CARICOM Advisory Task Force on Education identified tertiary education as a key influence 'on the character and development of education in the Region' (Carrington, 1993, p. 20). The expectation is that tertiary education institutions should be at the forefront of societal change by playing a critical role in technological advancement, as well as by responding creatively to social, economic and environmental issues, in the context of their programmes, admissions and throughput policies and procedures. In a globalised world which is increasingly knowledge-based and technology-driven, these institutions are expected to be adaptable, highly flexible and focused on the lifelong learning needs of the communities which they serve. Carrington also notes the need for training and skill upgrading at the professional and para-professional levels, in the public, technical and business sectors. He further suggests that regional universities must rise to the challenge of these demands through the use of distance education methodologies which harness communication and electronic technologies to provide greater and more cost-effective access to tertiary education and training. These sentiments build on those expressed in the CARICOM's Grand Anse Declaration of 1989, which not only emphasises the region's human resources as critical to the overall development process but also specifically identifies the role of the UWI as pivotal to this process.

Appropriate Mission

A broad overview of regional and international tertiary institutions, including those offering distance and open learning, indicates that the majority share CARICOM's view of the purpose of tertiary education and tend to reflect this in their missions and stated goals. The Open Campus conducted a comparative analysis of the UWI's mission statement with those of five other TLIs, two regional and three extra-regional. This comparison was conducted between the UWI and the University of the South Pacific, the only other regional university in the world; the Open University, UK; Athabasca University, Canada; the University of Technology (UTech), Jamaica, and the University of Trinidad and Tobago (UTT). This analysis found that there were several key elements which the UWI shared with the other five universities, shown at Table 3.2.

Table 3.2
Comparison of Mission Statement

The University of the West Indies	University of the South Pacific	Open University	Athabasca University	University of Technology	University of Trinidad and Tobago
Propel economic development				Yes	Yes
Propel social development				Yes	Yes
Propel political development				Yes	
Propel cultural development				Yes	
Teaching	Yes	Yes	Yes	Yes	Yes
Innovation	Yes	Yes	Yes	Yes	Yes
Advisory				Yes	
Community services				Yes	Yes
Intellectual leadership	Yes	Yes	Yes	Yes	Yes
Regionality	Yes			Yes	Yes
Research	Yes	Yes	Yes	Yes	Yes

The findings indicate that the UWI's mission statement has four elements which are common across the six institutions, namely a commitment to high quality teaching, a desire to be innovative, value placed on intellectual leadership and emphasis on research; only three other universities focus on regionality. Interestingly and not surprisingly, it is the two other Caribbean universities and the one other regional university which consider regionality to be important. This is not surprising since they seek to serve students from other islands in addition to their own. The degree of congruence in scope between the mission statements of the UTech and to a lesser extent that of UTT is also noteworthy.

A comparison of the purpose amongst the six institutions showed that they had the following in common:

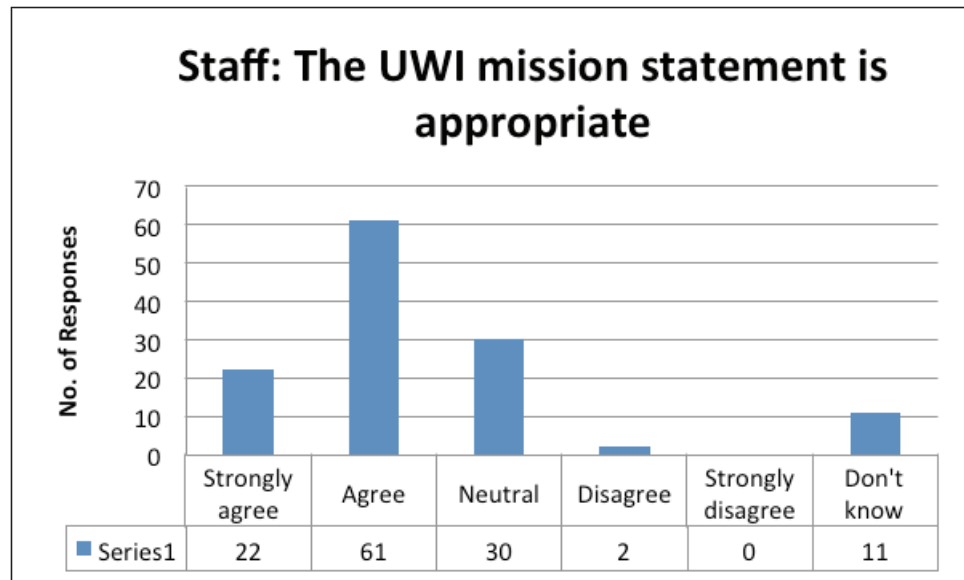
- provision of high quality university education which produces distinctive graduates;



- broad, flexible and equal opportunity access;
- responsiveness to community and self-development need;
- encouragement of a research culture and demonstration of intellectual leadership; and
- commitment to innovation and technological capacity building.

In addition to the tertiary institutions comparison, key stakeholders were asked to reflect on whether they considered the UWI's mission statement to be appropriate. The Open Campus staff findings are shown below:

Graph 3.3
Staff Response to the Statement “The UWI mission statement is appropriate”



Out of one hundred and thirty-six staff respondents, one hundred and twenty-six respondents rated this statement. 65.9 % (n=83) strongly agreed or agreed with the statement and 10.3% (n=13) disagreed or did not know whether the mission statement was appropriate. 23.8% (n=30) of respondents were neutral. When tutors/ e-tutors were asked to rate the same statement, one hundred and sixty-five of one hundred and seventy-seven respondents replied. The findings show that 74.5% (n=132) strongly agreed or agreed and 13.9% (n=25) either rated the statements as disagree, strongly disagree or did not know. 11.6% (n=21) respondents were neutral.

Students

Collectively, 46.4% (252) agreed or strongly agreed that the Open Campus was doing what it said that it would and 22.4% (122) disagreed or strongly disagreed. 27.4% (151) of respondents were neutral. 3.7% (20) students selected the 'did not know' category.

Tutors and E-Tutors

Collectively, 64.9% (105) agreed or strongly agreed that the mission statement is consistent with the institution's actions and 4.3% (7) collectively disagreed or strongly disagreed with the statement. 19.1% (31) of respondents were neutral. 11.7% (9) tutors/e-tutors selected the 'did not know' category.

The findings of the survey and the comparative analysis are indicating that from the perspectives of the majority of student and staff respondents, the mission statement of the University is appropriate for a tertiary education institution in the region and is consistent with Open Campus practices.

Appropriate Purpose

As previously noted, the UWI has articulated 11 purpose statements which are intended to assist the University with the attainment of its mission and vision. It can be concluded that the Open Campus has embraced these statements of purpose, incorporated them into its guiding principles and applied them to its operation plan.

Quality University Education

The quality of education at the UWI including the Open Campus is consistently monitored, evaluated and maintained by way of well established processes for internal quality assurance. The UWI Quality Assurance Unit (QAU), established in 2001, embodies an internal quality assurance system which closely mirrors the requirements and practices of regional and international quality assurance/accreditation agencies and the associated standards for performance. The QAU has an Officer attached to each of the physical campuses and since November 2009, the Open Campus has been assigned a QAU Officer. The Academic Quality Assurance Committee (AQAC), a sub-committee of the Academic Board (AB), is the entity in the Campus which is responsible for the quality assurance indices (see Appendix 3.8: AQAC Guidelines). AQAC is responsible for assuring the quality of the processes, principles and practices associated with programme development,

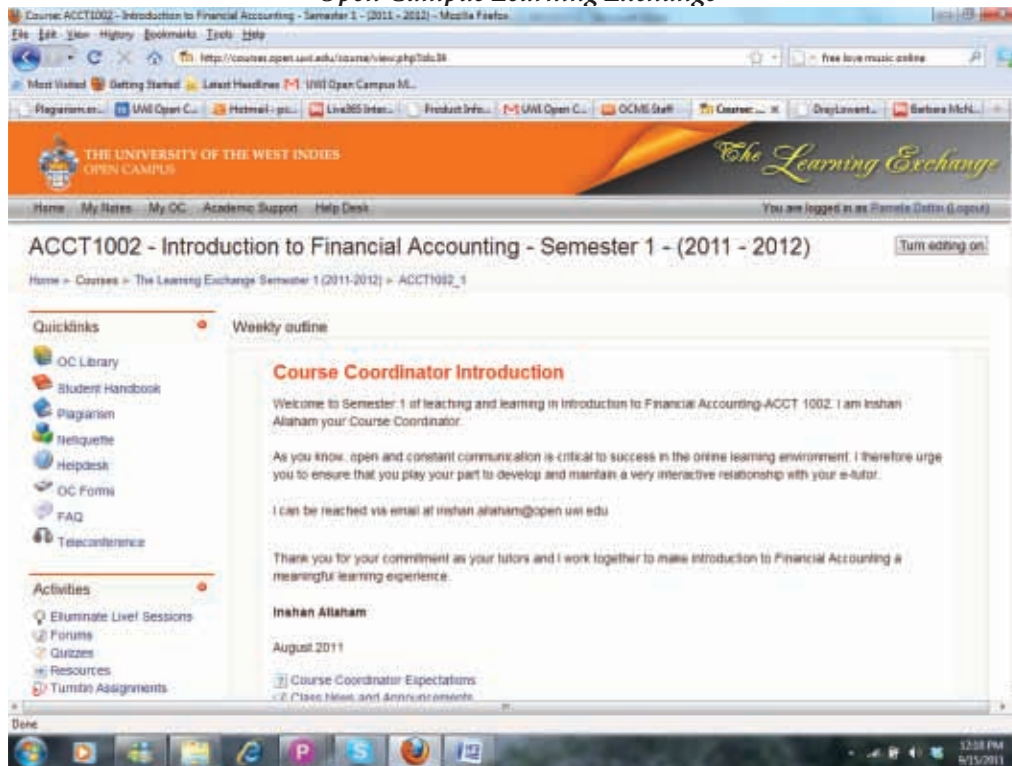


peer review and evaluation of teaching and learning. The programme initiatives of the Open Campus academic departments and the administrative departments that support the academic function are continuously monitored and evaluated through the AQAC processes to assure the maintenance of high quality programme offerings and services.

Flexibility and Equal Opportunity

In suggesting a tertiary education framework for the region, Dr Didacus Jules, CXC Registrar, noted that The UWI Open Campus, in “bringing to the table the UWI legacy, its physical network of distance learning facilities in every territory, its virtual learning spaces and infrastructure..., [its] potential for strategic partnerships with world class providers..., (it) will make it possible for Caribbean citizens to access programs of the highest quality” (Jules, 2011, http://www.open.uwi.edu/st_lucia/content/fragmentation-face-globalisation-dr-didacus-jules last accessed 21 Nov, 2011). The physical scope of Open Campus Country Sites (OCCS) and the flexibility of its blended learning modality create a variety of options for learners at all levels. At the same time, a steadily expanding slate of innovative programmes and courses in broad areas of study that are responsive to the needs of regional stakeholders is increasingly finding popular appeal. The online learning platform (Figure 3.1) is particularly suited to the needs of a technologically driven, contemporary, regional society where knowledge is increasingly accessed and shared through electronic media.

Figure 3.1
Open Campus Learning Exchange



The online environment also has the potential for expansion of the UWI and the Open Campus offerings regionally and extra-regionally, especially to the wider Caribbean Diaspora.

Prior Learning Assessment (PLA) initiatives by the Open Campus have also served to address the needs of previously underserved mature learners who have the potential for tertiary education. These learners would otherwise have been excluded from participation in tertiary education because of inability to matriculate due to lack of academic qualifications. A more comprehensive explanation is found in Chapter 5.

Responsiveness to Needs

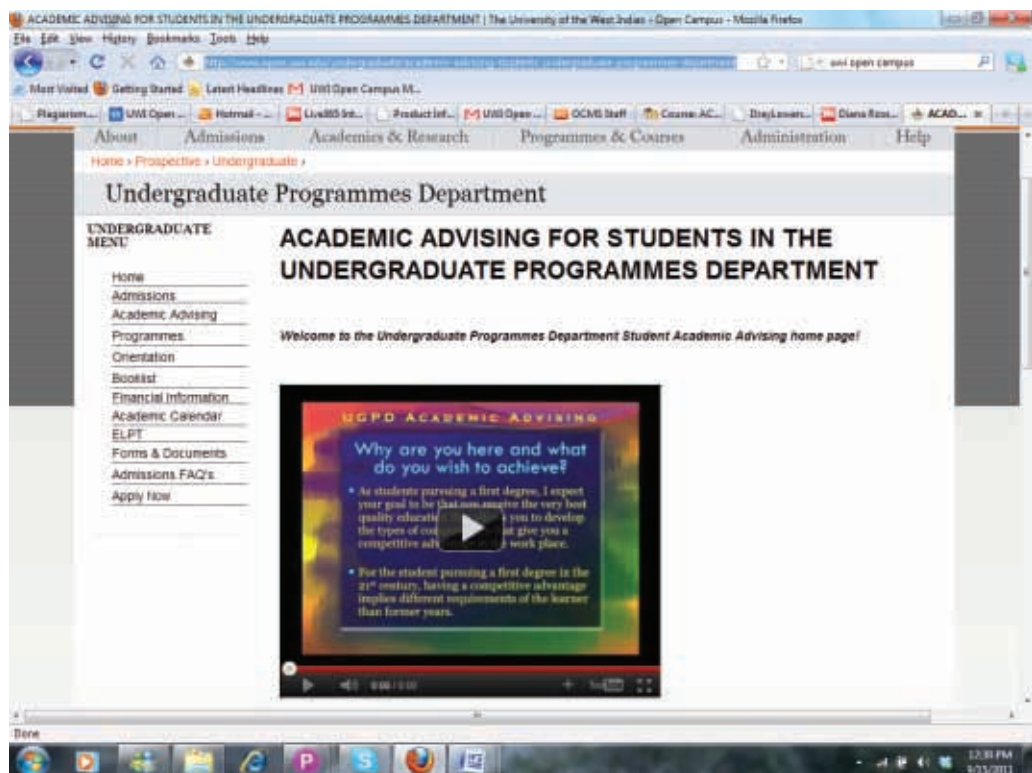
In responding to community needs, the UWI Open Campus, through its network of local Sites and local outreach activity, has the potential to ascertain the needs of the various sectors and stakeholders. Additionally, it has the opportunity to respond to the imperatives of the social and economic environment in which it operates by establishing partnerships for the development of programmes and



courses. For example, the OCCS Trinidad and Tobago recently identified the need for a programme in Life Skills Literacy. The programme was developed as a Pre-University Diploma and approved by the AQAC, AB and BUS. (See Appendix 3.9: programme proposal).

The three-tiered admissions structure provides pre-university and professional development courses/programmes in addition to those at undergraduate and post-graduate levels. It ensures that the regional training/education needs of cross-sections of communities are met. Face-to-face and online orientations and online academic advising provide means whereby learners can be guided to build on their strengths and to tailor their academic journey to facilitate success. Academic advising is conducted face-to-face and on-line as illustrated by this podcast at <http://www.open.uwi.edu/undergraduate/academic-advising-students-undergraduate-programmes-department> and Figure 3.2

*Figure 3.2
Online Academic Advising*



A fuller explanation of the online orientation and online academic advising is shown as Appendix 3.10.

Culture of Research and Intellectual Leadership

The UWI has a proven track record of research activity and provides intellectual leadership through the involvement of staff as expert advisors and consultants on national, regional and international bodies. The UWI Open Campus maintains this tradition through the work of its CSDR which liaises closely with the Campus's APAD, on the development and delivery of its programmes; as well as with the OCCS which facilitates the Consortium's local research activities. Further, a cyclical series of country conferences has been initiated among the OCCS territories, which facilitates the exposure and sharing of research pertinent to each territory. This has had the effect of not only providing an avenue for the systematic documentation of research but also stimulating and promoting a culture of research and intellectual activity in the region.

Additionally, the Institutional Research and Development Unit in the Principal's Office focuses on institutional research which can be used in decision-making for the Open Campus. Individual OC staff also undertake research and serve as national advisors.

Innovation and Technological Capacity

The UWI Open Campus, by its very nature, is the embodiment of innovation and technological capacity building in the region. The Campus has harnessed state of the art technology, supported by a young and talented team of Computer and Technical Services (CATS) staff to create the Open Campus Management System (OCMS) to drive the online and distance aspects of its operations. The learning platform and web-based classroom simulation software are engaging and student-friendly. Every academic year, hundreds of students are oriented to this online learning modality and develop the skills required to interact with modern technology on a daily basis. Acknowledging that Internet penetration and bandwidth in the region are uneven and limited in many rural communities, the OCCS provides access at the site locations to meet the needs of students who require the service. Although the OCMS was developed specifically for the needs of the Campus, as the Campus evolved it was found that the OCMS now does not adequately meet all the essential requirements of the Campus. The OC is currently embarking on an Enterprise Resource Planning (ERP) system/solution which will allow it to integrate its various divisions and accommodate all student information. It is also being considered as a platform for the University's Single Virtual Space initiative that is important to the expansion of the University's (and OC's) global footprint.

The UWI Open Campus, through varied course offerings (both programme-based and stand-alone) in Computer Information Systems, also provides formal technology training and has partnered with CISCO to provide Information Technology training by establishing a CISCO Academy at the St Augustine Open Learning Centre, with locations at the Open Campus Cayman and Saint Lucia sites to be launched by 2012. As indicated earlier, the UWI Open Campus is premised on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential, both within and external to the Caribbean region. The UWI Open Campus is flexible and needs oriented in its fulfilment of the UWI mission and the principles which guide this campus. Therefore, its curricula are designed to provide its graduates with the requisite skills and knowledge to face the increasing challenges of being global citizens while understanding the ethos of regionalism. The campus also promotes leadership and life skills through its opportunities for students to participate in the Guild of Students, the Vice Chancellor's UWISTAT (Students Today, Alumni Tomorrow) Ambassador programme and the annual Future Global Leadership Training programme hosted by the University of the Virgin Islands.

Opportunity for Improvement

1. Although the Campus provides online academic advising for its online students, it may be beneficial for it to train a cadre of staff across the region to support the advising service to a growing pool of students.

In summary, as indicated in the foregoing discussion, the mission and purpose of the UWI relates to the key elements of modern tertiary education and goes beyond that which is required for satisfying standard 1.2.

Standard 1.3: *The Mission Statement Reflects the needs of the Internal and External Stakeholders*

Stakeholders represent persons, groups or institutions with interests in a policy, programme or project of any institution and are integral to the success of the Open Campus. The Open Campus has identified its key stakeholders as: students; alumni; TLIs; employers of students and graduates; governments in member countries; tutors/e-tutors and staff. It is expected that the more effective the communication between the Campus and its stakeholders, the more likely its structures, systems and provision of programmes will meet its stakeholders' expectations.

The Campus acknowledges the importance of identifying and assessing the needs of its stakeholders and uses the feedback and input in the following ways:

- It informs programme design by identifying the goals and roles of different groups and by helping to formulate the appropriate forms of engagement with these groups.
- It also helps to identify relationships between stakeholders that may enable “coalitions” for project sponsorship, ownership and cooperation.

The UWI Open Campus has a wide and varied number of key stakeholders that are both internal and external. Some of the key internal stakeholders, their interests and objectives in relation to the achievement of the vision, mission and strategic objectives of the UWI Open Campus are shown in Table 3.3.

Table 3.3
Key Stakeholders of the UWI Open Campus

Stakeholder	Interests/Objectives/Needs
Students	The achievement of personal and professional development through the acquisition of competencies from relevant programmes. Quality education and training from an institution that promotes and offers a broad range of offerings that are student- centred in nature
Tutors/E-Tutors	Contribution to the UWIOC and students' objectives by providing quality teaching and learning experiences Achievement of personal growth and development and self-actualisation
UWI OCCS	The creation of an environment for an enriching and rewarding student experience The generation of revenue towards financial sustainability



Stakeholder	Interests/Objectives/Needs
APAD	The provision of curriculum development and instructional design services in the design and production of a large number of courses and programmes at the pre-university, professional, undergraduate and post-graduate levels.
Alumni	As beneficiaries of the programmes of the UWIOC, giving back to the institution to contribute to its success

The UWI as a whole appreciates the importance of stakeholder consultation and feedback and as was previously mentioned, the Open Campus was established following a consultation process with the UWI-12 conducted by the Vice-Chancellor. The aim of the consultation was to provide the UWI with a mechanism to engage with the UWI-12 countries with the intention of gathering information to assist it to meet the varying needs of these stakeholders. The Open Campus uses various mechanisms to engage with its stakeholders, including students' end of semester course evaluations, training needs analysis surveys, OCCS forums, and the institutional accreditation survey.

In relation to the results from the recently completed accreditation survey, a number of salient points have emerged. In this survey, it must be noted that the emphasis has been mainly on the internal stakeholders. In order to obtain balanced views, other mechanisms, including country focus groups, have been employed in order to capture the views, perceptions and feedback of the external stakeholders. As part of the research process for institutional accreditation, students, staff, alumni and tertiary institutions' educators were asked to comment on this question: "How does the mission statement reflect your needs? Explain". The general comments from the staff were that the mission statement did not "... focus on employees ... but focused on the role of the UWI externally" (Staff A);

The mission statement really explains what the UWI is all about and what UWI intends to do in terms of education ... For me, it provides information so that I can share with other persons and help them understand what we are all about as a university. (Staff B)

In terms of our needs ... and my vision for our site: the mission statement speaks to social and cultural development. There is a lot that we have always done in terms of economic and political development but not as much on cultural development. I would like to see us doing more in terms of that ... That is how I see it reflecting our needs. (Staff C);

I think that our mission statement is outward looking rather than inward looking. In its essence, I think that there is implied needs in terms of identification of the different strands in which the University works ... (Staff D).

A summary of some of the views of staff at the tertiary level institutions with which the UWI has relationships are:

Well, you see from my mind when I look at mission statements – mission statements are always about a statement of intent – how you intend to function at the end of the day. Unless it moves from a statement of intent to actually carrying out the mission statement – then the mission would just be a statement of intent – I think in terms of fulfilling its mission, it must go beyond – even something as fundamental as registration – the UWI now has an online registration... (TLI A);

Well...I see it as an important part of my own work really, ahh whether it meets my needs is another matter ... I mean, mission statements are often times, vague, idealistic expectations of the institutions... something that is looking for a hope that the mission will be achieved somewhere down the road, now, next 10 to 15 years... it is an enduring kind of ideal ... something that acts upon all aspects of life and to tell the worth of the institution (TLI B).

Some stakeholders appear to be saying that the mission statement of the University is indicative of how the University views and seeks to project itself and is not necessarily reflective of individual needs and aspirations. However, as shown above some wonder whether the mission statement should be directly reflective of the internal stakeholders' needs or whether it should be indicative of the way in which the institution will attempt to satisfy the needs of external stakeholders.

Bart (1998) suggests that

A good mission statement captures an organization's unique and enduring reason for being, and energizes stakeholders to pursue common goals. It also enables a focused allocation of organizational resources because it compels a firm to address some tough questions: What is our business? Why do we exist? What are we trying to accomplish? (p. 56)



If we accept Bart's position, we can conclude that the mission statement of the University is appropriate since in articulating its *raison d'être*, it also accords with the varying needs of its stakeholders.

Communication

Although many respondents indicated knowledge of the UWI mission, it was clear that some persons were not familiar with it. During the interviews, others indicated their familiarity but there appeared to be a disconnect between the communication of the mission statement and the extent to which the UWI's Strategic Plan, the Open Campus's Operational Plan and the daily work of some internal stakeholders were guided by the mission statement. Therefore, it is important that approaches be adopted to create a greater level of engagement and employee-buy-in and a greater cascading effect between the strategic objectives and operational activities of the institution. Some students and alumni in their responses have indicated interest in helping to shape the direction of the Open Campus, by being able to give their input in the planning process.

In addition to its website and the display of the mission statement in key office locations, it is clear that the UWI and the OC should use various other media to communicate its mission statement. Other avenues suggested include various catalogues, newsletters and magazines, brochures and stationery as well as print and electronic publicity campaigns.

New Programme Priorities

In relation to its mission and the extent to which the institution is meeting the needs of its stakeholders, an analysis of the programmes of the UWI Open Campus has demonstrated that the institution is making inroads in responding to the developmental needs of the region. For example, various undergraduate, Associate Degrees, Diplomas, and Certificate programmes have been developed by the APAD Division and implemented by the Open Campus. Such programmes include Certificates in Human Resource Management, Criminology, Tourism and Hospitality Management, Entrepreneurship; Diplomas in Social Services, Business Administration, Office Administration, Bachelor's degree programmes in Educational Leadership and Management, Accounting, Banking and Finance and a Certificate in Banking and Financial Services. The Bachelor in Banking and Finance and the Certificate in Banking and Financial Services were developed in collaboration with the Eastern Caribbean Institute of Banking and Financial services

(ECIB). The Campus also developed Master's programmes in Instructional Design and Adult and Continuing Education and corresponding Graduate Diplomas.

In spite of these efforts, some students identified the need for “more new world, everyday programmes” including Law, Business Studies, Guidance and Counselling, Special Education, Marketing, Computer Training for the Elderly, Education Administration and technical and vocational areas such as Sewing and Interior Design. These programmes should be offered at various levels, viz certificate, diploma, undergraduate and graduate.

Similarly, the Alumni have also identified the need for a wider range of programmes and courses to be developed by the Open Campus at the undergraduate and graduate levels. Areas of particular mention were Accounting and Educational Administration.

Improvements in Existing Programmes

In terms of the improvement of existing programmes, recommendations proffered included the need for more face-to-face interaction, particularly in the mathematics based courses that are offered using an online format. There was mixed feedback on the teleconference facilities and the effectiveness of teleconferencing. The Campus recently, in 2010, introduced web conferencing through Elluminate Live!, now Blackboard Collaborate, as a mechanism to facilitate synchronous teaching and learning sessions. The introduction started with the pilot use of the software in a variety of courses in the academic year 2010/2011. After the successful trials, the Campus has fully incorporated the use of Elluminate Live! into all its online deliveries. This web conferencing software provides the Campus with a mechanism to simulate face-to-face interactions at a distance. This interaction between students and students and students and e-tutors is very important as it helps to alleviate the feelings of transactional distance which is experienced by some students studying online.

While some students lauded the work of the OC and stated that the institution has great potential and provides satisfactory programmes and services, others identified a number of constraints that are affecting the OC in the pursuit and achievement of its mission and strategic objectives. Among those constraints listed were inadequate student amenities, facilities and study areas in the OCCS. The OC is currently seeking external funding which will be used to redevelop its facilities and to create spaces that are more conducive to learning.



Student-Centeredness & Customer Service Philosophy

Another important area of improvement which has been highlighted is the need for a stronger customer service orientation and improved student affairs capacity in some of the OCCS. Some students expressed the view that in relation to the administration of the OCCS, there seemed to be a silo effect in the Sites' operations, rather than one of collaboration among the various departments. This affects the quality of student services which is critical to the mission of the Open Campus of being a student-centred institution.

Costs

Tuition fees have undergone gradual increase over the three years. The Open Campus has presented a case to the Barbadian and Jamaican governments which has resulted in Barbadian students being able to access the Students' Revolving Loan Fund. The Trinidad and Tobago government funds the majority of OC programmes for its nationals. Nonetheless, some students and alumni indicated that the costs of courses across the various programmes are prohibitive. Furthermore, they indicated that there is need for providing access to financial aid. Although there are payment plan financing options to students who present a case to support the need, some students seem unaware of this. This is suggesting that the Campus needs to better publicise these arrangements. Of particular importance is the view that compared to the demands and costs, there is little value added as a result of pursuing associate degree programmes relative to bachelor's degrees. This is a matter which must be closely examined.

Opportunity for Improvement

1. Emerging mainly from open-ended comments made in the surveys completed by students, staff, alumni, tutors and e-tutors and from various stakeholders participating in focus groups conducted at some Open Campus Country Sites, the following key areas have emerged as areas for improvement: communication, programmes, student-centeredness and programme cost.

Standard 1.4: *The Mission is communicated to and supported by all stakeholders within the institution*

The UWI Mission Statement is prominently displayed in many offices of the Open Campus Country Sites as well as the offices in the Open Learning Centres on the three physical campuses. Additionally, the Open Campus Guiding Principles are also displayed in these places. When stakeholders were asked where they had seen the mission statement displayed, some responded:

The first time I saw the mission statement displayed was when I was going to the Open Campus website before I was appointed ... Since then, I received a copy of the mission, vision and Guiding Principles. (Staff A);

... in the Open Campus, all our handbooks ... I have seen it on the website ... I have seen it in the offices as well ... it is mounted on the wall. (Staff B);

We have the mission statement in the front of our office with the vision statement ... so I see it every time I go into the UWI OC because we have framed them and put them up. (Staff C)

... when we did a short course here at the Open Campus, we had to review the mission statement. (Tutor A); and

Seen it at the OC, mission and vision ... I have seen it in some of the UWI publications... (TLI A).

The Mission Statement is cited in the Strategic Plan (2007-2012) and the Open Campus Operational Plan (2007-2012) as can be seen in Appendix 3.11. As previously noted, the mission and vision statements and the OC guiding principles are displayed in the main offices of all Open Campus locations. Additionally, stakeholder surveys indicate that the majority of our internal and external stakeholders are aware of the mission statement of the University.

Opportunity for Improvement

The mission statement is well known to stakeholders, particularly internal ones. However, the University and the Campus must particularly ensure that its students are aware of the mission and vision statements and the Guiding Principles of the Open Campus.



Summary of Strengths related to Standard 1

The study has identified the following strengths:

1. The UWI has a clear and well-articulated mission statement which is consistent with its Strategic Plan and the Open Campus Operational Plan and accords with Open Campus practices.
2. The mission statement is an appropriate foundation for the institutional goals and objectives and is comparable to that of international and other regional tertiary institutions
3. The mission Statement is generally reflective of the needs and aspirations of its external stakeholders.

Summary of Recommendations relating to Standard 1

1. There is need for wider communication of the mission statement, goals and objectives to the entire Open Campus community.
2. More work needs to be done to help internal stakeholders buy into the mission and vision so that it can better inspire and guide performance.
3. Programme expansion and service delivery need improvement in order to maintain UWI's competitive advantage.

Conclusion

The evaluation of the mission and objectives of the University of the West Indies and the Open Campus has shown that there is a clear, well-articulated mission statement, well defined objectives that are appropriate to tertiary-level education, and a mission which reflects internal and external needs and is communicated and supported by stakeholders. Based on this analysis, the Open Campus has met the requirements for Standard 1.

A Campus
for the **Times**

A Campus
for the **Future**

C **HAPTER 4**
Standard 2: Governance and Administration





CHAPTER 4

Standard 2: Governance and Administration

Criterion Statement: The institution's system of governance ensures ethical decision-making and efficient provision of human, physical and financial resources to effectively accomplish its educational and other purposes

Chapter 4 presents an evaluation of the Open Campus's adherence to and compliance with the following four standards that relate to Criterion 2:

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

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

Standard 2.3 The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution

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



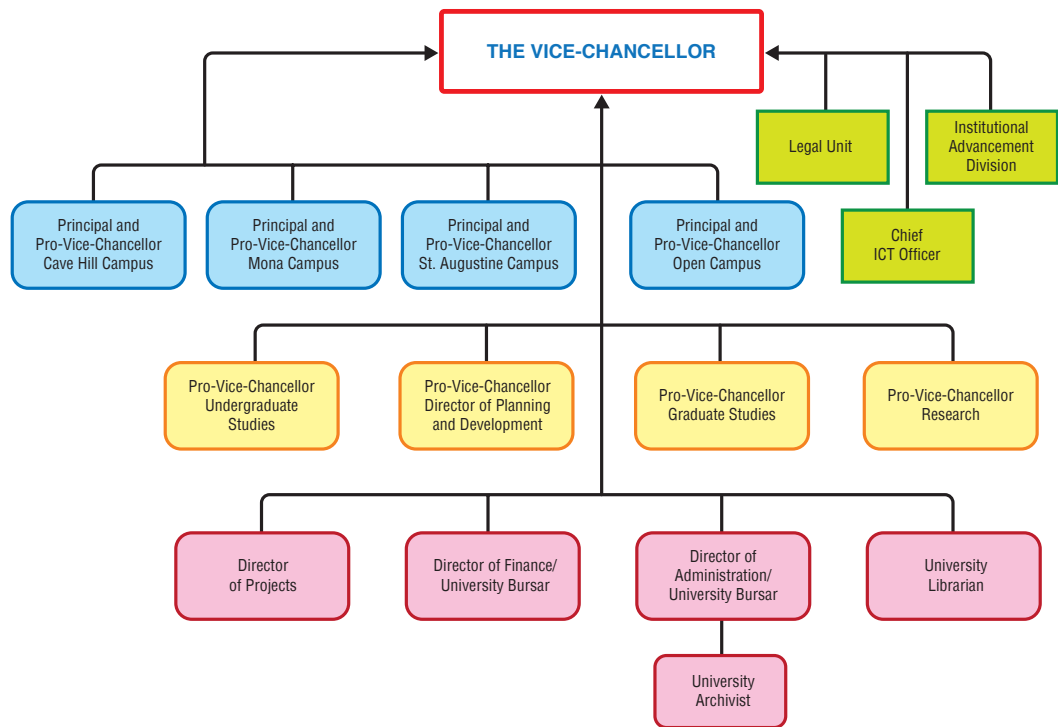
UWI

Introduction

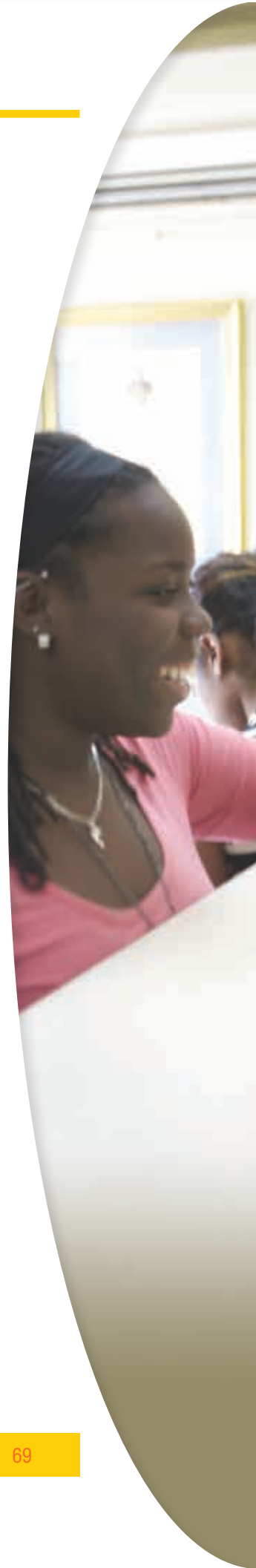
The University of the West Indies has two levels of governance and administration – the University or Centre and the Campus. Whereas at the Campus level, the Principal and Pro Vice-Chancellor is responsible for the day-to-day administration, the Vice Chancellor is the Chief Executive at the university level. The principal officers of the University are the Chancellor, Vice-Chancellor, Principals, Pro-Vice-Chancellors, Deputy Campus Principals, University Registrar and University Bursar and Deputy Bursar.

The Vice-Chancellery's organisational structure is shown next as Diagram 4.1.

Diagram 4.1
The Vice-Chancellery's Organisational Structure



The University's governance powers are derived from Senate and its administrative powers from the University Council (The UWI: The Statues and Ordinances, 2008, vol. 1). In this chapter we will discuss how the University and the Open Campus meet and surpass the requirements for this Standard.



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

As noted in the introduction to this chapter, the University has a two-tier governance and administrative structure, University Centre and Campus. Further, the University Centre structure comprises the University Senate (Appendix 4.1 structure of senate) and the University Council (Appendix 4.2 structure of council), with University Senate being responsible for academic governance and leadership and University Council for administrative.

The University of the West Indies exists as a legally recognised entity in those countries in which it operates by virtue of its royal Charter, given originally in 1949. The Charter was revised in 1962 when the University of the West Indies became an independent university and most recently in 1972. The royal Charter is the fundamental legal instrument under which the University operates and is recognised within the countries that contribute to it. The Open Campus Council was created by a decision of the University Council in accordance with the powers given to that Council in the Statutes. The Open Campus reports to the Council and its officers participate in the range of University Committees and Boards along with their counterparts on the other campuses, so that the Campus is constrained by agreed policies and procedures set out by the University.

The University is beholden to the 15 Contributing countries that fund it and (from 2011) the one Associate contributing country (Bermuda). A list of the contributing countries may be found as Appendix 4.3. As would be indicated in the relevant chapters of the University's submission, the University itself is under the control of Council, on which representatives from all these countries sit. Each Campus also has its own Campus Council (See Appendix 4.4), on which the country in which the Campus is located has greater representation than the other governments. For this purpose of giving a geographical location to the campus, the Open Campus is taken to be located primarily in the countries other than Barbados, Jamaica, and Trinidad and Tobago. These countries were once referred to as the Non-campus Countries (NCCs), more recently as the UWI-12 - a designation now made somewhat awkward by the addition of a 13th country, as such the term UWI-12+1 is currently used by the University.

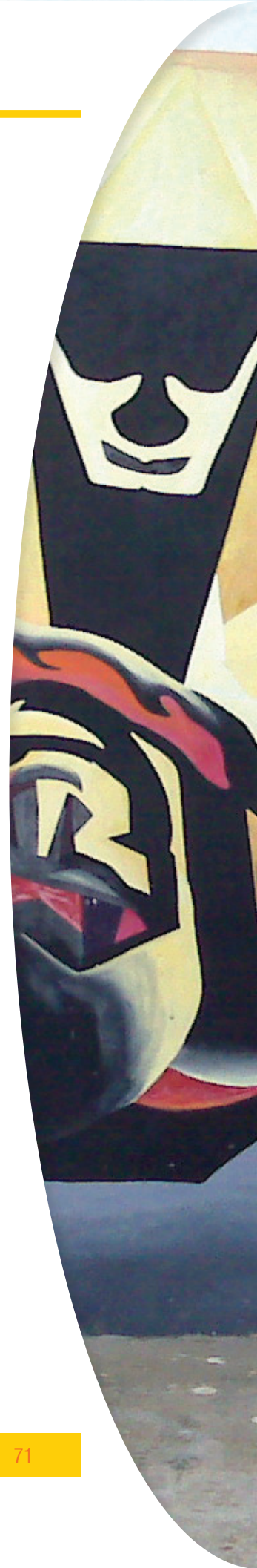
As previously noted, the administrative operations of the University are governed by the University Council. The University Council includes:

The Chancellor, the Vice-Chancellor, the Pro-Vice-Chancellors, the Campus Principals, the Chair of the Committee of Deans, the University Registrar, the University Bursar and the University Librarian, who shall be members of the Council by virtue of their respective offices ... (The UWI, The Statutes and Ordinances, 2008, vol. 1, Statute 18, 1 (a).

The Council also includes representatives from students, both past and present, senior administrative staff or professional staff and governments from each of the contributing countries (The UWI, The Statutes and Ordinances, 2008, vol. 1). A fuller description may be seen at Appendix 4.5: The UWI: The Statutes and Ordinances, 2008, Vol.1.

The Open Campus is a Campus at the same level as the other three longer established Campuses. The Statute (Statute 19) dealing with Campus Councils makes the same provisions for the Open Campus as for the others, with the exception of government representation, where there is provision for more representatives from countries other than Barbados, Jamaica, and Trinidad and Tobago. There is also student representation and it is not required that either of the two students on Campus Council be a postgraduate student, though one may be. As an institution of education and research, the control of the academic life of the University is in the hands of the University Senate. At each campus, there is a standing committee of the Senate known as the Academic Board. The Ordinance governing membership of the Open Campus Academic Board mirrors that for the other Campuses (Ordinance 28), with the obvious adaptation relating to geographical location, except for its last four clauses, which provide for:

- (o) one representative of the Committee of Deans;
- (p) six persons, appointed by the Vice Chancellor from members of Faculties at other campuses who have responsibilities for the outreach functions of their Faculties, and selected by the Vice-Chancellor on the recommendation of the Campus Principals;
- (q) such other officers of the University or members of the academic and professional staff as may be appointed by the Vice-Chancellor to be members of the Academic Board;
- (r) such other persons as may be provided for by any other Ordinance.



Provisions (o) and (p) reflect the intention that the Open Campus should not itself duplicate the disciplinary expertise housed in the Faculties at the other campuses, but should rather provide a conduit whereby those resources, and the programmes of study they have created, are channelled to students who cannot attend the three other campuses. They give the Faculties that are interested in such outreach or distance education activity a voice on the Open Campus Academic Board. Provision (q), which is very close to a provision in Ordinance 28 for the other Boards, also provides for other stakeholders whom the Vice-Chancellor might identify. Provision (r) similarly allows for other persons who might be members of the Board, by virtue of other Ordinances. Currently, there are no such members on the Open Campus Academic Board.

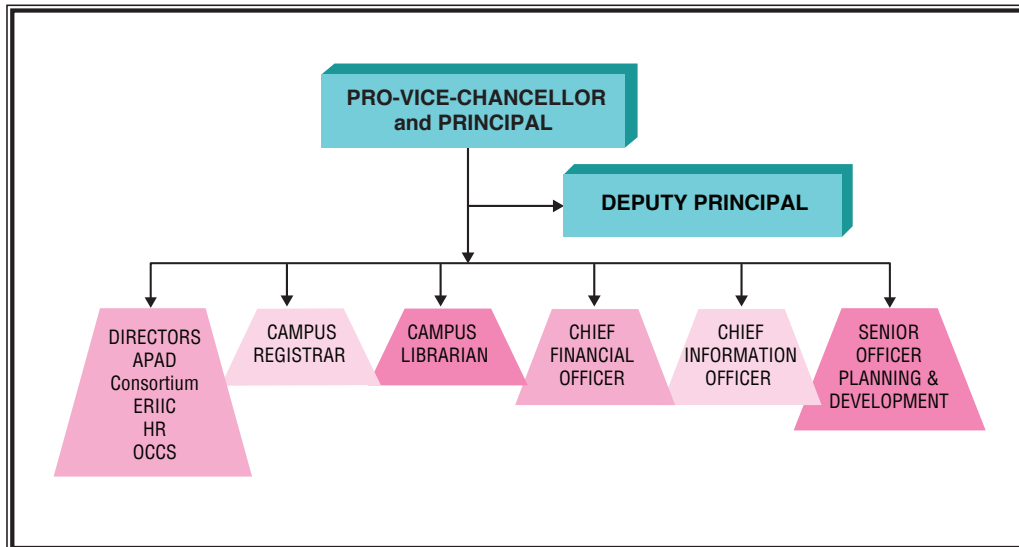
The OC Council has members representing not only the governments, but also persons from civil society identified by the Chancellor. It also has representatives of current students, alumni, academic and non-academic staff. The Academic Boards have members from all the academic groups: staff and students. The academic work of the Campus is thus beholden to the relevant groups, and the overall policy of the Campus is answerable to the whole range of stakeholders: government and private sector, staff, students, and alumni.

The Open Campus governance and administrative structures are designed to integrate with the University's wider structures. The Campus's governance structure follows the University's in that it is divided into two tiers, academic and administrative. As previously noted, the governance of the University has two tiers: Senate and Council with academic governance being derived from the University Senate and administrative governance from the University Council. The University Senate has delegated the majority of its day-to-day operations to the Campus Academic Board.

The first level of day-to-day administrative governance at the Campus is conducted by the Management Committee. This Committee is composed of campus leaders who assist the Principal in decision-making for the Open Campus. The campuses form committees as may be required to assist the Principal in decision-making in matters related to particular areas of governance. The Open Campus formed a Management Committee which serves this purpose. The Open Campus Management Committee comprises the Directors of Divisions, The Campus Librarian, the Chief Financial Officer, the Director of Human Resources and the Chief Information Officer. Papers related to campus policy are taken to the relevant University committees for approval

or noting as appropriate. The structure of the OC's Management Committee is shown as Diagram 4.2 next.

*Diagram 4.2
The Structure of the Management Committee*



The Management Committee provides guidance for:

1. the day-to-day operations of the Open Campus.
2. establishing, reviewing and approving all policies necessary for the effective and efficient management of the Open Campus.
3. considering and submitting matters to the Open Campus Council.
4. overseeing the strategic direction of the Open Campus.
5. ensuring that the Campus is fulfilling the mandate of the UWI as established in the UWI Strategic Plan.
6. initiating, accessing and analysing the findings of environmental scanning of the Open Campus's internal and external environment and formulating policies to address matters arising from this environmental scanning.
7. planning for the financial viability and sustainability of the Open Campus.
8. considering any other matters which would affect the good management of the Open Campus.

University Finance and General Purposes Committee

The University has a Finance and General Purposes Committee (F&GPC). The F&GP Committee derives its authority from Ordinance 9 which states

There shall be a Standing Committee of the Council to be known as the Finance and General Purposes Committee, which between meetings of the Council shall exercise the powers of the Council in all matters connected with the receipt and expenditure of money and in all other matter whatsoever in respect of which the powers of the Council are not otherwise specifically delegated (The UWI The Statutes and Ordinances, 2008, Vol. 1, p. 55).

The Campuses usually have a Campus Finance and General Purposes Committee (CF&GPC) which is a Standing Committee of the F&GP. Ordinance 25 states that

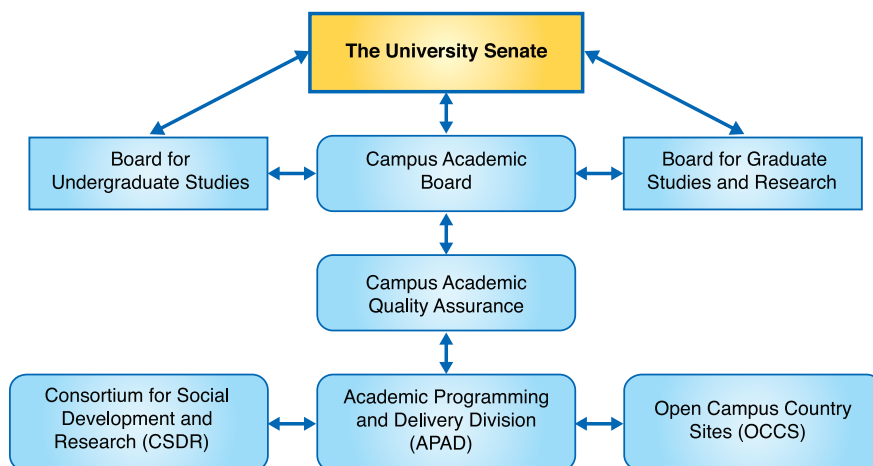
There shall be a standing committee of each Campus Council to be known as the Campus Finance and General Purposes Committee, which between meetings of the Campus Council shall, subject to the Charter and Statutes, exercise the powers of its Campus Council whether directly conferred thereon by Statue or by delegation in all matters whatsoever in which the powers of its Campus Council are not otherwise specifically delegated (The UWI The Statutes and Ordinances, 2008, Vol. 1, p. 76).

When the Open Campus was being formed, the Office of Administration recommended that the Open Campus use the Council Committee to oversee matters normally governed by the F&GPC since the membership of both committees are almost the same. This proposition was accepted in the case of the Open Campus and a segment of the annual Council meeting is relegated to any matters that would normally be considered by the F&GPC. In addition, a decision was taken to allow for a second meeting of Open Campus Council within a given year if that was considered to be necessary and this second meeting would be conducted via videoconference. These arrangements were accepted by the University for the Open Campus.

Academic Governance

At the academic governance level there is an Academic Board which, as previously noted, is a Standing Committee of the University Senate. The Academic Quality Assurance Committee (AQAC) is a sub-committee of the Academic Board. Diagram 4.3 presents the structure of the Academic Governance structure of the University and the Open Campus.

*Diagram 4.3
The Academic Governance Structure of the University and Campus*

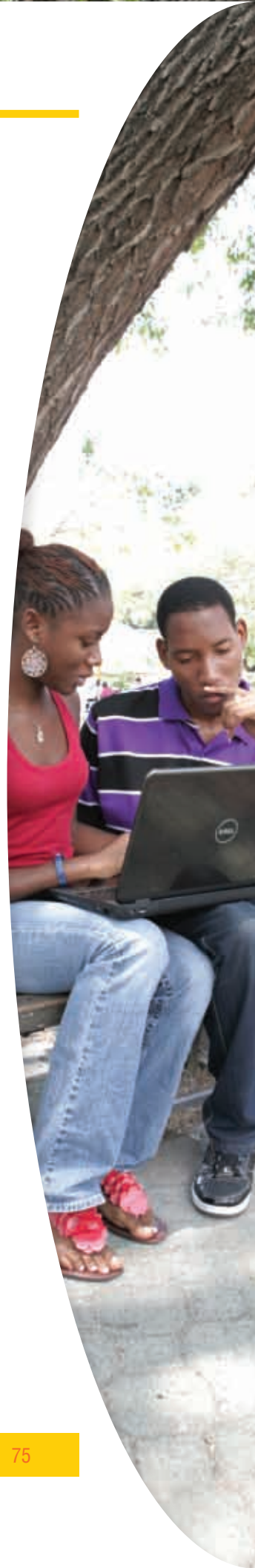


The University Senate has delegated the responsibility of “... managing and assessing the process of quality assurance of programmes for first degrees, certificates and diplomas other than advanced...” (p. 34) to the Board for Undergraduate Studies (BUS) and the “... control and general direction of research, instruction and examinations and of the award of Degrees, Diplomas, Certificates and other distinctions ...” (p. 30) to the Board for Graduate Studies and Research (BGSR). These Boards have delegated their programme approval powers to the Campus Academic Boards and the Campus Committees for Graduate Studies and Research, respectively. However, in the case of the Open Campus, as its graduate offerings are still very small, the Campus Academic Board is responsible for the approval of those programmes.

The Open Campus follows the guidelines set by the University in relation to the qualifications and experience which are essential or desirable for its various categories of staff. A copy of the staff qualifications are at Appendix 4.6. Additionally, the Campus has a Training Officer whose responsibility it is to identify training needs and seek ways of addressing same. The technology division in particular engages in on-going and widespread staff training, as it introduces new and different hardware and software.

Review of Governance and Administrative Policies

The University periodically reviews its governance policies. In 1984, a governance review resulted in giving the three existing campuses greater autonomy. In 1994, the Chancellor’s Commission on Governance led to the establishment of the Board for Non-Campus Countries and Distance Education and its three executing outreach



arms, namely the School of Continuing Studies, the University Distance Education Centre and the Tertiary Level Institutions Unit. In 2006 the Chancellor initiated a Task Force on Governance and a report which made recommendations for improvement in areas related to governance was produced by this group.

In order to either accommodate a new entity or to incorporate a new practice, for example with the establishment of the Open Campus, the Statutes and Ordinances have been amended. For example, Ordinance 54 was established to address the structure and powers of the Open Campus Academic Board (see Appendix 4.7). Reviews take several forms, including management audit reviews and surveys by key stakeholders which provide the evidence to support the need for review and curriculum revision which touch at the heart of the life of the University. For example, as part of the institutional accreditation process, the Open Campus surveyed its students, alumni and staff and conducted country forums in the OCCS. These data collection mechanisms have provided information which is being used to improve the Campus's administrative and support services to students; for instance, the Campus has instituted a Students Complaints Policy.

Evidence of Effective and Ethical Leadership

The standard speaks to 'ethical' leadership which is interpreted to mean leadership which would focus on matters of fairness, transparency and impartiality in decision-making, and procedures for review of decisions found unfavourable. The University has an elaborate system of committees for making its decisions in many different areas, and these committees typically include representatives of various stakeholder groups. Campus Boards and Committee membership and terms and conditions are guided by the University's Statutes and Ordinances. In the case of appointment and promotion, the cases are brought by Heads of Departments either through the Evaluation and Promotions Committee or directly to the Campus Appointments Committee. It is these Committees that make recommendations on whether or not to appoint or promote persons. The Committees have members representing different levels and categories of staff.

There is a system of assessment and appraisal for all staff. These include the provisions for staff members to sign off on, or to indicate their disagreement with, the judgments of their supervisor or evaluator. The Ordinance on appointments and promotions also makes provision for review committees in the case of disagreements with assessments, and also a procedure for review of unfavourable decisions of

Appointments Committees themselves. These review bodies permit members of staff to nominate peers to speak for or with them. There is also on each Campus an agreed grievance procedure that staff members may invoke, together with their union, on any matter. It can be said therefore that any member of staff who thinks that a decision has been taken unfairly, has ample provision to challenge and overturn it.

Following is a summary of the key areas which highlight effective and ethical leadership at the UWI and the Open Campus.

The University has an established academic tradition and reputation in the Caribbean. The Open Campus has been in existence for almost four years, although derived from entities, one of which existed for over 60 years. Nonetheless, the Open Campus is still building its academic reputation in the Caribbean and beyond.

The examinations process, both at the Undergraduate and Graduate levels, is governed by the clear regulations outlined in the Examinations Regulations (see Appendix 4.8). In addition to the formal systems, staff and students are free to express their concerns or acceptance of management activities informally through the open door policy practised by the senior management of the Campus.

The management of the Open Campus is continuously reflecting on its practices with the intent of adapting same to better enhance its operationalisation of the systemic policies established by the University. In this regard, it has held two Campus retreats; the first in 2008 and the second in 2011. Over its life, the Campus has had four leadership retreats one in 2008 and three in 2011 as well as four staff retreats, one in 2008 and three meetings for all local staff, held in the three campus countries where the majority of staff are located. Colleagues from the UWI-12+1 attended the retreats in 2011.

Opportunities for Improvement

1. As part of the Open Campus's management and staff retreats process, it was reiterated that the Open Campus is premised on four core values (currently designated guiding principles), namely agility, student-centeredness, accessibility and the provision of an enabling environment for students and staff. As such, the Campus has identified that it needs to align its operations to these values and better engage its staff.



2. Governance reviews have taken place at university level approximately every 10 years. However, there is a need for the Campus to institute an on-going quality management mechanism for regularly evaluating and reviewing the effectiveness of its own governance and administrative structures. For example, there is a need to expand the quality evaluation and review processes to include administrative functions.
3. The University of the West Indies has well established arrangements for the servicing of its meetings, usually involving the Campus Registries. The dispersed and varying structure of the Registry has called for some adaptation in the case of the Open Campus and this is being addressed. Although the Campus is improving its practices in relation to the recording of decisions at meetings, it is still in the process of developing a systematic process for the storage and retrieval of decisions and documentation in a timely manner. At its meeting of 20th September, 2011 the Open Campus Academic Board discussed a paper on Archiving which was submitted by the Campus Librarian. The Campus is currently investigating digital records management and retrieval systems and has already consulted with at least two providers. However, purchase and implementation has been delayed due to high costs. The Campus has to continue to operationalise the archival and retrieval management policy for the Campus.

As discussed in Chapter 3, the mission of the University is to “... propel the economic, social, political and cultural development of the West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership”. From the discussion above, it should be clear that the University and the Open Campus have governance and administrative structures that allow the Open Campus to formulate the necessary policies and procedures to ensure that it effectively achieves the University’s mission. Additionally, this section has shown also that the University and the Open Campus have a clear governance structure that promotes effective and ethical leadership which is in keeping with its mission and objectives.

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

As previously noted, the Open Campus is a multi-modal Campus which offers online, blended and face-to-face learning experiences. In general, the essential resources required to offer online programmes differ significantly from those required in the traditional face-to-face educational setting. Where the latter requires competent staff to teach and a modicum of facilities and resources to assist that teaching (Aristotle made do with a garden path and probably something to draw diagrams), online delivery requires a range of other materials. For example, there must be an online learning platform from which the programmes are delivered and databases which must be able to accommodate relevant information for all students, including basic information such as contact details up to the capacity to calculate grade point averages (GPA).

In Chapter 5: Standard 3: Teaching and Learning, we will discuss more fully all aspects of Teaching and Learning. In this chapter, we will address only the provision of the other resources for our online and face-to-face provisions. In particular this section concentrates on the discursive materials supplied to students in printed, on-line, or other digitally encoded forms.

Resources: Online Provision

The resource base required to support online delivery includes physical, technical, financial and human. In this section we will discuss these resources, their availability to support the online provision and areas requiring improvement.

Physical Resources

Although courses are delivered electronically, there is still a significant requirement for physical resources to house the technological and human resources needed to support online delivery. These resources include the physical spaces in which the various servers are stored, ensuring that the servers are always kept at the optimum temperature and humidity to avoid disruption or damage to these sensitive pieces of equipment. Currently, the servers are housed mainly in Flow Jamaica facilities with some servers at Open Campus in Trinidad and at the Open Campus Learning Centre in Barbados. The Computing and Technical Services (CATS) Division is headed by a Chief Information Officer (CIO) with staff in four functional units:



Enterprise Applications, Network Infrastructure, Helpdesk and User Support, and OCCS projects. In addition to the technical support and oversight provided by these functional units, there is a Training Coordinator in CATS who is responsible for training all staff in the use of the various technologies within the Campus. Since the inception of the Campus, the Training Coordinator has conducted over 150 training sessions in Microsoft Office applications, Banner Finance, the OCMS and Elluminate Live! (now Blackboard Collaborate). The Training Coordinator also provided training to students in the use of Elluminate Live!. For a fuller description of the training covered by the Coordinator, see Appendix 4.9.

Additionally, the OCCS makes computers available for use by students. Currently each of these sites has a minimum of 4 computers with some sites having 30 computers. Across the OCCS there are approximately 650 computers available for use by students. A review of the physical accommodation was conducted by the OCCS. This review has highlighted the following needs:

1. to replace unstructured and unmanageable network cabling throughout the OCCS;
2. to house servers, network and telecommunications equipment in secured cabinets throughout the OCCS;
3. to install Uninterruptible Power Supplies (UPS) and backup electrical power generators throughout the OCCS;
4. to replace old and obsolete computers throughout the OCCS
5. to upgrade the conferencing equipment to support video and web conferencing throughout the OCCS;
6. to increase Internet bandwidth and wireless internet coverage throughout the OCCS.

To address these shortcomings, the Campus has developed proposals to obtain grant funding from The Canadian International Development Agency (CIDA) and the Universal Access Fund (UAF) in Jamaica to upgrade the technological infrastructure throughout the OCCS. Some of the significant milestones, key deadlines and performance indicators are shown below.

The UAF in Jamaica has approved the funding of the technological upgrade of all the Jamaica locations of the OCCS. The Port Antonio site was upgraded in early 2011 and work is underway to upgrade the other Jamaica sites. CIDA has supported the unsolicited proposal for grant funding to upgrade the infrastructure in the OCCS, and it has recommended that the proposal be designed to cover the work to be done in two phases. It is expected that the smaller portion of the fund will be made available in 2012, but the larger one will take longer to obtain approvals. For a fuller explanation, please see Appendix 4.10

Human Resources

The Open Campus currently employs 350 permanent and 164 temporary staff members. Of the 514 staff members, 112 are at the academic, senior administrative and professional levels and 402 at the Administrative and Technical Support Staff (ATSS) level. In addition, the Campus employs a number of part-time staff on short contracts as course coordinators, facilitators, e-tutors and course writers. The staff directory is shown as Appendix 4.11. The delivery system for the Open Campus currently consists of part-time staff, many of whom are employed full-time by sister campuses. Their roles in the Open Campus are further discussed in Chapter 5: Teaching and Learning.

Role of Academic Programming and Delivery (APAD) Division

The Academic Programming and Delivery (APAD) Division is the division with ultimate responsibility for the development, delivery and quality of online and face-to-face programmes offered by the Open Campus. The APAD has established systems for the creation of materials required through collaboration with specialist course writers. As previously noted in Chapter 3, the Campus does not have Faculties like the physical campuses of the UWI but relies on the services of qualified persons/faculty to write its courses. Some of these course writers are employed full-time by the three physical campuses. These academic specialists are assisted by the academic departments in APAD, including Course Development, Learning Support and Multimedia and Delivery Unit (see job descriptions at Appendix 4.12). The content-specialists chosen to work on particular courses are selected on the basis of their content knowledge, not only of the subject matter (as would be expected in a face-to-face context), but also of the on-line environment and other digital resources that could be used to supplement the provision of self-instructional material (see Appendix 4.13). All course writers are

trained by the APAD in the rudiments of writing for the online environment. A copy of the training process and content is shown as Appendices 4.14 and 4.15. Personnel involved in the orientation of course writers include the OC Library and Information Services department staff who are involved in programme and course development from the earliest stages.

In some cases, the OC makes use of open educational resources (OER) in which case these programmes are adapted by OC personnel to ensure currency and relevance to the regional context. As part of the quality assurance process articulated by the BUS and BGSR, all programmes developed must be reviewed by the content specialists on the other Campuses before being eligible for presentation to the OC's Academic Quality Assurance Committee (AQAC). If concerns are raised during the cross-campus review process, AQAC, as a quality assurance measure, requires that the department/APAD representative outline how the concerns raised by the Campus experts have been adequately addressed. The AQAC can itself require further consultation with content experts before endorsing a programme or course to the Academic Board, BUS and/or BGSR. It can therefore be said that the content experts play a decisive role in identifying the resources required for programmes offered by the institution and overseeing the quality of courses and programmes.

Adequate and Appropriate Resources

As previously noted, APAD is ultimately responsible for the development of programmes and courses within the OC. APAD is currently structured into five distinctive academic departments, Pre-University and Professional Development, Undergraduate Studies, Graduate Studies, Course Development and Special Projects, the IT Academy and Learning Support Services. Since the time of initial writing, the Pre-University and Professional Department has been disbanded. However, in practice the Open Campus Country Sites (OCCS) and the Consortium for Social Development and Research (CSDR) also develop programmes and courses in response to local needs and requirements. A comprehensive system for the development of such programmes has been evaluated and approved by AQAC which ensures that all credit bearing programmes/courses and courses of at least 3 months duration must be vetted and submitted by the APAD. The AQAC system enjoins consultation with the Library and Information department and with content experts, as just noted. The products of this system are submitted to AQAC for approval, at which point any remaining inadequacies are identified and corrections mandated. This on-going consultation has not been merely cosmetic. In at least

one case, a proposed programme has been withdrawn because of adverse comments from reviewers on the adequacy of its content, and others have been amended.

AQAC considers programmes at two critical points: initial proposal, and programme development including constituent courses and course materials. It is primarily at this second stage that AQAC is concerned to ensure that the range of resources offered to students, including self-instructional materials, back-up reading, IT applications, and exploratory resources are adequate and appropriate. When initial programme proposals are submitted to AQAC, they must include a budget to cover the cost of the items/processes previously mentioned.

Financial Resources

The Campus submits its biennial budgets first to the Technical Advisory Committee (TAC) which then recommends approval by the University Grants Committee. The Budgeting process begins in October each year and the budgets for the next two financial years are determined. The University's financial year runs from August 1 to July 31. Fuller details of this process are discussed below. The University Centre supplies the campuses with guidelines on the preparation of the budget and includes information on inflation rates which are applicable to each Campus country. (See the UWI Centre Guidelines for budget preparation in the Resource Room).

A team, consisting of the Chief Financial Officer (CFO) and Manager, Budgets and Special Projects, holds discussions with the budget holders concerning their plans for the next year and the availability of resources within their individual budgets to meet their requirements. Budget holders in OCCS, CSDR, APAD and other departments and units are then formally requested to submit, through their Heads, requests for the forthcoming year together with justification in each case for additional resources. The recurrent budget for staff costs is prepared using current salaries with an approximate increase (3 to 4 per cent) which represents increments to be paid over the following year. No projections are made for union negotiated salary increases that may take place in the future. Where there are known increases in utilities, insurance premiums, statutory payments, for example, National Insurance, Health Surcharge and so on, these are factored into the budget.

The biennial budgets are carefully prepared and checked to ensure that they cover emoluments for all employees and other recurrent expenditures. This budget is subjected to various levels of scrutiny as follows:

1. The biennial budgets requested by departments are internally reviewed by the Chief Financial Officer (CFO) in consultation with the Principal and PVC Open Campus. Each division presents a justification for any additional resources needed to achieve the campus' strategic objectives and these submissions are included in a memorandum of needs. So in addition to the revenue and expenditure schedules, the Campus is required to prepare a Memorandum of the Estimates of Needs. This Memorandum outlines the activities of the Campus during the previous year and provides a rationale for the additional resources that will be needed in the coming year. This, along with the draft budget, is reviewed by the Management Committee which makes adjustments as deemed necessary.
2. Following from the consultative process, the Campus biennial budget is submitted to the Vice-Chancellor who meets approximately one week later with all Campus Principals, Campus Bursars/CFO, the Pro-Vice-Chancellor Planning and Development, and the University Bursar to discuss and formalise the University biennial budget. The individual campus biennial budgets are revised in accordance with the discussions at the Vice-Chancellor's meeting.
3. The final version of the budget is submitted to the Technical Advisory Committee (TAC) and the governments of UWI-12+1. The Principal and PVC OC and CFO meet with the TAC of the governments of the UWI-12+1 to defend the budget.
4. The bound copies of the biennial budget and the Memorandum of Estimates of Needs are submitted to the regional TAC, which comprises representatives from the 16 countries that contribute to The University of the West Indies. The Vice-Chancellor, the University Bursar, Principals, and Campus Bursars/CFO present the budgets to the regional TAC where it is reviewed for reasonableness and is then recommended to the University Grants Committee.
5. The University Grants Committee comprises Ministers or representatives of the Governments of each contributing country. The budgets may be approved as presented or may be amended by the University Grants Committee. The agreed budget is then submitted to the University Council for final approval.

At the end of the budgetary approval process, budget holders are advised of the total amount of the resources allocated to their units. The audited financial statements for the Campus for the period ended 31st July, 2009 showed net assets of \$31,189,197 with a surplus of \$4,449,902 (See Resource Room).

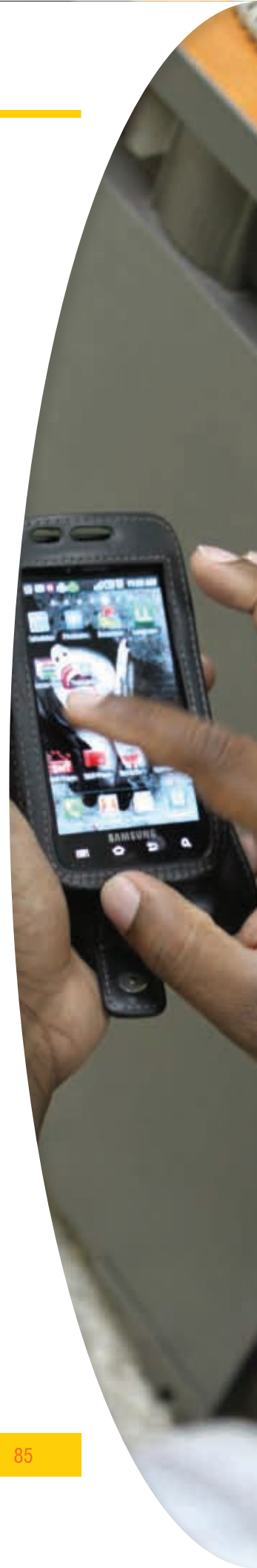
Project Funding

The Campus sometimes seeks external funding from agencies such as the Caribbean Development Bank (CDB), Canadian International Development Agency (CIDA), Foreign Affairs and International Trade Canada (DFAIT), Organisation of American States (OAS), and United Nations Children’s Fund (UNICEF). When the Campus was first established there was a Special Projects Department within APAD which was established to act as a quick response department and to provide prompt services based on external agencies requests. As the Campus grew, it realised that this function would best be served through the establishment of a Business Unit/Office within the Principal’s Office. The Campus is currently in the process of establishing such an office. However, at the time of writing, there was still a Head in APAD with responsibilities for Special Projects who liaises with international agencies to obtain funding for specific projects related to programming.

Funds received from donor agencies are allocated a ‘fund code’ for tracking within the Banner accounting system. Further, cash flow projections are generally linked to the project activities in accordance with agreements of the project. The funding agent or donor monitors the project through project reports which must include a financial statement to ensure that all the project resources are being used in accordance with the approved project budget and other stipulations (see Appendix 4.16). Failure to comply with the stipulations may result in a demand for the return of funds, or other sanctions may be imposed as provided in the agreement. In some cases, when the project period is completed, all funds remaining must be returned to the funding agency.

Tuition Fees

The estimated tuition fee from students for the academic year 2011/2012 is expected to account for 57 per cent of the overall Campus income. This percentage is expected to increase in the coming years as the campus reduces its reliance on government funding. The tuition fee schedule is shown as Appendix 4.17. A diagram of the student population of the Campus by country is shown as Appendix 4.18.



Opportunity for Improvement

1. In light of the global financial crisis and the unpredictable nature of the flow of government contributions, the Campus has been working on a revised business plan and is working with the University on an alternative funding model. The Campus must identify and finalise a viable and sustainable financial model.

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Standard 2.3: *The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution*

The Open Campus is a successor of units, some of which date back to the earliest years of the University, and all of which have been in existence for several years within the earlier structure. The University has had financial support from the contributing governments from its inception, and those governments have reiterated their intention to continue to support the University. The University also receives funding directly from its students' tuition, and other sources (especially with respect to research grants).

The University has survived a number of very difficult economic situations, which testifies to its ingenuity and ability to make do with minimal funding. The Open Campus itself was created in the expectation of special funding that has not yet materialised. However, funding support for planned capital works, technological upgrades, course development and institutional strengthening is being sought from CIDA and the CDB. The absence of this funding has meant that various developments have not yet materialised, but based on stakeholder feedback, the Campus has continued to provide the same or improved levels of service.

Overview of Financial Capacity

The Campus's financial statements, which show its total income and expenditure for the last three years can be seen in the Financial Reports and Accounts for the period 2008-2009, 2009-2010, 2010-2011 (see Resource Room). A schedule of capital improvements and their financial proposals for same may be found in the Resource Room (Planned Developments and Funding Requirements, CIDA, CDB).

Financial Policies

The University has a range of policy statements that regulate the way it uses the available financial resources, including the Financial Code (Appendix 4.19) and the Financial Procedures and Guidelines (Appendix 4.20). In the Open Campus, there are specific policies relating to the procurement process (Appendix 4.21). The University of the West Indies Financial Procedures and Guidelines Edition 2010 (including the Procurement Procedures and Tender Regulations) outline the procedures for all expenditure by its campuses including guidelines on acceptable expenditure. The Campus is required to obtain at least three quotations before



procuring goods and services. This is to ensure that the Campus is getting the best price and quality for its money. On the occasions where a department/unit may want to purchase an item or service which does not carry the lowest price, it must provide a rationale to support such a request.

The procurement approval process is governed by the expected level of expenditure involved. As such, the more costly the item, the more quotes that are required and the higher the level of authorisation that is required before the purchase may be concluded.

Financial Reporting

In addition to the annual financial statements, the Campus is required to prepare and submit interim financial accounts on a four-monthly basis (November, March and July) to the University Bursar. The individual campus interim accounts are consolidated and submitted to the University Finance and General Purposes Committee for their consideration, noting and approval. At the Open Campus, the financial statements are endorsed by the Campus Audit Committee before being presented to the Campus Council. This is followed by the submission of the documents to the University Finance and General Purposes Committee where they are endorsed before being sent to the University Council.

In addition to the approval of accounts, the Open Campus Management Committee meets regularly, usually monthly, to consider matters relating to funding, strategy, grant proposal and other financial matters. Tuition fee increases must be approved by the University Council. However, that Council has delegated that authority to the Finance and General Purposes Committee. As previously noted at the Open Campus, the Campus Council performs all the functions that are undertaken by Campus Finance and General Purposes Committees on the established campuses. Thus far, this arrangement has served the Open Campus well as it has been able to save costs that would accrue from convening three F&GPC meetings annually in addition to a Council meeting. Although the University has made provision for a second Council meeting to be convened by the Open Campus in a given year, this has thus far not been necessary. The minutes of Campus Management Committee are available in the Resource Room.

Audit Arrangements

The Management Audit Department

The University's policy is for there to be a Campus and Vice-Chancellery Management Audit Department. At present, The Open Campus shares the Cave Hill Campus Management Audit services. The Audit department is responsible for monitoring, evaluating and reporting the Campus's compliance with the University's financial policies and procedures. The Audit Department outlines recommendations for the improvement of the practices used within the University. The Cave Hill Management Audit Department comes under the leadership of the University Management Auditor. The University Auditor has the right to conduct unscheduled evaluations, special reviews and investigations without prior notice.

Audit by External Auditors

At the annual meetings of Council, external auditors are appointed and their audit fees are determined. The auditors currently retained by The UWI are KPMG International Cooperative. Its terms of reference gives it the right of access, at all reasonable times, to such books, records, accounts, and vouchers of the University, and it shall be entitled to require from the officers of the University such information and explanations as may be necessary for the performance of its duties.

The financial year ends at July 31st of the year and the external audit begins around September. At the end of the audit, the auditors submit a letter to the management of the Campus outlining shortcomings or deficiencies in the financial systems. The observations are graded from 1-5, with 1 being a serious deficiency which may put the University at financial risk. To date, the Open Campus has been audited three times. The University as a whole has never received a Grade 1. A sample copy of a Management Letter may be viewed in the Resource Room.

The Chief Financial Officer (CFO) is required to implement policies and procedures to ensure that the deficiencies outlined by the auditors do not recur in subsequent audits. If the deficiency is not procedural in nature, the CFO is expected to explain why the incident has happened. When the consultative process has been exhausted, the auditors submit their recommendation to the Campus. Audited Financial Statements for the past three years may be seen in the Resource Room. The University Office of Finance is responsible for presenting a consolidated University financial report



to the University Finance and General Purposes Committee. These consolidated financial reports may be viewed at <http://www.uwi.edu/finance/reports.aspx>.

Evidence of Sound Financial Policies and Financial Capacities

The Open Campus's financial and audited accounts suggest that the Campus has appropriate policies and capacity to sustain and ensure the integrity and continuity of its programmes. The Finance Department is managed by very well-qualified and experienced staff. The Financial Procedures and Guidelines set out the layers of approval that are required for the incurring expenditure. As previously noted, the financial accounts are prepared and audited on an annual basis.

Opportunity for Improvement

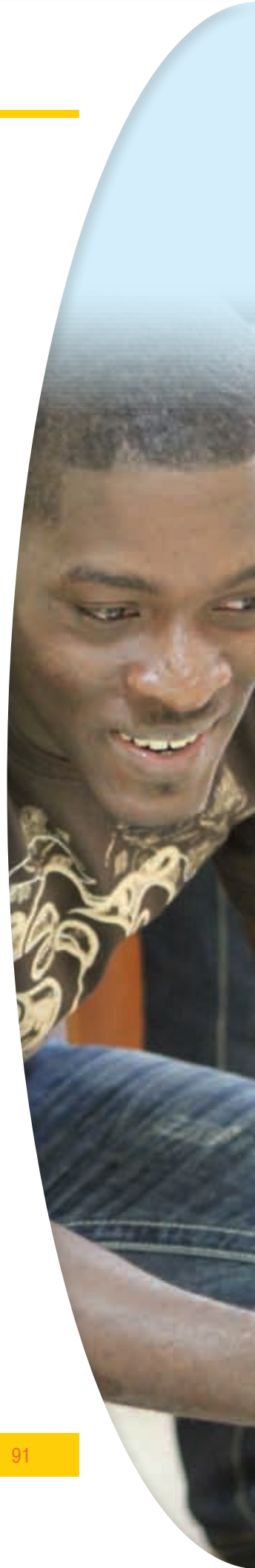
1. The Open Campus, like the three physical campuses, is funded by the regional governments. Due to the prevailing global economic environment, the regional governments have been unable to meet their full financial obligations to the University. As such the Open Campus and the University must continue to its plan to reduce their dependency on regional governments through the identification of alternative sources of funding.

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

The Open Campus caters to a broader range of students than the other campuses. One of its main components is the former School of Continuing Studies which was the latest version of the University's extra-mural department. As with extra-mural departments in British universities, this arm of the University offered a variety of programmes to students, many of whom would not have been in a position to attend the campuses. These persons were not regarded as students of the University, and the Open Campus continues to distinguish between students who are University students, taking degrees of the University, and those other students who study for continuing, professional and leisure time awards offered by the Campus.

With the development of distance education versions of university degree programmes, some efforts were made to establish student organisations at various sites. The Campus Guild of Students has provided a timeline for the establishment of Guild Chapters across the various countries served by the Campus (see Appendix 4.22). A Proposal for the establishment of a Guild of Students for the Open Campus was written in July 2008. The Guild was formally inaugurated in 2010. The aim was and is for each site and centre of the Open Campus to have a local guild, entitled Guild Chapters. These Chapters are headed by a Guild Chair who deals with the daily needs of students. Initially, Chapter Chairs were selected to serve on initial steering committees and thereafter were democratically elected by the local Guild Chapters. Initially, a student representative was selected to represent the Open Campus at the Regional level, until the Guild of Students was properly formed and installed.

It was proposed that a tentative structure be established to facilitate the smooth implementation of a Regional Guild of Students. The Chapter Chairs would serve on the Guild of Students, representing their sites, centres or regions – with one representative from each country site and Barbados, and three each from Jamaica (Eastern, Western and Montego Bay/Mona) and Trinidad (North, South and Tobago). In September 2010, student representatives from across the region representing local Chapters met and democratically elected the first Guild President for the Open Campus – Peter Dunn, a final year student attached to the Mona Centre. In October 2010, the additional members of the Guild were nominated with an installation ceremony that took place in January 2011. At the time of writing, 8 sites have active Guilds and another 7 are in formation. Arrangements are being worked out to permit the Guild access to guild fees. Elections for the Chapter



Chairs for the academic year 2011-2012 were held in April, 2011, with the hand-over and installation for the Guild of Students in July 2011. The student Guilds are characterised in the Ordinances. The Open Campus Guild has a draft constitution that sets out the roles and responsibilities of its members (see Appendix 4.23). The draft has recently been submitted to the University F&GPC for approval. The Guild is working with tentative guidelines until the completed and ratified constitution is available.

The Guild of Students meets regularly. At these meetings the Secretary is responsible for the recording of the minutes. These minutes are shared with the student body via Google Documents. The minutes are circulated prior to each meeting. A selection of minutes from the Guild of Students may be found in the Resource Room.

Staff/Student Liaison Committees

In 1994, the Chancellor commissioned a report entitled “the Report of the Chancellor’s Commission on the Governance of UWI”. This report outlined several recommendations including the establishment of departmental Staff/Student Liaison Committees. It was envisioned that these Committees would “... channel, formally, the views of students on academic matters, with particular reference to the development of syllabuses and teaching skills of faculty” (p. 40). It was also recommended in the report that the composition of the Committee be mainly students. As previously noted, the Open Campus’s organisational structure is not in keeping with its sister campuses, as there are no Faculties and teaching departments, for example, The Faculty of Social Sciences and the Department of Sociology. Due to this structural difference, the Open Campus has not yet established Staff/Student Liaison Committees. However, it is actively investigating mechanisms to support such an establishment by the academic year 2012/2013.

In May 2009, the Office of the Board for Undergraduate Studies (OBUS) presented a proposal to BUS entitled ‘Proposal for the UWI Student Complaint Facility’. A copy of this document may be found at Appendix 4.24. The rationale as outlined in this document was to ensure that:

1. the rights of both the University and the student are protected when a student submits an academic or administrative complaint or grievance;

2. University processes enable students' academic and administrative grievances and complaints to be resolved as expeditiously and effectively as possible;
3. the resolution of student academic and administrative complaints and grievances follows standard procedures across the university;
4. the codification, collation and publication of student compliant and grievances procedures in accordance with government/university requirements (BUS Paper 27, May, 2009, p. 3).

This proposal was discussed and approved by the BUS at its May, 2009 meeting. In addition to the Student Complaint policy, there are several policies/regulations that speak to the University's student-centred approach to teaching and learning. These include the current Code of Principles and Responsibilities for Students (2001) which is included at Appendix 4.25 and a proposal for a Student Bill of Rights also included at Appendix 4.26.

The University Office of Planning conducts a number of university-wide student surveys, including the undergraduates' end of first year experience, graduate and research students experience and retention surveys. The Open Campus was included for the first time in these surveys from Semester 2, 2010/2011. The most recent report targeted graduate and research students. These data showed that the Open Campus was rated more highly on most of the criteria than its sister campuses. A copy of the presentation and report are shown as Appendices 4.27 and 4.28. The findings of these surveys are used to inform policy and procedural changes on the Campus.

Student Input into Decision-Making

The students of the University and the Open Campus are members of various University Boards and Committees which have decision-making powers, including the Board for Undergraduate Studies, the Board for Graduate Studies and Research, Finance and General Purposes Committee and University Senate Appeals Committee. At the Campus level, students are represented on the Academic Quality Assurance Committee (AQAC) and Academic Board. The Guild of Students, through its Executive, makes recommendations for improvements on Campus routinely to the Principal and the Deputy Principal. These requests are invariably acknowledged and frequently acted on. Recent examples relate to the reduction in the number of teleconferences provided for online students.



Opportunities for Improvement

1. As previously noted, the Campus has not established its Student/Liaison Committee. Therefore, the Campus must pursue its commitment to the establishment of Staff/Student Liaison Committees, by formulating a structure that would be more appropriate to its dispersed nature.
2. Currently the Campus receives recommendations through its Guild of Students. However, the Campus should publicise its implementation or rationale for non-implementation of those recommendations to its student body.
3. Additionally, the Campus must continue to incorporate the student recommendations into its policy and practices.

Summary of Strengths relating to Standard 2

A summary of the key strengths follow.

1. There are adequate mechanisms at the University and Campus levels for student participation in decision making at various levels.
2. There are well established policies, processes and procedures at the University and the Open Campus for the involvement of students in the decision making processes.
3. There are clear reporting arrangements to guide the management of student input to decision-making.
4. There are adequate and appropriate policies for the management and audit of the Campus's financial resources.
5. The Campus has a viable resource base on which to build quality programmes.

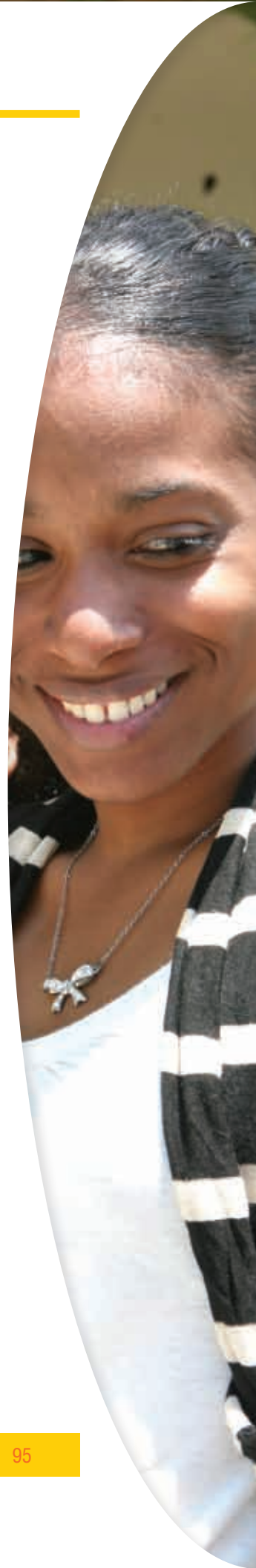
Summary of Recommendations relating to Standard 2

1. Ensure the timely revision of documents, policies, and procedures in light of decisions made at University meetings to inform staff, students, and relevant stakeholders of changes.
2. Formulate and implement the Staff/Student Liaison Committees within the academic year 2012/2013.

-
3. Ensure that the student body is aware of the ways in which their comments and recommendations are changing the way the Campus operates.

Conclusion

The analysis of the governance and administrative processes of the Open Campus has provided much evidence of coherent and responsive mechanisms that support the advancement and student centeredness of the Campus. The University and the Open Campus have shown that they have established an ethical decision-making process that incorporates the views and opinions of its varying stakeholders. Further, although in a difficult economic environment, the Open Campus has shown its resilience, adaptability and viability. As such, the Campus has satisfied the requirements of Standard 2.



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C **HAPTER 5**
Standard 3: Teaching and Learning





CHAPTER 5

Standard 3: Teaching and Learning

Criterion Statement: The institution provides evidence of student learning outcomes and faculty effectiveness in achieving its educational objectives and demonstrates the capability to continue to do so.

This chapter presents pertinent information related to the above criterion statement. Five standards comprise this criterion; they are as follows:

Standard 3.1: The institution has formal mechanisms and/or procedures to undertake planning and evaluation of educational programme objectives.

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

Standard 3.3: The institution values and promotes effective teaching.

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

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



UWI

Introduction

Effective teaching and learning is at the core of the University's mission and is reflected in the OC Guiding Principles and its strict adherence to them. The Guiding Principles advocate that the Campus will:

adopt quality teaching and relevant learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities (UWI OC Student Handbook 2009-2010, p. 14).

Additionally, the UWI OC endorses and seeks to realize the broader goals of the University of the West Indies and endeavours to:

provide the population of the region with access to high quality academic programmes that are effectively delivered and that help to build strong individual, national and regional capacities in response to changing human resource needs (UWI Strategic Plan 2007-2012, p. 6).

The UWI's Strategic Plan for the period 2007-2012 highlights seven (7) strategic aims, the first of which relates to teaching and learning (UWI Strategic Plan 2007-2012, p. 14.). The UWI OC fully embraces Strategic Aim 1 and has adopted and implemented strategies designed to enhance effective teaching and learning within the OC. The UWI OC teaching and learning process is dynamic and uses a combination of face-to-face and online delivery. Unlike the three physical campuses of the UWI, a distinctive feature of the OC is the absence of full time teaching faculty. In this regard, tutors (face-to-face), e-tutors (online), course co-coordinators and course writers are recruited as adjunct faculty members. Within the OC, the APAD Division, CSDR and the OCCS are primarily responsible for the teaching and learning process. However, the CSDR's main focus is on community service and research.

Up until recently, the APAD Division consisted of four departments: (1) Pre-University and Professional Development; (2) Undergraduate; (3) Graduate; and (4) Special Projects. In September 2011, in order to accelerate and consolidate productivity, a reorganization process began with the establishment of a cross-cutting Course Development department which includes the Curriculum Development Specialists and staff of Production, Multimedia Development, Desktop Publishing, Course Delivery and Materials Distribution Units. The OC has developed a unique, multi-

mode teaching and learning approach serving 16 countries in the English-speaking Caribbean. While much of the delivery is online, a considerable degree of face-to-face and blended delivery continues to exist at the physical OCCS locations. The OCCS continues to deliver site-based certification while at the same time supporting online students in their specific geographical locations.

In these ways, the OC has organized itself to provide quality education to the citizens of the Caribbean and demonstrates that it places a premium on ***continuous professional development, research*** and ***innovation*** to facilitate teaching in a variety of learning environments and situations.

The OC is committed to the goals of Strategic Aim 1 for Teaching and Learning as outlined in the UWI Strategic Plan (2007-2012) which indicates a commitment to “prepare a distinctive UWI graduate for the 21st century – one who has a regional frame of reference...” and exemplifies attributes including but not limited to being: “a critical and creative thinker, a problem solver, an effective communicator, knowledgeable and informed and competent...” (p. 14). In this regard, the OC has adopted a number of strategies to bring about Strategic Aim #1 for Teaching and Learning. These include providing opportunities to enhance the quality of the teaching/learning experience through continuous professional development, research and innovation. In this chapter, we will discuss how the UWI OC provides relevant and appropriate procedures and mechanisms to ensure that environments are conducive to both teaching and learning.



Standard 3.1: *The Institution has formal mechanisms and/or procedures to undertake planning and evaluation of educational programme objectives*

The University of the West Indies, through its Senate, has established the Board for Undergraduate Studies (BUS) and the Board for Graduate Studies and Research (BGSR), as the bodies with responsibility for the planning, evaluation, revision and authentication of educational programmes. These Boards have articulated guidelines for the programme planning and development processes which include programme and course templates (see Appendices 5.1 and 5.2). The academic planning process is facilitated by BUS, as reflected in its guidelines for submission of undergraduate academic programme proposals (Appendix 5.3), its guidelines for curriculum review (Appendix 5.4), and the Campus's guidelines for course development (Appendix 5.5). Model 5.1 illustrates the flow of the elements of a programme proposal as defined by OC AQAC. The outline highlights the institution's concern for standards and quality, and underscores how this concern is addressed even within the programme proposal stage.

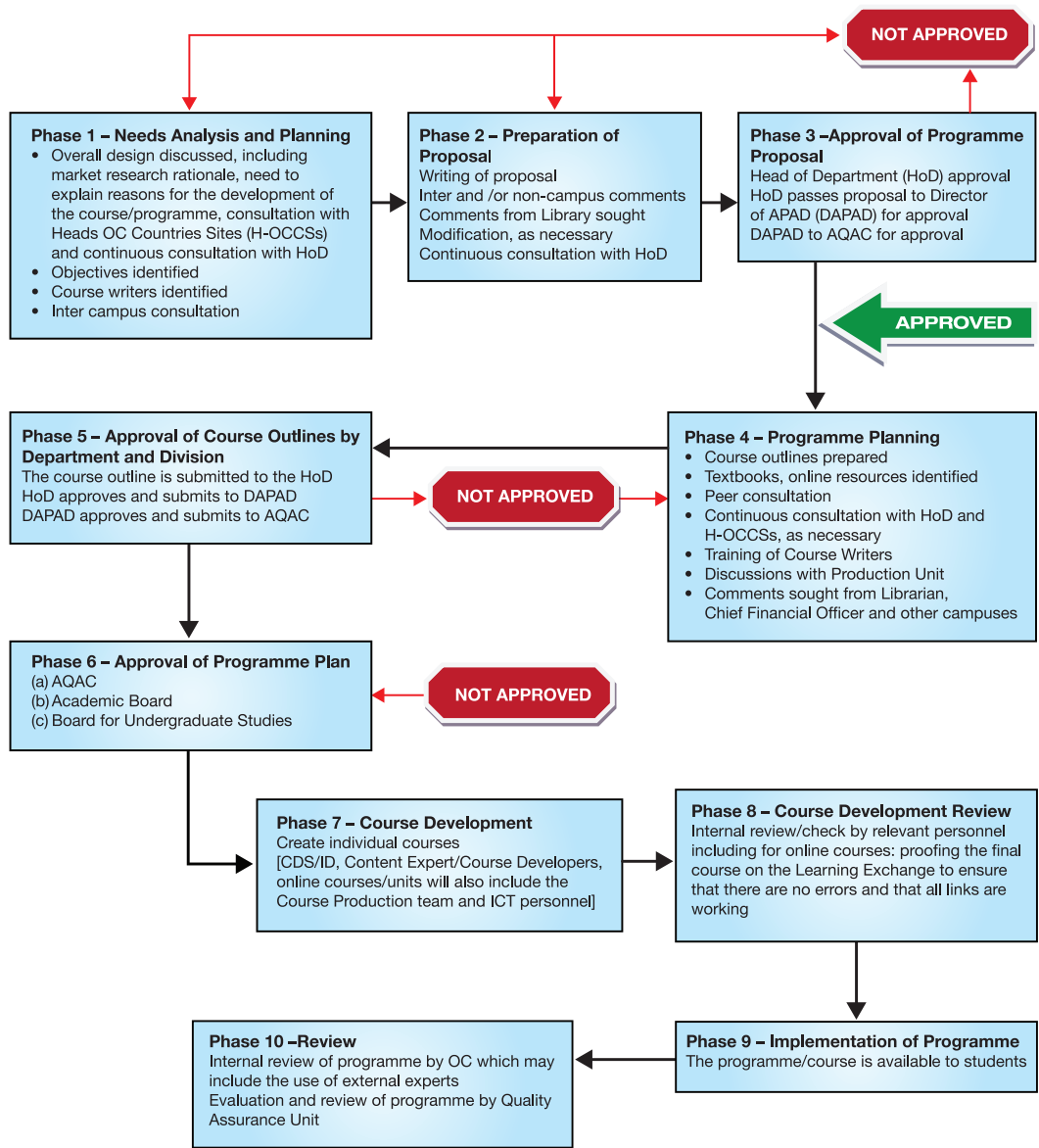
The BUS and BGSR have delegated their programme approval powers to the Campus Academic Boards. Each of the four Campus Academic Boards has established a sub-committee known as the Academic Quality Assurance Committee (AQAC), the primary responsibility of which is to vet new and revised programmes and courses. The OC AQAC has documented several guidelines to inform its practices and supports the programme planning and development processes within the Campus. These include:

- a. Handbook for Pre-University, Professional and Undergraduate Programme Planning and Development.
- b. Guidelines for the Planning and Development of Short Courses/programmes.
- c. Handbook for the planning and development of programmes in the OCCS and CSDR.

These guidelines are intended to assist with the institutionalisation of the procedures for designing and seeking approval for both pre-university and professional and undergraduate programmes of study at the OC, short courses/programmes and programmes developed by the OCCS and CSDR. The implementation of these guidelines seeks to assure good practice in design, consistency and repeatability of intended learning outcomes.

Additionally, the BGSR has established University-wide guidelines for the establishment of new graduate/research programmes (see Appendix 5.6).

*Model 5.1
The AQAC Programme Approval process.*



The approval process for graduate programmes at the OC, unlike the other Campuses, is through its AQAC, as opposed to through its Campus Committee for Graduate Studies and Research (CCGS&R). Currently the OC has only five graduate programmes (two taught masters and three post-graduate diplomas) and no research degrees. There is no need at present for a separate Committee to handle matters pertaining to graduate studies and research. However, as the graduate and research offerings increase, the mandate of that committee would become more relevant.

AQAC also ensures that recommendations of departmental and programme quality assurance evaluations and reviews are considered and, where accepted, implemented and reported on by relevant departments. AQAC is chaired by the Deputy Principal and comprises representatives from APAD, CSDR, CATS, OCCS, Guild of Students, Office of the Registry, Office of the Principal, the Campus Librarian and the QAU.

Programme Development and Review Structure

The APAD has primary responsibility for programming within the OC. As part of its own visioning exercise, in 2008 APAD used the Strategic Aim 1 from the UWI Strategic Plan to articulate its operational direction. The process consisted of formulating a strategic direction for the Division as a whole – the various departments were then tasked with articulating a departmental ‘strategic’ plan to outline how the department would contribute to the achievement of the Division’s overall objectives. The APAD’s Division strategic direction is taken from The UWI’s Strategic Aim 1 which states that the UWI wants:

To prepare a distinctive UWI graduate for the 21st century – one who has a regional frame of reference and exemplifies the following attributes: (i) a critical and creative thinker, (ii) a problem solver, (iii) an effective communicator, (iv) knowledgeable and informed, (v) competent, (vi) a leader, (vii) a team player, (viii) IT skilled and information literate, (ix) socially and culturally responsive, (x) ethical, (xi) innovative and entrepreneurial, (xii) a lifelong, self motivated learning (STRIDE, 2007, p. 4).

The educational objectives approved by the BUS and BGSR are intended to achieve these attributes in the UWI graduates. In fact, BUS describes graduates of the University as being

...capable of independent learning, of educating themselves and analyzing material which may not be particularly familiar to them, and to be able to

appreciate how this material may have value in different contexts, either as possible solutions to seemingly unrelated problems or as stimuli in the generation of novel solutions to complex problems (BUS, p. 5).

For UWI's Strategic Aim 1, the OC's Undergraduate Department has documented goals, activities and outputs to achieve this aim. The OC Undergraduate Department Strategic Goal is the following:

The Undergraduate Department will develop programmes that use the Caribbean as the major point of reference for promoting lifelong learners capable of supporting relevant change in the region (Undergraduate Department Strategic Plan, 2007, p. 1).

The Department's related activities are to:

- design programmes that incorporate current content of cultural relevance, promote an interdisciplinary approach where applicable, and learning strategies that promote group dynamics, integrate higher order thinking skills, and practical application, and other attributes exemplified in Goal 1.1.
- review courses to include pedagogical model and design elements that support distance learning formats.
- complete course conversion of the BSc. Management Studies Programme.
- revise courses that are 5 years old and older.

The related outputs are as follows:

- incorporate the pedagogical model agreed on by APAD in the design of new programmes.
- collaborate with partners to review programmes or courses that require modifications to reflect the pedagogical model approved by APAD and supportive of the needs of the targeted learners.
- convert 4 courses from the B. Sc. Management Studies Programme from teleconference mode to online delivery mode by 2010.
- revise 14 courses in the Management Studies Programme that are 5 years old or older.



The APAD Division, the OCCS and the CSDR are responsible for the internal review of programmes and course materials. They are also responsible for using the findings of those reviews to inform the decisions taken and amendments made to programmes and/or courses. The review process is informed by data collected through the administration of student and tutor course evaluations. Course evaluations, as at the academic year 2011/2012, are conducted not only at the end of the semester but also at mid-semester. The introduction of the mid-semester evaluations was an attempt by the Campus to bridge the gap felt by students and to provide it with a mechanism to address urgent issues raised by students. The Campus is of the view, particularly for its online provisions, that the end of Semester may be too late to address certain student issues and may result in a high attrition rate. Significant changes, such as change of course/programme objectives, revised teaching and learning methods, delivery modality and assessment methods, to courses/programmes must be considered by the AQAC, approved by the Campus Academic Board and endorsed by BUS or BGSR before implementation and roll out to students.

Since the commencement of its operations three years ago, the OC has been in developmental mode and has conducted the following reviews.

*Table 5.1
OC Programme Reviews by Department*

Pre-University & Professional	Undergraduate	Graduate
<p>This department has internally reviewed several programmes including: Certificate in Substance Abuse; Diploma in Youth Development Work (still under review); and the Associate Degree in Social Work was harmonized in relation to the field placement across the region.</p>	<p>The following individual courses within the B.Sc. Management Studies have been converted to online</p> <ol style="list-style-type: none"> 1. MGMT2026: Production and Operations Management 2. MGMT3060: Operations Planning and Control 3. ACCT2014: Intermediate Financial Accounting I 4. ACCT2021: Cost and Management Accounting 5. ACCT2017: Management Accounting 6. MGMT3037: International Business Management <p>The following courses were reviewed over the period 2009/10 and 2010/11:</p> <ol style="list-style-type: none"> 1. FOUN1301: Law, Governance, Economy and Society 2. FOUN1210: Science, Medicine and Technology in Society 3. FOUN1001: English for Academic Purposes 4. MGMT3011: Management Information Systems II 5. ECON1001: Introduction to Microeconomics 6. ECON1002: Introduction to Macroeconomics 7. MGMT2008: Organisational Behaviour 8. MGMT2023: Financial Management 1 9. MGMT2020: Managerial Economics 10. MGMT2011: Caribbean Business Environment 11. MGMT3031: Business Strategy and Policy 12. MGMT3017: Human Resource Management 	<p>The programmes in the Graduate Department are all new (less than 2 years old)</p>
<p>Evaluation instruments used for each course delivered for ongoing student evaluations.</p>	<p>Evaluation instruments used for each course delivered for ongoing student evaluations.</p>	<p>Evaluation instruments used for each course delivered for ongoing student evaluations.</p>



After each new offering of a course, an evaluation is conducted and minor adjustments and/or additions made for the follow up offering.

With respect to termination the main cause was decline in enrolment. Before terminating a course, the following options are available: (1) suspension of delivery for a period or (2) revision of the programme to meet changing needs (as part of 5-year policy above).

Addition of programmes can be triggered by a request from external or internal or the UWI clients or resulting from OC institutional research highlighting a gap in the market and feasibility.

The OC benefits from the UWI's quality assurance traditions and systems. The Campus currently engages in ongoing student evaluations and quality assurance evaluations and reviews of its programmes. It has established appropriate guidelines for the evaluation and review of all its programme offerings including short, face-to-face and online. These guidelines have been communicated to relevant departments within the OC. The implementation and use of these guidelines are still in the initial stages. Additionally, the Quality Assurance Unit (QAU), the role of which is to evaluate and review all programme offerings and research within the University, has commenced its evaluation process for programmes and research entities in the OC.

To date, the following evaluations have been conducted:

*Table 5.2
Quality Assurance Unit Evaluations*

Division		Programme/Research Entity
OCCS	Trinidad and Tobago	Certificate Human Resource Management Health Safety and Environmental Management Psychology
	Antigua	Certificate English for Business Communications Communication Spanish Advanced Excel
	St. Lucia	Certificate Theatre Arts Education Certificate Customer Service Introduction to Events Management Certificate Effective Public Speaking Certificate Supervisory Management Associate Degree Social Work Courses: Principles and Practice of Social Work Ethics for Human Services

Division		Programme/Research Entity
APAD	Pre-University and Professional	Associate Degree Business Management Paralegal Studies
	Undergraduate	B.Sc. Management Studies
CSDR	Jamaica	Caribbean Child Development Centre Hugh Lawson Shearer Trade Union Education Institute Social Welfare Training Centre
	Barbados	Women and Development Unit (WAND)

As previously mentioned, no formal evaluations have been conducted of graduate programmes since they are all less than two years old.

The above mentioned evaluations have highlighted several strengths and weaknesses associated with the teaching and learning processes at the OC, including, on the positive side, the commitment of the part-time tutors to the OC ideals and on the negative side, a need for the OC to provide continuous professional development for its tutors. The reports may be found at Appendices 5.7.

Opportunities for Improvement

1. While there are established processes and guidelines, with evidence of their implementation in some departments, the implementation has either not yet started or is at the infancy stage in other departments. Therefore, there is a need to monitor the implementation and consistent use of the appropriate guidelines for the planning, development and review of OC programmes.
2. As a new entity, the OC has inherited programmes from its previous incarnations. Therefore, there is an urgent need to evaluate and review programmes that pre-date the Campus to ascertain whether they remain relevant and current, particularly as it relates to the achievement of Aim 1 of the UWI Strategic Plan.



Standard 3.2: *The Institution clearly specifies and publishes educational programmes and the objectives for each programme.*

Programme Documentation and Dissemination

The OC uses internal and external mechanisms to communicate its educational programmes and objectives. Overseeing the external dissemination of programme information is the Marketing and Communications Unit (M&CU), which works closely with the OCCS, CSDR and APAD. The M&CU plays an integral role by designing and vetting all marketing materials. For example, brochures are examined for graphic content, layout and printed information to make sure that the OC standards and quality are maintained. In the case of APAD, the Heads of Departments or the Programme Coordinators liaise with the M&CU to provide information on courses and programmes and the type of advertisement needed. The OCCS and CSDR also submit details of their programming for the new academic year and advertisements are generally placed in the local newspapers.

Educational programmes are clearly delineated via an array of marketing strategies including, but not limited to, brochures, flyers, the placement of advertisements in local newspapers, segments on the local radio stations, television, the Internet, career fairs, faxes, face-to-face distribution of materials, visits to business houses, schools and colleges. Brochures and flyers give detailed information and include but are not restricted to particulars on the programme overview and structure: course of study, entry requirements, contact details and costs.

In the OCCS, the publication of programmes includes the placement of advertisements in local newspapers, segments on the local radio stations and the use of e-blasts. The latter consists of sending e-mails to various companies and organisations, which has proven to be quite successful. Another technique used is school and workplace visits to organisations, where programme options, structure and objectives are shared and discussed. Efforts are also made to use the Internet as much as possible. In this regard, Facebook, Twitter and Flickr provide users with links to the online programming provisions of the Campus. The Campus's current use of these technologies is not very interactive. As such, the Campus must seek to use the online technologies in a more interactive manner to engage with potential students and other stakeholders. Faxes are also used to distribute programme information, especially to the private sector.

Another avenue used by the OC is a presence at Career Fairs. This is used specifically to capture the interest of secondary school students in 4th, 5th and 6th forms and to sensitize them to the UWI OC, its programme offerings and matriculation requirements for entry. The OCCS hosts annual Open Days where students and other interested persons are invited to attend and learn more about the Campus. For all of these events, the OC provides published material featuring its programmes.

The Campus has targeted marketing drives. For example, the OCCS St. Lucia marketed the new Certificate in Theatre Arts in Education by sending programme information to the Ministry of Education, Principals of all secondary schools and Education Officers. The Campus, through its OCCS, participates in a number of community outreach activities, part of which includes the distribution of programme information. Occasionally, specific OCCS may receive invitations from corporate entities to make presentations to employees and such opportunities are used as vehicles for the promotion of Campus programmes.

The OC website <http://www.open.uwi.edu> is another source of information for potential students and other stakeholders to gain information on programmes. The website contains easily navigated links on featured academic programmes. Additionally, information on programmes may be accessed through APAD's individual department web pages. All programme brochures provide students with a general synopsis of the programme, the programme structure, entry requirements, duration, and details on the application process (see Appendix 5.8).

Results from the Alumni Institutional Accreditation Questionnaire further substantiates that the OC clearly publishes and specifies programmes and their respective objectives. 87.9% (n=29) of the respondents indicated that "The objectives of the programme were clear." Of these, 30.3% (n=10) strongly agreed, while 57.6% (n=19) agreed.

The programme objectives for online and face-to-face programmes are made available to students as part of the programme documentation. Online students may access course objectives in the course guide. For example, ACCT 1002 Introduction to Financial Accounting has the following course objective:

By the end of the course, you should be able to: (a) Understand basic accounting issues for the major types of business entities, namely the sole proprietorship, the partnership and the corporation.



In the OCCS, during orientation students are made aware of the programme objectives through various presentations, but also through the handouts provided, such as the student programme handbook and/or CD. A selection of this documentation may be seen at Appendix 5.9. In addition, new students receive online orientation by the Undergraduate Programme Department (UGPD), PCs - and/or synchronous sessions with the HoD. The HoD meets periodically with returning students via web conferencing.

Opportunities for Improvement

1. The OC currently engages in a variety of marketing activities, some of which may not be reaping the expected outcomes. As such, the OC needs to conduct ongoing research to determine the best forms of media for attracting the attention of its target market. This should result in more effective marketing.
2. The Campus currently conducts academic advising mainly as an online, podcast activity. However, the OC should train a cadre of staff, including ones from the OCCS and CSDR to provide effective academic advising to its students.
3. The Campus currently has a Facebook page, Flickr and Twitter accounts. However, efforts must be made to ensure more interactive and engaging use of these online marketing tools.

Standard 3.3: *The Institution values and promotes effective teaching*

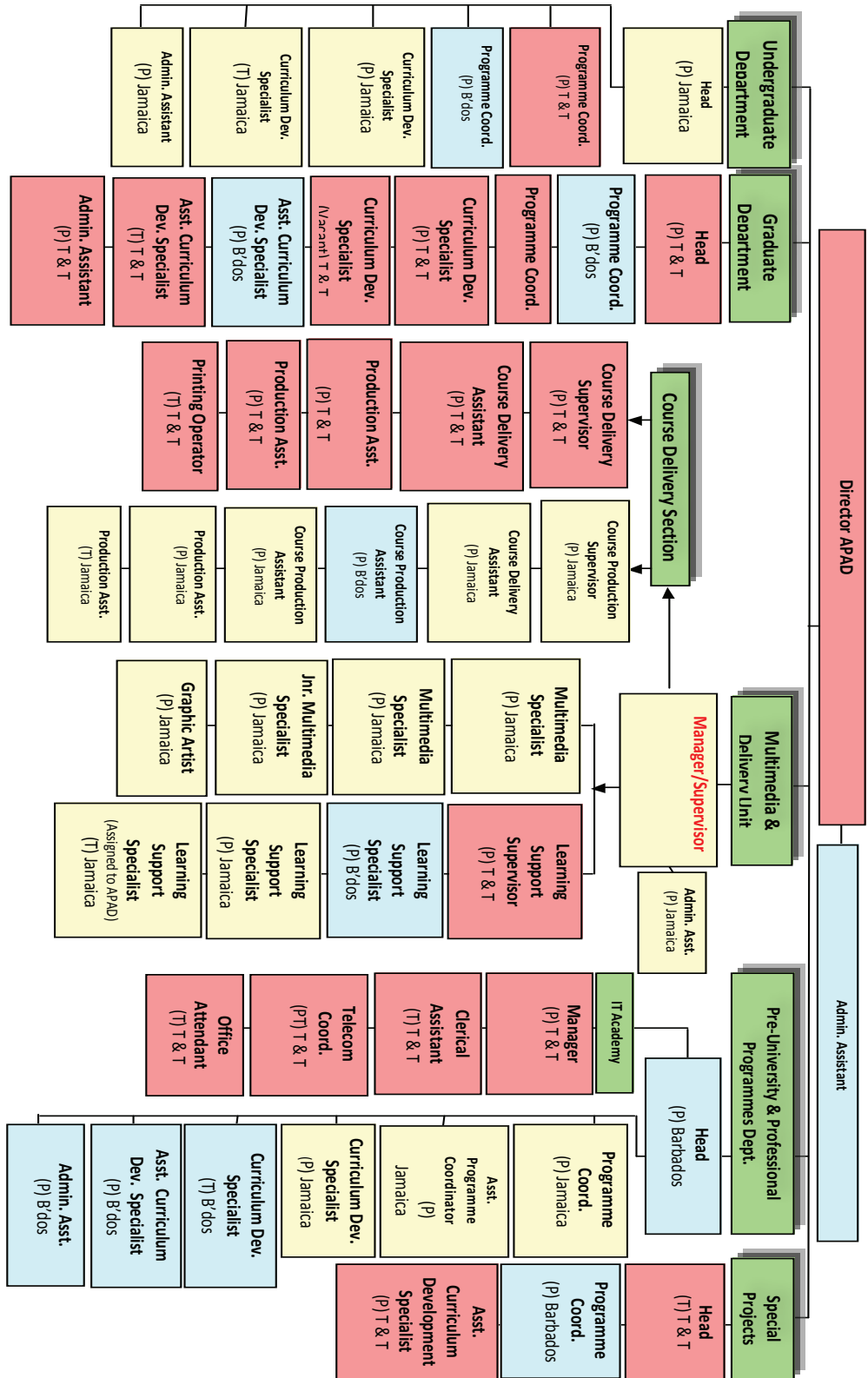
The UWI OC is strongly committed to effective teaching as it strives to fulfil its guiding principle of “adopting quality teaching and learning experiences ... to deliver face-to-face, blended and online learning.” To this end, every opportunity is sought to develop the skills and competencies of teaching staff. The following section describes various ways in which the UWI OC supports and documents continuous professional development.

The UWI OC, unlike its sister campuses, is a distributed campus that generally does not employ full-time teaching faculty. There are no Faculties and Deans but rather an Academic Programming and Delivery (APAD) Division which has as its primary responsibility the planning, development and facilitation of quality teaching and learning. This division is the primary place where the OC seeks to promote effective teaching and learning, with many other Units working in support of this fundamental OC value. Currently the APAD Division is undergoing the second of a two-part restructuring process so that it can better support the teaching and learning function of the Campus. In the next section we will discuss its previous structure, the rationale for the change, its current structure and the proposed structure.

From the inception of the Campus until 2011, the APAD Division was structured to include four academic departments, namely Pre-University and Professional Development, Undergraduate, Graduate and Special Projects, plus Course Delivery and Production Units, as well as the IT Academy. At that time it was felt that this was the best option for the new Campus as it represented the levels of certification which it offered. However, as time progressed, it became clear that this structure was not tenable for several reasons, the primary reason being the size of the academic departments was too small to effectively handle the demand for programme planning, course development and programme delivery. For example the Undergraduate Department with the largest number of online courses had two Programme Coordinators (PCs), two Curriculum Development Specialists (CDS) and a Head, plus an Administrative Assistant (AA). Given the size and scope of its delivery responsibilities, that Department had a great deal of difficulty balancing all the tasks being requested of it. Model 5.2 shows APAD’s original organisational structure.



Model 5.2
APAD's Original Organisational Structure



A Campus for the Times
A Campus for the Future

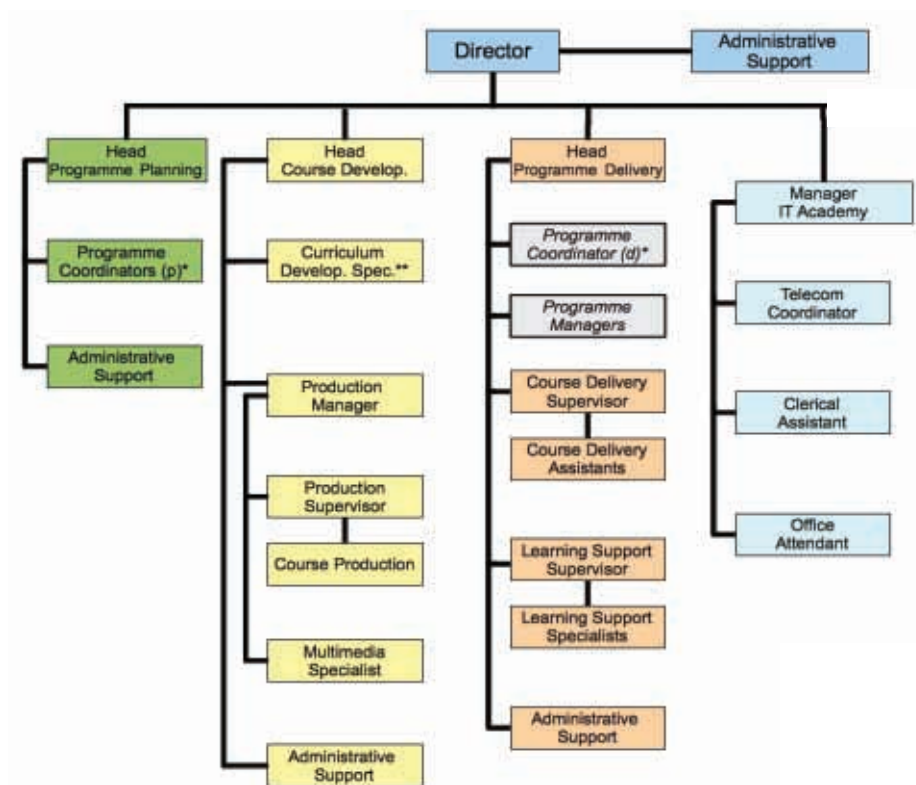
In 2011, the initial restructuring of the APAD Division began with the creation of a Course Development Department. This department pulled all the CDSs from the various academic departments into a centralised space. The department also includes Multimedia Specialists, who ensure that courses have appropriate levels of rich and interactive media, as well as the Course Production Unit and Multimedia sections whose main responsibility is to put the programme materials into an appropriate user-friendly format for online delivery. This process has allowed the APAD Division to make more strategic and efficient use of its course development professionals. By consolidating the course development expertise into one Department, there is a more consistent and focused approach to the course development process.

As part of the ongoing restructuring of APAD and the drive by the Campus to enhance the teaching and learning process, and to establish the best fit of academic programming and delivery structure for the Campus, the Pre-University and Professional Department was disbanded. Additionally, discussions are on the way to disband the Undergraduate and Graduate departments. The proposed changes, if adopted, would result in a Programme Planning Department and Delivery Department being established. The proposed structure would allow the Campus to strategically plan the development of all its programmes regardless of level, through its Planning Department. Furthermore, the Delivery Department would focus on the quality of the service provided to students. In effect, what the proposed structure should achieve is the centralisation of the key components in the planning, development and delivery of programmes within the Campus. This centralisation should result in a more efficient use of the resources within the APAD Division and improved student satisfaction.

In addition, these proposed changes will also have significant implications for the operations of the OCCS and CSDR. Currently, the OCCS and CSDR plan, develop, and deliver programmes. However, as previously noted, APAD is the entity within the OC with responsibility for programming. Therefore, the restructuring of APAD should result not only in the centralisation of the programming processes but should also provide a measure of standardisation of process and practice which should hopefully result in better quality programmes. The proposed structure is shown next as Diagram 5.1



Diagram 5.1
Proposed Structure of APAD



In the UWI OC online environment, the course writers/developers, course co-ordinators and e-tutors are recruited within the APAD Division. For the purposes of this discourse, the course co-ordinators and e-tutors will be referred to as Online Academic Staff, and the Programme Co-ordinators and Curriculum Development Specialists as the Academic Support Team.

The Course Coordinator (CC) who is usually drawn from faculty on sister campuses is the content expert for the course and as such is expected to provide “overall academic and pedagogic supervision for the delivery of the course...[and take] responsibility for assuring the equitable delivery of instruction and academic support to students, in accordance with the academic guidelines and standards agreed upon by UWI OC’s (CC contract template). The functions of the Course Coordinators include managing courses, responding to issues from students and overseeing the services and support provided by tutors to their assigned students. In many cases, the Course Writers are also recruited as Course Co-ordinators and as such have the advantage of assessing the course in practice and having the opportunity to review the course before it is offered again. In addition, Course Coordinators customise assignments

and create and/or modify course discussions, assignments and examinations. Course Coordinators have academic oversight and revisit course content to ensure currency of research and use of academic writing to support the aims and objectives of the course and to keep the content current (Gaspard-Richards, 2011).

The e-tutors are mandated to be in daily contact with students. This is arguably one of the most fundamental aspects of the teaching learning process. E-tutors guide and interact with a maximum of 25 learners per course. The tutors' skills (supportive, guiding, enabling, and administrative) in teaching in an online environment enable students to develop confidence, acquire knowledge, enhance their learning skills and find ways to resolve content, logistical or administrative issues that may impede their learning (*A Handbook for Tutors*. COL: Unit 3: 2003, p. 54). Within the OC context of teaching and learning, e-tutors guide and motivate their students by means of the Tutor Student Exchange Forum, discussion and presentation Forums, web conferencing (Elluminate Live!), teleconference/video conference, Skype and e-mail. In face-to-face delivery, tutors and/or instructors facilitate the teaching process through the OCCS. These tutors are accountable to the Heads of Site and Programme Officers. The OC's emphasis on quality teaching begins as early as the hiring/recruitment process. With respect to the online environment, specific criteria are followed in the hiring process in all of the academic departments. The criteria for the recruitment and selection of e-tutors are shown at Appendix 5.10. The Programme Coordinator (PC) along with the Head of the Department is responsible for the recruitment and selection of online academic staff members. Prospective online academic staff members are required to complete an online application form accompanied by a résumé. These are screened based on qualifications and experience for the respective advertised position.

To assist students in achieving a high standard of education, potential academic staff must generally possess a qualification above the level they are expected to teach. For example, a tutor in the undergraduate department must possess at least a Master's degree and generally a tutor in the graduate department is required to have a doctorate. Additionally, the Course Coordinator, who is the content expert and the e-tutor's supervisor, is required to have a qualification above or comparable to the e-tutor. Hence, in the undergraduate department the tutor should possess a Master's degree and the course coordinator a doctorate. In face-to-face delivery, a similar selection criterion is used for the initial short listing of potential academic staff.



The hiring of course writers follows precise and detailed steps aimed at the development of quality programmes essential to effective teaching. These steps include the following:

1. developing selection criteria and advertising the job.
2. collecting of applications, including evidence/verification of qualifications.
3. reviewing applications and selecting applicants, which may include interviews.
4. notifying applicants.

According to the 'Procedures for Recruitment document' (Appendix 5.11), the Head of department (HOD) appoints a selection committee comprising the Programme Coordinator (PC) and other members of staff, depending on the vacant position. Selection criteria are developed and appropriately weighted (Appendix 5.12).

To ensure that e-tutors, tutors and course coordinators receive the necessary support and training needed to facilitate effective face-to-face and online teaching, the OC has implemented a number of professional development initiatives in the form of training and support mechanisms.

Professional Development for Effective Teaching

The lack of support and training for teachers and tutors is a limiting factor in the development of online teaching: "Any significant initiative aimed at changing teaching methods or the introduction of technology into teaching and learning should include effective e-moderator support and training, otherwise its outcomes are likely to be meagre and unsuccessful" (Salmon, 2000, p. 55).

The OC's support for effective teaching is demonstrated in its efforts to provide tutors, e-tutors, course coordinators, course writers and academic staff with the necessary knowledge, skills and attitude to facilitate effective teaching. Since the OC does not employ full-time faculty, the majority of tutors and course coordinators are faculty members from the other three UWI campuses, who may not be familiar with online delivery. In this regard, the Managing and Facilitating Online Instruction (MFOI) course is primarily designed for e-tutors and course coordinators. Additionally, PCs, Curriculum Development Specialists (CDSs) and members of the academic

staff, who are actively involved in course delivery, are also required to undergo and successfully complete such training before being allowed to teach in the online environment.

The MFOI course is usually a six-week fully online interactive course which explores the roles and responsibilities of the course coordinators and e-tutors and pedagogical perspectives of online delivery. Emphasis is also placed on the e-tutor and student management issues experienced by many coordinators. It also addresses how to effectively manage and facilitate online courses. This course, which is mandatory for online course delivery personnel, ensures that staff and online facilitators are equipped with the necessary competencies to effectively deliver quality education. The course content is shown at Appendix 5.13. Since the start of its operations, the OC has trained over 500 e-tutors. Below is a summary of the number of e-tutors trained by the Campus during the period 2008 to 2010–2011.

*Table 5.3
Online Facilitators and Academic Staff Trained in the MFOI* Course*

Academic Year	No. of Participants
2008–2009	157
2009–2010	188
2010–2011	178

*Managing and Facilitating Online Instruction

Tutors or instructors involved in face-to-face teaching also benefit from professional development training, which is organised and/or facilitated by the Head of the OC Sites/Head of Centre or Site Coordinator. As indicated in the UWI OC Handbook, 2009-2010, the Head of Site/Centre or Site Coordinator “monitors the performance of local tutors and participates in orientation activities for students and tutors” (p.44). One such initiative is the training of tutors’ workshop: Teaching and Learning in Tertiary Education, conducted for tutors at the OCCS Barbados, July 17 & 18, 2010. The aim of this training was to expose part-time tutors to the knowledge and skills which should increase their ability to plan and deliver lessons which are not only student-centred and which use student experiences to ground the theory and enhance learning but also to expose tutors to the art of teaching adult learners. Workshops of this nature expose tutors to specific areas of study intended



to enhance their competencies in adult teaching and learning. In this regard, the following areas were highlighted:

- Incorporating learner experiences in teaching;
- The use of projects and work-based learning in the teaching process;
- The importance of planning; and
- The preparation of lesson plans.

The course manual is shown at Appendix 5.14.

Another aspect of quality teaching within the OC, relates to the technological competencies of staff and faculty members alike. In this regard, relevant training is provided to upgrade technological skills. This training is usually conducted by the Training Coordinator. A list with details of the training which has been conducted is shown at Appendix 5.15.

Prior to the beginning of a semester or trimester, course delivery personnel, e-tutors and course coordinators also benefit from orientation sessions. Orientation includes both technology training as well as the programme issues. Technology training is conducted by the Learning Support Section (LSS) which, along with the Academic Departments, prepare course coordinators/e-tutors to work on the OCMS. The training includes: how to navigate the Learning Exchange, how to upload files, and how to create links for synchronous sessions on Elluminate Live! These sessions are provided by the Pre-University, Undergraduate and Graduate Departments. At the OC, all undergraduate programmes follow the semester system whilst the graduate follows the trimester system. One such example is the orientation sessions provided by the Graduate Department, via Elluminate Live! These sessions focus on key delivery issues as they relate to the delivery of programmes, the role of key delivery personnel, the delivery process, phases of course delivery, the use of the discussion forum as a teaching tool, assessment procedures, self-assessment, learning activities and troubleshooting.

The effectiveness of the training provided is captured in the responses of the Face-to-Face and E-Tutor Institutional Accreditation Questionnaire (2011, p. 14). Sixty-nine per cent of the tutors indicated that “The OC provides sufficient training for me to be an effective face-to-face or e-tutor.” Notwithstanding this result, further efforts must

be made to ensure that the fourteen per cent who disagreed and the equal percentage that were neutral are convinced that enough training is provided to assist them in tutoring effectively.

Academic and Technical Support

To further support the professional development of the teaching staff in the online environment, a number of orientation sessions are conducted prior to commencing their teaching duties. Orientation to the OC's Learning Exchange (LE) platform is conducted in two formats:

1. Learning Exchange- Self Access Course: "An Introduction to The Learning Exchange"
2. Synchronous sessions providing are conducted by LS for CC, the recordings of which are later shared.

The latter format is a self-study orientation programme introducing first-time OC users to our customised Moodle Learning Environment. It is the first self instructional course that all OC online users complete before they begin teaching their first online course.

As part of the support mechanism in the graduate department, new or returning members of the teaching staff can access a number of forums which aid the teaching and learning process. These include the following:

- The Learning Support Forum for any technical issues related to the learning Exchange, such as downloading or uploading files, using the grade book and so on.
- The Curriculum Development Forum for issues pertaining to pedagogy.
- The Multimedia Forum for issues pertaining to the production and use of multimedia.
- The Library Forum, for library-related matters.
- The Professional Development Forum for issues related to training.
- The Programme Coordinators Forum for issues related to policies, procedures, the effective use of the Learning Exchange and any matters about which they may feel uncertain.



The Learning Support Team (LST) is an integral part of the teaching and learning process, especially in the online environment where effective teaching is largely dependent on accessible and dependable technology. The activities of the Learning Support Team facilitate student success by assisting students to meet their learning objectives and gain the knowledge and skills that they need in order to be successful in their courses on the LE. The LST gives technological support in the LE. They ensure that students are placed in groups in the LE after they register, address technical difficulties experienced by students, e-tutors and course coordinators during the courses and provide infrastructure support. In other words, LS activities are all those interactive practices that are intended to support and facilitate the learning process.

Within the OC, LS is largely devoted to the Modular Object-Oriented Dynamic Learning Environment (Moodle) as it is one of the most important aspects of technology as it relates to online teaching and learning. Also known as the Learning Exchange on the OC, Moodle provides virtual classrooms for OC students and allows for the creation of online courses. As an important feature of online teaching and learning, it is imperative that this system is maintained and that students, faculty and staff are provided with the knowledge and skills necessary to facilitate quality teaching and learning.

Consequently, the Technical LST ensures that technological problems are minimal but in the event that problems occur, they provide timely and efficient service to students, course delivery personnel and OC staff, who interface daily with the OC LE. The LST also ensures that course delivery personnel and relevant OC staff are familiar with and competent in using the LE. This was clearly demonstrated with respect to the Moodle 2.0 upgrade. In this regard, workshops and Elluminate Live! sessions were organised to address the changes from Moodle 1.8 to 2.0. These workshops were aimed at improving the competencies of CCs, e-tutors and OC staff in the use of the technology. Workshop activities included the overview of the LE, course building, managing an Elluminate Live! Session, using 'Turnitin' software, course page layout, access and use of the grade book and the LE Modules, uploading files/assignments, accessing quizzes, resources, Wiki, Blog and troubleshooting.

In addition, students, e-tutors and course co-ordinators were provided with extensive levels of support as illustrated in Table 5.4. This support is in keeping with the mandate of the LST which is to ensure a high quality learning experience to all OC stakeholders.

*Table 5.4
Types of Support provided to Students and Online Facilitators*

Type of Support	Students	Course Coordinators	E-tutors
Site Technicians	√	√	√
Orientation course (self study)	√	√	√
How-to Videos	√	√	√
Elluminate Live! Session		√	√
An Online Manual		√	√
Week of training		√	

Innovation

A recent analysis of students' online evaluation responses revealed their preference for both synchronous and asynchronous modes of course delivery. Responses indicated that students favoured increased opportunities to interact with their tutors and mentioned the need to increase and improve interaction with their online facilitators. In response to this concern, the OC recently introduced Elluminate Live! (Blackboard Collaborate) for instructional use. Elluminate Live! is a powerful tool which can create a more interactive teaching and learning process. Additionally, it allows students (with computer access) to actively participate in instruction via a range of synchronous tools such as chat, polling, interacting via the whiteboard and sharing the Elluminate Live! (Blackboard Collaborate) microphone. With Elluminate Live!, students are assured that their concerns are heard and addressed and that the OC is dedicated to providing more effective distance learning.

As a result of this innovative move and the need to upgrade the skills and knowledge of academic and other staff and students, a number of training sessions were conducted by the OC Training Coordinator and others have been planned. This training involved all stakeholders within the OC.

The OC also demonstrates the value placed on education and student learning by providing support to students through a number of its departments including, but not limited to, the APAD Division; the OCCS., the CSDR, the Office of the Campus Registrar, specifically Student Services; the Office of the Campus Librarian; and via the online help desk: helpdesk@open.uwi.edu. Students are also provided with a Student Handbook, which provides a wealth of information on all aspects of their



University life, including details of the range of student services available to them. A copy of the Online Student Handbook and a selection of OCCS Student Handbooks are shown at Appendix 5.16. As stated in the Online Student Handbook, 2010, “The OC has implemented support systems to ensure that you enjoy a meaningful learning experience, and that all your concerns are heard and addressed” (p.43). Students benefit from a range of support services including pre-course counselling, in-course academic counselling and support for development of study, reading and research skills (The UWI OC Student Handbook, 2009-2010, p.43).

Opportunities for Improvement

1. Despite the intensive training and support mechanisms given to e-tutors, there is still on average a higher than expected number of student complaints, especially as they relate to poor student-tutor interactions. Information collected as part of the Student Institutional Accreditation Questionnaire, showed that of the 571 students who rated the statement “there is usually sufficient interaction between the student and the face-to-face tutor/e tutor”, 7.7% (n=40) strongly agreed, 30.6% (n=158) agreed, 11.8% (n=61) strongly disagreed and 18.8% (n=97) disagreed. Although slightly more students agreed overall with the statement (38.3%, n=198), it is evident that a greater effort must be made to improve student-tutor interactions (Student Institutional Accreditation Questionnaire, 2011, p.15).
2. Similarly, based on the results of the above mentioned questionnaire, academic advising processes must be enhanced. Students’ responses to the statement “The OC provides adequate academic advising” revealed that 5.7% (n=29) strongly agreed and 30.5% (n=156) agreed. Conversely, 10.2% (n=52) strongly disagreed and 22.3% (n=114) disagreed. Collectively, 36.2% (n=185) agreed while 32.5% (n=166) disagreed with the statement. Of note is that 26.2% (n=134) of the students indicated that they were neutral and 5.3% (n=27) stated that they did not know.

Evaluating and Rewarding Teaching Excellence

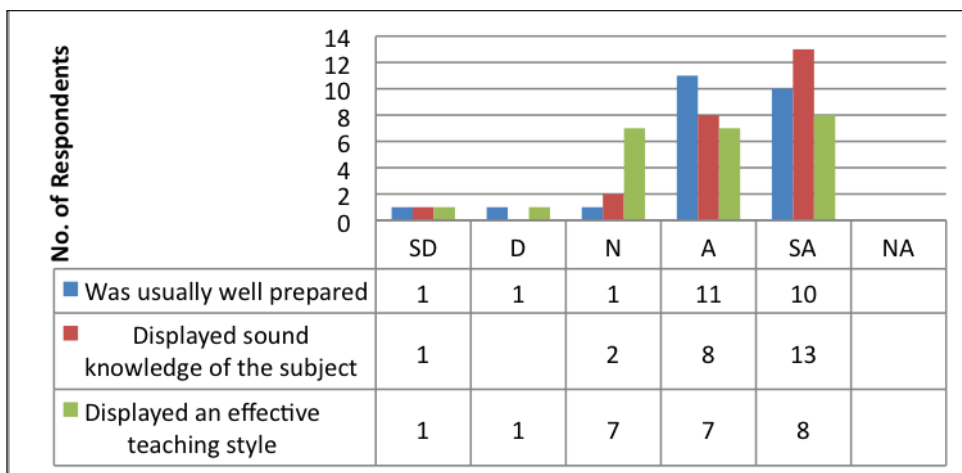
Evaluation is widely acknowledged as a powerful means of improving the quality of education. It influences the quality of teaching and learning by playing a central role in deciding what teachers teach and how they teach (Mamta Agrawal, 2004). As an institution seeking to continuously improve the teaching performance of our academic staff, the OC employs a number of measures to ensure accountability and

facilitate student success. As such, students are provided the opportunity to evaluate the teaching effectiveness of faculty in the face-to-face and online environments.

In the face-to-face environment, students at the various country sites are provided with end of course evaluation questionnaires. These forms primarily assess the tutors' performance as well as an overall assessment of the specific courses. With respect to the tutors' performance, students assess the tutors' preparation and knowledge, organisational skills, classroom climate and tutor's rapport. The student responses are evaluated by the Head of Site and/or the Programme Officers and the analysis is used as a determining factor in the rehiring of tutors and/or the identification of general training needs. Additionally, the information is used to inform course and programme re-design and revisions. Appendix 5.17 shows the evaluation template as well as a sample of evaluation reports for the OCCS.

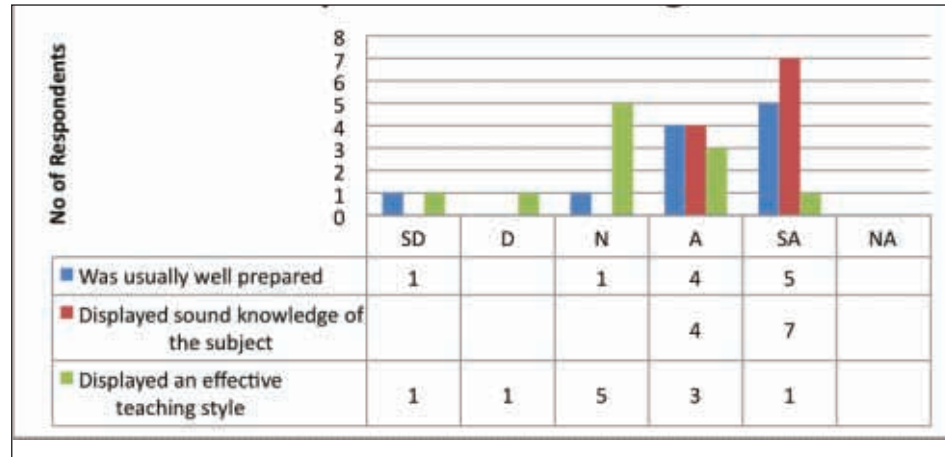
An analysis of student responses to face- to-face courses reveals that, for example, in the Cost and Financial Accounting course, the tutor was usually well prepared, displayed sound knowledge of the subject and usually displayed an effective teaching style.

Graph 5.1
Tutor Preparation and Knowledge: Cost and Financial Accounting



Similarly, when evaluating the tutor for Human Resource Management, students rated the preparation and knowledge of the tutor positively. The results are shown graphically below.

*Graph 5.2
Tutor Preparation and Knowledge: Human Resource Management*



Although the OCCS systematically conducts end of course evaluations, there has not been consistent analysis of findings. A fuller sample of evaluation reports for face-to-face courses in the OCCS is shown at Appendix 5.18.

In the online environment, students are encouraged to complete online end-of-course evaluation forms. The evaluation forms provide students the opportunity to rate the overall courses, course materials, assignments, e-tutors, course coordinators and technical support team. Additionally, e-tutors are rated on the quality of their responses and information provided when responding to the online course discussions; the feedback provided as it relates to the students' understanding and progress in the course and on assignments; the promptness of their responses to students' concerns of a personal nature as well as concerns relating to course questions and submitted assignments. Finally, the thoroughness of the e-tutor's responses to student questions and concerns is also rated.

Likewise, students rate the performance of course coordinators with specific attention to the quality of the guidance and instructions provided throughout the course. In the case of the technical support team, they are rated on the quality of the technical assistance and support provided by online and site personnel. Further, students are asked to indicate any technical problems experienced throughout the course and how they were remedied. These forms are submitted anonymously, downloaded and converted to PDF files by the Learning Support Team and then sent to the Learning Support Supervisor. The evaluation forms are then made

available to the Institutional Research and Development Unit and QAU, HoDs and other OC staff members wishing to conduct research. The findings from the online survey instrument are analysed by course and programme and these findings are communicated to the APAD Division, the AQAC and the Management Committee. This communication system is used to ensure that the key Units within the Campus are aware of concerns/issues and policies/procedures can be enacted to reduce the likelihood of re-occurrence. Samples of the online student end of course evaluation reports may be found at Appendix 5.19.

Although students are given the opportunity to evaluate the teaching staff, in far too many cases, they do not take advantage of this facility. As a result, response rates are as low as 5.46% (16 of 293 students) as in the case of the course *MGMT 2026: Productions and Operations Management-Semester 1 2010-2011*.

The evaluation referred to thus far is mainly summative but avenues also exist for formative evaluations especially as it relates to the performance of e-tutors and course co-ordinators. Students have the option of sending their concerns to the PC or the HoD. Similarly, in the face-to-face environment, complaints and/or concerns can be addressed to the Programme Officer and/or the Head of Site. In either case, the OC staff are obligated to respond to the students in a timely manner, indicating the course of action to be taken. To facilitate this process, the OC has recently revamped its Student Complaints Process to include more clearly defined institutional key performance indicators and to incorporate both the online and face-to-face teaching environment. A copy of the policy and relevant document are shown at Appendix 5.20.

OC Guild of Students

In an effort to promote effective teaching, students can influence the quality of teaching through their participation in the recently formed Guild of Students. This is another avenue which students may use to voice concerns relevant to the teaching learning process and have them presented to the OC administration. On December 6, 2010, the Guild of Students Report to the OC administration highlighted a matter of student concern which reads thus:

It is of great concern of the Guild Council that the recent changes in the program delivery of courses have adversely disadvantaged students in their expected performance levels. The guild executive will be pursuing greater



dialogue with Campus Administration in order to establish a common acceptance of delivery programming and to improve the current level of delivery content.

This concern related to the earlier reduction in teleconferences from three to two per course. In the Campus's response, it was noted that although the number of teleconferences had been reduced, the Campus had introduced and increased the number of synchronous sessions through the use of Elluminate Live! The report from the Guild of Students is another indicator that students are provided with varying opportunities to be actively involved in evaluating and improving the quality of the teaching and learning process within the OC. Further to their letter of December 6, 2010, in April 2011 the Guild of Students' Report to the OC Council stated that "The Guild is currently reviewing the report by the Principal to the students in response to concerns about the reduction of teleconferences and removal of several face-to-face tutorials". Guild of Student Reports to the OC Council, BUS and BGSR are shown at Appendix 5.21.

Rewarding Teaching Excellence

The OC does not currently have an awards system for rewarding excellence in teaching. However, contract renewal is an indirect method used to reward e-tutors and course co-ordinators who provide excellent teaching and learning to our students. The renewal of contracts is done, based on reports from the programme coordinator, course delivery assistant, Learning Support personnel and student evaluations. In all cases the performance is gauged, based on adherence to the OC Student Charter. Course delivery personnel, Course Coordinators and e-tutors who do not comply with the OC Student Charter and are not evaluated highly by students and the OC academic team may not receive extended contracts. In cases where delivery personnel are ranked highly, they are given extended contracts, or a three year contract as opposed to the regular one or two semester contract.

Opportunities for Improvement

1. Due to the distributed nature of the OCCS and the somewhat limited human resources within the Campus, there has not been a consistent approach to the analysis of end of semester evaluation reports. Therefore, the Campus should consider the institution of an online end of course evaluation instrument for use in the OCCS. This would make the analysis easier and the transfer of the

data to Units such as the Institutional Research Unit more timely and cost effective. The end of course evaluation process must be revisited in an effort to ensure that more students take advantage of the process.

2. The students end of course evaluation forms must be consistently monitored for trends.
3. There must be continuous monitoring of the quality of the student/tutor interactions, particularly in the online environment to avoid the occurrence of transactional distance.
4. As there is currently no institutionalised mechanism to reward teaching excellence, the Campus should develop initiatives to reward and promote excellence in teaching. The establishment of a fair and efficient mechanism will ultimately have a positive impact on the quality of teaching as well as facilitate student satisfaction.

Affiliation to Professional Organisations and Research

To further enhance effective teaching, the OC supports academic staff participation in professional organizations relevant to the discipline they teach and provides opportunities for them to engage in research. This support, however, primarily relates to Academic and Senior Administrative staff members. Within the context of teaching and learning, staff closely connected with the teaching process would include Curriculum Development Specialists, Programme Coordinators, Heads of Department, and Learning Support Supervisors, among others. Staff can access a number of established UWI provisions which provide financial assistance in the form of a Book Grant, Study and Travel allowance and the Research and Publication Fund.

Academic and Senior Administrative staff can utilise their Book Grant to pay journal and professional organisation subscription fees as well as purchase texts to engage in research. Staff research is further supported with an annual Study and Travel allowance, which provides payment for airfare, accommodation and conference fees. The OC research agenda is further enhanced through the staff appraisal system, since individual research is a critical component, especially for promotion and tenure of academic staff. Credit is given to research awards, research publications in refereed and non-refereed journals, conference presentations, book publication, reviews and conference presentations. The appraisal system also takes note of the

nature and number of organisational affiliations. Moreover, the OC fosters a research environment by encouraging staff to outline assistance needed in their research (see Appendix 5.22 for appraisal forms 300 and 301).

The CSDR is the entity in the OC, other than the Institutional Research and Development Unit, for the conduct of research. The CSDR through its structure also contributes and encourages staff research. The CSDR has instituted a series of research teleconferences which are aimed at showcasing the research which it is undertaking. This forum is available to all staff where they are provided with opportunities to present their research work and ideas are shared and critiqued. For example, the CSDR teleconference held on June 30, 2009 included presentations and discussions on:

- a. HIV Intervention Programme for Jamaican Children,
- b. Violence and Social Workers in Jamaica, and
- c. Embracing Gender and Caribbean Children's Involvement in Gangs.

The CSDR continues to make its mark in research and as recently as June 2011, a teleconference, similar to that of 2009, was hosted by the CSDR.

The OCCS also play a significant role in providing opportunities for staff to be involved in research. In fact, country sites host the Country Conference Series: Beyond Walls - Multidisciplinary Perspectives. As indicated on the UWI OC web page, <http://www.open.uwi.edu/academics/conference-papers>, "The former School of Continuing Studies (SCS) of the University of the West Indies (UWI) had established a series of multidisciplinary Country Conferences to be held in each of the former non-campus countries within the UWI. The conference series and subsequent publications are designed to stimulate and highlight research on each country". As indicated on the cited web page, Antigua and Barbuda, Belize, the Bahamas, the Cayman Islands, Anguilla and the Virgin islands have all hosted conferences and the conference papers are available on the website. One such example is the Second Symposium in the Alphonsus "Arrow" Cassell Memorial Lecture Series, hosted by the OC site in Montserrat on 10 November 2011.

To further encourage research among OC staff, the Senior Programme Officer, Planning and Development provides information to staff via e-mail on a monthly basis. The staff are informed of upcoming conferences, fellowships and study

opportunities, website launches, publication of new books and articles of interest. Examples include but are not limited to the following: Caribbean Conferences 2011, Fifty-Fifty Call for Papers for 2012 and the UCCI Conference 2012.

Evidence of staff research was also captured in the Annual Report of the OCCS 2009-2010. The OCCS Director noted the need to strengthen the involvement of Sites and staff in research projects of relevance to the various countries of the region. Despite the apparent shortfall in the OCCS engagement in research, “Sites were involved in regional research projects that led to the training of staff in research techniques”. These projects included a ‘Situational Analysis on Sexuality Education in the Caribbean’, a joint effort by UWI and UNICEF. This is an ongoing initiative that was coordinated through the UWI Consulting Company which commenced in December 2009 and was concluded in January 2011. This project involved OCCS staff and students in fifteen countries.

Human Resource Development Needs Assessment of CARICOM countries

All OCCS were involved in the study led by Dr. Glenford Howe entitled “Human Resource Development Needs Assessment of CARICOM Countries”. The purpose of this study was to attempt to investigate the training and education needs of the countries supporting the UWI to inform the OC programme development agenda.

Collaboration between OC St. Lucia and CCDC

The St. Lucia Site partnered with the Caribbean Child Development Centre (CCDC), Consortium for Social Development and Research (CSDR), the Ministry of Education and Culture and UNESCO, to facilitate a research project on “The Impact of HIV Related Stigma and Discrimination on Children’s Learning Outcomes and School Related Experiences”. Research was carried out in St. Lucia and Guyana, and the local administration of the project was monitored by the Head of Site, Mrs. Veronica Simon (The Annual Report of the OC Country Sites, UWI OC, 2009-2010, p. 27).

Also of importance is the fact that a research agenda is written into the contracts of academic staff specifying the need to engage in relevant research related to distance and online education for the improvement of the campus. Research undertaken by staff is published in the OC yearly reports. The OC efforts to engage staff in research is consistent with the overall UWI vision which reiterates the need to “affirm its status as the primary source of research and expert advice in dealing



with the complex issues and challenges facing the region” (UWI Strategic Plan 2007-2012, p. 11).

Embracing Student Diversity

The UWI OC is cognizant of the fact that students learn at different rates, in various ways and possess myriad learning styles. Moreover, the OC acknowledges the need for multiple instructional means to achieve common learning outcomes for diverse students. Consequently, in the course design process, great attention is paid to teaching strategies, assessment and the learning environment, in an effort to promote a differentiated learning experience for students to accommodate varied learning styles. In this regard, courses are designed to facilitate a constructivist (student-centred) approach, emphasising collaboration, reflection and inquiry-based learning.

Collaboration among students ensures that students learn about learning not only from themselves, but also from their peers. This learning approach encourages reflection and students learn strategies and methods from their peers. Collaboration plays an important role in all OC courses. As a result, discussion forums are standard features in the majority of all OC online courses. E-tutors use the discussion forums to post relevant questions and students are asked to post their responses, allowing their peers to review and comment on their post. Through this medium, students share ideas and strategies, explain and define concepts and generally learn from each other. This mode of learning will appeal to those students who are experiential learners and enjoy active learning with others. An examination of courses in the Learning Exchange will show a number of general and learning forums which students can access throughout their course, and which facilitate collaboration with their tutors and peers. These include the following:

- **group Facilitator-Student Exchange** - this forum is used to discuss general matters related to the course with the group facilitator/e-tutor.
- **Students’ Study Group** - this forum is used by the students to discuss content-related issues with their peers. This forum provides students with an opportunity to help each other and to think through ideas together.
- **questions on Unit** - students can use this forum to post questions to their tutors or to pose questions to their peer learners about the content and readings presented in this unit.

The learning forums also provide opportunities for students to reflect on their learning, which is another critical component of the constructivist approach and caters to the experiential learner. One such forum is **'Lessons Learned'**. In this forum, students are asked to consider what they have learned in their respective courses and how the courses have impacted their future. Students post their reactions and then see how their peers respond to their reactions. In this approach, the online facilitators act as the 'guide on the side' and not the 'sage on the stage'. Consequently, students are in more control of their learning and are constantly reflecting on their own learning process.

In keeping with the need to adopt teaching approaches which facilitate learning among diverse learners, the OC uses a multi-mode approach in its course delivery strategies. To accommodate the auditory and visual learner, course materials are presented through videos, videoconferences, teleconferences, Skype and more recently, Elluminate Live! (Blackboard Collaborate).

Multiple assessment methods are also used in the form of quizzes, group work assignments, graded discussions, portfolios, checklists, investigative projects and performance tasks. These assessment types are also used in face-to-face teaching, as tutors seek to implement a more constructivist approach to their teaching.

To guarantee that students benefit from a student-centred approach, mechanisms have been put in place to provide teaching staff with the necessary competencies to facilitate effective teaching and learning. In this regard, the APAD Division departments undertake training for course writers specific to student-centred teaching strategies. This training, usually in the form of workshops, also provides the necessary knowledge and skills to effectively develop high quality courses, appropriate to the online environment.

Training for course writers usually consists of information pertaining to the building of units, development of modules and the development of courses that emphasise the pedagogy promoted in the OC. Course plan templates and course development monitoring tools are also provided. Moreover, the course writers are sensitised to the types and needs of learners who access OC courses. Course writers are also exposed to myriad activities and assessment and methods conducive to diverse learners, which they are asked to include in the design of their courses. Course activities include but are not limited to in-text questions, completion tables, labelling, listing,



sequencing, matching, crosswords and puzzles and situational questions. The assessment methods advanced by OC Academic Staff include continuous methods such as discussion forums, portfolios, case studies, journals, blogs and presentations. The student-centred approach is also demonstrated in the formation of the OC Guild of Students (OCGS). For example in the Annual Report the OCCS reflected on their involvement in the establishment of country chapters of the OCGS. It was noted that:

In furtherance of the mission of developing a student centred environment, Sites collaborated with the Assistant Registrar of Student Services to encourage the formation of local student Guild Chapters in each Site. This network of local Guild Chapters will feed into a regional Guild Chapter for the OC and ensure that students are fully involved in the developments at the Sites as well as at the level of the OC and University governance structure. Ten local Guild Chapters have begun to be involved in Site activities such as Open Days, recruitment visits to schools and fund-raising for improved facilities (OCCS Annual Report 2009-2010, pp. 9-10).

Another feature of student-centeredness is the management of student records for easy access to both the student and OC personnel. The OC Management System (OCMS) plays a significant role in this regard. Student records are stored, managed and easily retrieved in this System. For example, student records from the time of admission to graduation are available on the OCMS.

Celebrating Effective Teaching and Student learning

Of immense importance is the tangible evidence of effective teaching and student learning which is demonstrated in the graduation results. The OC held its first graduation in St. Lucia on October 17, 2009, when students from 12 Caribbean territories celebrated their successes. The testimonies from a number of these students indicate the quality of the teaching at the OC:

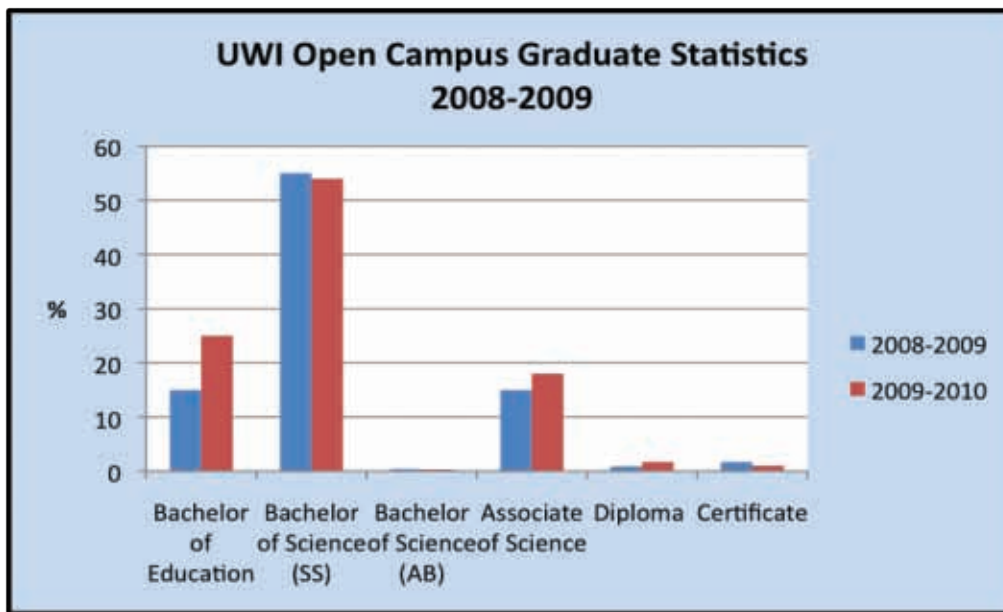
The quality training received will enable us to be hardworking, innovative and committed - **Ingrid Richardson, Anguilla**

I wanted to attend a prestigious and accredited university that would be both challenging and rewarding at the same time. In the end I'm glad to say that I got all that and more. I am walking away with sound knowledge in management. Because the online experience was an excellent one I intend to pursue my Master's Degree online starting next school year. I believe based on what UWI has instilled in me I'm competent to further my education

and embrace the online experience in this dynamic global environment. -
Shanelle Kingston, Belize

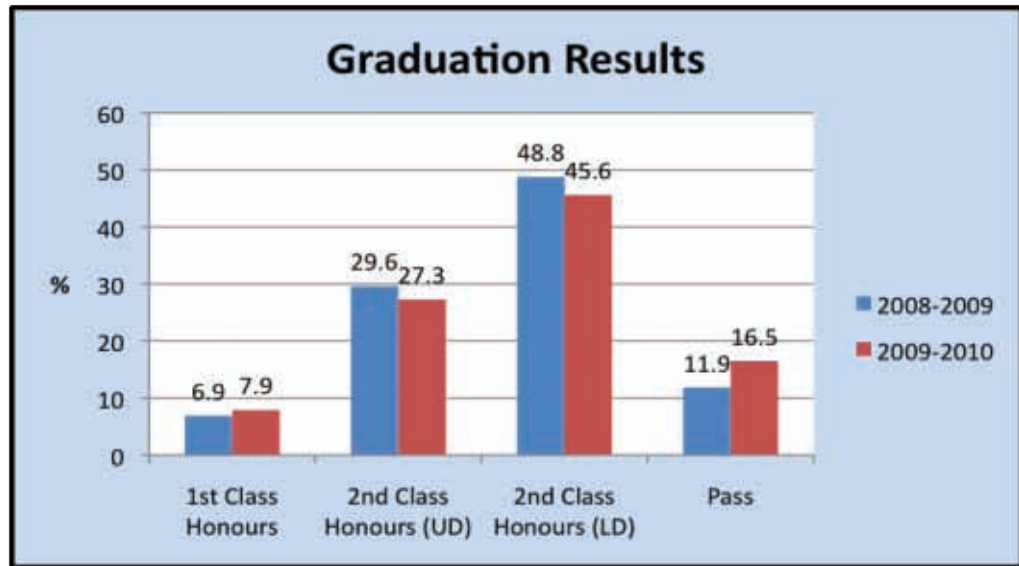
The quality of the teaching provided is also evident in the students' performance. As a relatively new Campus, we have had three graduations and the results are very promising. As illustrated in Graph 5.3, the majority of students graduated with Bachelor degrees and to a lesser extent with diplomas and certificates.

Graph 5.3
The UWI OC Graduate Statistics



Graph 5.3 further illustrates that over 80% of the students graduated with honours degrees for the graduation periods 2008 -2009 (85.5%; n= 750) and a slightly lower percentage of (80.0%; n =382) for 2009-2010.

Graph 5.4
The UWI OC results 2008-2009 and 2009-2010



Further evidence of the quality of the OC teaching and learning is the acceptance and recognition of the qualifications by employers and other educational institutions. Based on the results of the Alumni Institutional Accreditation Questionnaire, 92.9% (n=26) reported that the qualification from the OC was accepted by their employers. Equally noteworthy is that 75% (n=21) indicated that the qualification from the OC was accepted and recognised by other educational institutions. Of note also is that 17.9% (n=5) responded “Don’t Know” (Alumni Institutional Accreditation Survey, 2011, p. 20).

Opportunity for Improvement

1. The Campus must continue to focus on meeting the educational needs of its diverse student population through the monitoring of student complaints.

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

In order to attain and retain excellence in teaching and learning, the OC pays particular attention to the development and delivery of its programmes and the assessment for learning and feedback. The OC's Operational Plan for the period 2007–2012 suggests that the Campus's focus is on “widening access to excellent and relevant learning and teaching at the pre-university, undergraduate and graduate levels” (p. 6). At the heart of any effective programme or course is sound instructional design which incorporates robust and innovative mechanisms and/or procedures for the assessment of student learning outcomes. In keeping with the UWI's Strategic Vision, the OC continuously seeks to design, develop and implement courses and programmes which are aimed at producing graduates who are “career-ready, exceptionally well-rounded in their disciplines, articulate and possess superior problem solving and critical thinking skills” (UWI Strategic Plan 2007-2012, p. 10). To ensure that all courses and programmes adhere to this vision, institutional policies and guidelines which impact curriculum design and student assessment have been implemented.

Policies and Guidelines

Over the years, several policies and guidelines which have an impact on student assessment have been developed and implemented by various institutional bodies. For example, the Board for Undergraduate Studies (BUS) establishes policies which set out clear guidelines for the development of courses and programmes while the OC Academic Board is responsible for approving all courses and course outlines associated with new programmes or changes to existing programmes of study. Built within this approval process is a series of internal peer reviews and recommendations from various departments with the aim of improving programme design. Finally, the OC Academic Board Sub-Committee for Quality Assurance (AQAC) monitors programme and course development in order to assure the quality of the course/programme development process and this latter sub-committee has as one of its terms of reference “to monitor [and periodically report to the Academic Board] all quality assurance indices at the OC, including, among others:

- student assessment of teaching and courses;
- examiners' reports and reports on the conduct of examinations;
- five-yearly reviews of programmes and follow-up reports;

- failure and pass rates, and
- perception surveys (UWI OC Academic Quality Assurance Committee (AQAC) Handbook, 2010, p.5)

BUS has also outlined a policy for monitoring assessment processes. This policy seeks to ensure consonance between approved assessment structures and actual assessment activity. To ensure this, BUS proposes that “all approved assessment structures are submitted to AQAC and that AQAC routinely checks a random sample of course outlines to ensure consonance with approved structures”. Students are also advised that they have the “right to expect consonance between announced assessment structures and actual structures and that where there are changes, they have the right to so indicate to the Chairman of the Campus AQAC” (A Policy on Monitoring of Course Outlines and Assessment Processes at UWI, 2007 p. 3).

These three main institutional machines – BUS, the OC Academic Board and AQAC – provide the top level quality assurance support required to produce and sustain programmes of an acceptable standard. They also ensure that courses that make up a programme of study result in the cumulative learning outcomes intended for the programme. This is achieved by mapping the programme learning outcomes to the various courses that a student takes to complete a programme.

Mechanisms and Procedures

Assessing student learning is linked inextricably to curriculum design and the teaching-learning process as part of the “feedback loop” that can enhance institutional efficacy.

Curriculum Design

The process of curriculum design ensures that there is a coherent design which is characterised by sufficient breadth, depth, sequential progression and synthesis of learning and continuity. Each programme submitted for approval must have a clear programme specification. The specification provides a concise, factual overview of the programme by setting out the intended learning outcomes in terms of knowledge, understanding and skills required - the teaching and learning methods that enable students to achieve the outcomes, and the assessment methods that enable achievement to be demonstrated. Furthermore, according to the AQAC’s guidelines, all programmes of study should be designed and developed in such a

way so as to foster active learning and recognise the diversity of learners and build on their strengths and background. Where possible, assessment strategies reflect these guidelines.

At the OC, on-line courses are developed by teams of experienced subject matter experts, curriculum development specialists/instructional designers working with multimedia and production experts. Once a course outline for a new or revised course has been approved by the AQAC, the SMEs or course writers, under the guidance of the curriculum development specialist, draft a course plan which details not only course and unit objectives and content, but also teaching/learning and assessment strategies. The instructional design model used (a modification of the Dick and Carey ISD model, 1996), ensures that there is coherence amongst programme philosophy, course goals, learning outcomes, activities and assessment methods. The SME and the curriculum development specialist/instructional designer are the persons directly involved in identifying and defining student learning outcomes in precise and measurable terms and assessment methods which measure these learning outcomes. The SME is directly responsible for developing the content or self-study materials as well as the learning activities. The course coordinator (the person responsible for coordinating the delivery of the course or programme) or sometimes the SME develops the assessments. An iterative process of revision and review takes place between these individuals and the curriculum development specialist/instructional designer until the curriculum development specialist is satisfied with the quality of the material. The duration of course design from development to sign-off usually takes a period of six months in the OC environment. During this period, accompanying multimedia and other learning resources are either developed in-house by the multimedia and production experts or sourced from reliable Internet or professional sources.

Recognising the need to develop learners who are critical thinkers, problem solvers and team players, assessment strategies span a wide gamut from traditional paper and pencil tests, to group projects and other forms of continuous and alternative assessment strategies such as e-portfolios and reflective journals. The use of technology also plays a vital role in assessment strategies.

Despite the method(s) used in assessing learning outcomes, mechanisms to ensure test reliability and validity are also implemented. For example, content validity, “a measure of the degree to which the assessment contains a representative sample of



the material taught in the course” is achieved by consistently and carefully mapping course objectives to assessment methods and teaching strategies; by selecting methods that are appropriate for the objectives specified; and by employing a range of assessment methods. (UWI, Student Assessment Essentials Handbook, 2006, see Appendix 5.23). Similarly, OC has developed mechanisms for ensuring the reliability of assessments by requiring all course coordinators to develop detailed rubrics or marking schemes for all course assignments. Such instruments minimise subjectivity in grading assignments and hence help to ensure that consistent results are produced when the assignment or test is administered repeatedly to similar cohorts of students.

Communication of Expected Learning Outcomes

Once a course has been designed and approved, it must be prepared for delivery. One of the main strategies used to ensure that students know how they will be assessed is by clearly outlining learning outcomes and assessment strategies through student course guides (see sample of course guides at Appendix 5.24). At the start of each course, there is an orientation week where students are given the opportunity to acquaint themselves with the course/student guides (see random sample of course/student guides at Appendix 5.25). Within these documents are details on learning outcomes and the resultant course assignments including: assignment requirements; weighting; policies for assignment submission; grading criteria; and what determines the award of qualifications.

These assessment details are connected to broader institutional policies which guide weighting criteria. For example, at the OC, for online courses at least 5-10% of the course grade must comprise course participation. This takes the form of active participation in asynchronous discussion forums or live/synchronous webinars. Explicit criteria for learning outcomes and levels of achievement are fundamental starting points for assessment standards. Examples of the assessment criteria for discussion and webinars are shown at Appendix 5.26.

The institutional accreditation survey of students revealed moderately high percentages of favourable responses with regard to the communication and delivery of assessments. Table 5.5 below shows an excerpt from the survey results. As previously noted, students were asked to rate statements along the scale strongly agree, agree, neutral, strongly disagree, disagree or no comments. The table below shows the percentages of the respondents choosing strongly agree only.

Table 5.5
Institutional Accreditation Survey: Strongly Agree and Agree Responses by Students

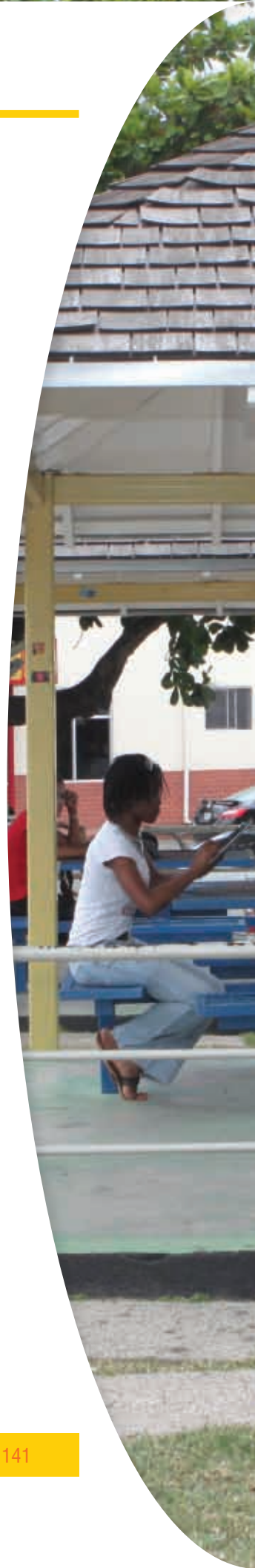
Statement	Approximate %
Assessment methods are fair	53% (n=267)
Assessment methods are clear	69.1% (n=351)
Learning outcomes are clearly communicated	60.7% (n=304)
Assessment feedback is provided in a timely manner	35.1% (n=175)
Assessment criteria are shared with students	69.2% (n=346)
Efforts are made to explain assessment criteria	53.4% (n=269)
Students are provided with opportunities to evaluate courses	61.1% (n=310)

The above data suggest that the respondents of the survey instrument were mainly satisfied with the assessment procedures and mechanisms. However, only 35 per cent of the respondents indicated strong satisfaction with the timeliness of tutor feedback. These findings are in keeping with the data collected through end-of-course evaluations. Albeit, tutors engage in a number of in-course activities that provide opportunities for students to receive instantaneous feedback, for example face-to-face consultation, online consultations, group projects and class participation. Nonetheless, this assessment indicates that APAD should promote and monitor tutor/student interactions to ensure that appropriate feedback is provided to all students within agreed timelines.

Monitoring, Assessing and Improving Student Learning

At the OC, multiple levels of learning and assessment are built into courses. For example, there are multiple direct measures of assessment such as course embedded assessments, term papers, course projects, tests and final examinations, portfolio assessment, research reports, pre-tests and post-tests; as well as indirect measures/indicators of student learning such as student surveys, employer surveying, curriculum and syllabus analysis and external reviewers. In our new programmes we have incorporated formative assessment as an approach to aid learning in a non-threatening way that fosters remediation and ultimately improves summative assessment outcomes.

Throughout a course, student progress is monitored and assessed by the course delivery assistants and course facilitators. For its online provision, assessments are subjected to first and second markers. For the face-to-face programmes, this process



is not generally practised. However, the Campus is currently in the process of reviewing its face-to-face practices as it relates to programme design, development and assessment and the introduction of second markers and other quality assurance systems have been earmarked for introduction over the next two academic years. Generally, student learning outcome data are analysed and the findings used to improve the success rates of subsequent cohorts. There are various factors that may negatively affect students' success on programmes, including student attendance and leave of absence or withdrawal from a course. There are University-wide policies that govern these areas and the OC, as part of its orientation process, provides students with the relevant policies which should assist them to make informed decisions (see Appendix 5.27 a selection of orientation guidelines).

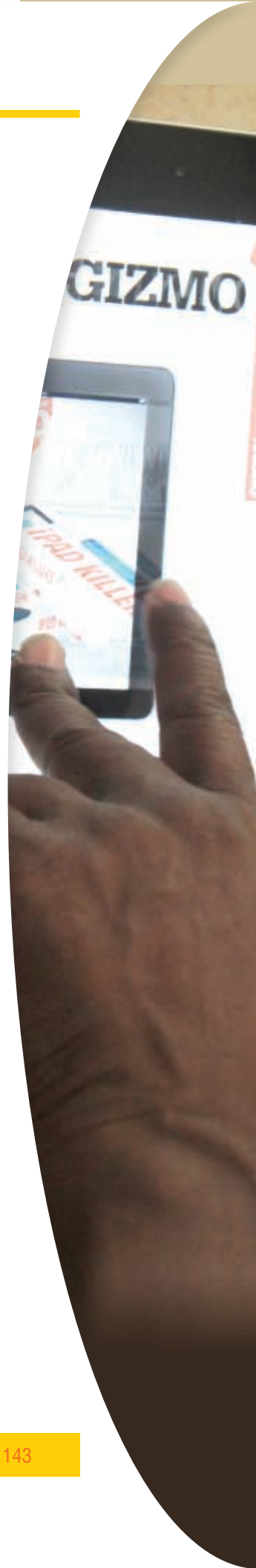
As previously noted, the OC uses the OCMS to keep a running record of students' assessment results and grade point average. For its face-to-face students, however the OCMS is not used. The OCCS and CSDR, where the face-to-face programmes are taught, are responsible for keeping their own records. These records are either kept using a manual system or through the use of basic database packages. Recent discussions at the Campus have reinforced its commitment to having all of its students being part of its learning management system. The current system at the Campus does not have the capacity to handle its more than 20,000 students. Therefore, the Campus is actively working on identifying a centralised management system that can support the needs of all its constituents, including its students. The Campus has sent out a request for proposals for a consultant to advise on the acquisition of a Enterprise Resource Planning (ERP) system.

As noted earlier, traditionally the Campus conducted student evaluations only at the end of the semester. Therefore, the findings from these evaluations did not enhance the learning outcomes of the current student cohort and in some cases may even retard their continued progress on the programme. The Campus took a decision at the start of the academic year 2011/2012 to introduce an anonymous mid-semester course evaluation (see Appendix 5.28 for a sample mid-semester evaluation form).

Opportunities for Improvement

1. There is a need for the further development of a monitoring system to ensure that all tutors are providing appropriate and timely feedback to students.

2. In spite of the fact that the OC has a heterogeneous student body, the Campus has to ensure that as far as is practicable, all of its students have a comparable and appropriate OC experience.
3. Although the Campus practises continuous assessment, there must be appropriate training for all its tutors, particularly the face-to-face tutors, to ensure that they are appropriately utilizing the various assessment methods.



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

Support for Effective Teaching and Learning

At the OC, a combination of resources including human, physical, technological, financial and learning, work together to support effective teaching and learning. This section will discuss the role of these resources and how they support quality teaching.

Human Resources

The provision of an effective learning environment can only be achieved through the recruitment of adequate and appropriate teaching staff that have the requisite experience, qualifications and pedagogical skills. In this regard, the OC has, from its inception, had clear recruitment policies. In addition to appropriate educational background and experience, consideration is also given to recruiting an adequate number of staff. Within the present economic crisis, the OC has had to rationalise its recruitment policy to ensure that strategic positions are filled first. Consequently, with the increasing use of technology, there has been a reduction in the number of clerical and typist positions within the Campus. Notwithstanding the challenging economic environment, the Campus has retained its strict policy in relation to its tutor- student ratio which is 1:25 for the online environment and 1:30 for face to face classes.

The relevant departments play an integral role in the recruitment process, through the evaluation of applications and the submission of recommendations to the relevant Heads/Directors. In addition, once staff are recruited, all staff must take part in an orientation session which introduces them to teaching the OC way. Furthermore, as previously noted, all online tutors must take and pass the MFOI course which prepares them for teaching in the online environment. However, face-to-face part-time lecturers are not currently required to take and pass a similar course for face-to-face teaching in the Campus.

Adequate supportive personnel including, but not restricted to, administrative assistants, clerks, secretaries, technicians, and maintenance personnel are required for effective teaching and student learning. The OCCS employ competent and qualified staff, with the Director at the helm, and Heads of Sites with the relevant educational background and experience. The Heads of Sites are ably assisted by technical,

administrative, professional and academic staff members who lend assistance to students and provide advice and counselling when needed. Documentation of this is provided in the OCCS Annual Report 2009-2010 which states:

All Sites continued to be actively involved in on-site activities aimed at ensuring that students were properly oriented and serviced at the Sites. For the second year in a row the sites ensured that face-to-face orientation sessions were held at the beginning of the academic year with both new and returning students benefiting from programme orientation as well as motivational talks from the Heads of Sites and other staff. One interesting feature of this year's orientation was the inclusion of presentations and displays from financial institutions at several Sites, with the aim of advising students on the availability of financing options for their education (p.9).

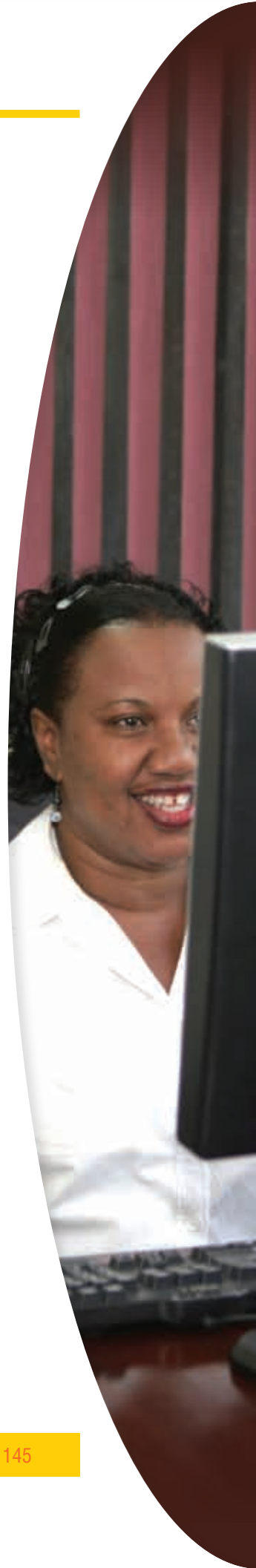
The OC has been responding to the departmental needs and positions have been filled, albeit in some cases quite slowly, due to financial constraints. The OC has begun to develop a database of staff credentials. Currently, there is a centralised database for all online tutors and CCs. However, there are several databases for the persons teaching within the OCCS and CSDR. It is unfortunate that these databases are not amalgamated. An amalgamation of the databases has the potential to afford quick access to quality personnel as the need arises, rather than constantly having to advertise each time a programme is developed. Started in 2008, the Excel database captures information on e-tutors, course coordinators, regarding qualification type, year attained and awarding institution. This database is updated on a semesterly/trimesterly basis.

Through its recruitment, selection and training processes, the OC has a cadre of highly qualified academic, professional, administrative and technical staff that are dedicated to student success through effective teaching and support systems.

Physical and Technological Resources

The Campus has 42 physical sites, the CSDR and three Learning Centres in 16 countries to support the physical needs of its student population. These sites are classified as small, medium and large. The descriptors for these classifications are shown below:

- a. small sites housed within other institutions with limited staff and physical capacity (e.g. Port Antonio, Denbigh, Cayman Islands and BVI);



- b. medium sites which have independent facilities (e.g. Anguilla, Montserrat, Grenada, Dominica);
- c. large sites serving between 500-5000 students with reasonable facilities ... (e.g. St. Vincent and the Grenadines, St. Lucia, St. Kitts, Barbados, Jamaica – East and West) (The UWI OC, Planned Developments and Funding Requirements, p. 7).

The physical sites provide a variety of classes, including workforce development as well as administrative, technical and academic support services to local online students. Additionally, these sites provide access to computers and video/teleconference facilities for both face-to-face and online students. As noted by the Principal, “in most host countries, particularly the rural areas, OC sites serve as community, cultural and telecommunications centres” (Planned Developments and Funding Requirements, p. 6). For example, in Antigua, St Lucia and Belize, the auditoria are used by local cultural groups for rehearsals, workshops and cultural presentations (p. 6). The majority of the sites provide free Wifi internet access for students. Similarly, the Learning Centres provide free Wifi internet access for students.

With the CSDR however, the Caribbean Child Development Centre (CCDC) has no wireless access but does provide computers with internet access for the use of students. The HLSTUEI and SWTC, students are served by the Mona Campus wireless network but coverage is limited across the complex. Similar to CCDC, computers with internet access are provided for the use of students. However, there are plans to implement a more comprehensive coverage for both staff and students in CSDR but those plans were contingent on CCDC, HLSTUEL and SWTC which are based on the Mona Campus being connected to its Wifi network. With the advance of the University’s single virtual space it should not be long for this process to be realized. Already, discussion has begun between the CSDR and the UWI Mona Information Technology Services. It is envisioned that Wifi will be available to all CSDR staff and students who are based on the Mona Campus by the academic year 2012/2013.

A more comprehensive discussion in relation to physical and technological resources may be found in Chapter 4, Standard 2. Among the Campus’s 42 physical are some which are provided by school administration or governments. In the academic year 2008/2009, the Campus made a decision to relocate its sites away from these schools. The process of relocation is still on-going.

Students and teaching staff also benefit from varied technological resources and upgraded classroom facilities. The Director of the OCCS in her 2009-2010 Annual Report stated,

Despite the tight financial constraints of the OC, the opening of new Sites in Mandeville and Savanna-la-Mar were completed in this academic year. The new facilities have resulted in an almost immediate doubling of student numbers in this academic year (pp. 24-25).

The new site in Savanna-la-Mar boasts teleconference facilities, a computer lab with 20 computers and more spacious classrooms. Similarly, the new site at Port Antonio, Jamaica, is also equipped with video and Teleconference facilities, a lab with 25 computers and significantly improved classroom facilities.

On a smaller yet significant scale, the Montego Bay Site received 6 new computers last year. Additionally, there are plans to upgrade the other 7 sites in Jamaica in 2012. In the other countries there have been small upgrades to computer labs (St. Lucia, Belize, St. Vincent,) and to infrastructure (Belize, St. Vincent, Dominica, Antigua). Information gleaned from the OCCS Director's Report 2010 indicates:

Dominica installed two 1000 gallon water tanks and a pump to ensure that students were not disadvantaged by fairly frequent water stoppages in the area of the Site. St. Lucia created a small space to house its special collections of the works of Roderick Walcott and Pat Ismond in the Library and all Sites ensured that Wireless coverage was available to students. The ECCE unit in Trinidad moved into spacious and attractive accommodations at Austin Street in St. Augustine and a new model school, Alpha East, was opened up on the premises to serve the community as well as the needs of the trainees in the Early Childhood programmes offered by the OC Trinidad and Tobago (p. 25).

While all sites are not at the same stage in terms of technology upgrades, all efforts are being made to provide students with adequate access to the Internet and other technologies. In light of this, continuing efforts to meet the technological needs of all stakeholders is paramount. This is further warranted by the disparate views on the adequacy of technological support as suggested by the responses to the Institutional Accreditation Questionnaires (IAQs). Students and tutors were asked to rate the adequacy of technological support for their needs (students) and for the varying needs of the OC (Alumni). 43.7% (n=234) of the students strongly agreed and agreed that



the technological support was adequate and of these, 12% (n=64) strongly agreed. Conversely, 17.9% (n=96) disagreed and of these 4.3% (n=23) strongly disagreed, while 20.4% (n=109) were neutral.

In the case of the tutors 59.2% (n=100) of the tutors were of the opinion that the technological support was adequate. 21.3 (n=36) disagreed and 15.4% (n=26) were neutral. The divergence of views on the issue of technological support is evidenced in the responses from the members of the APAD Division, the CSDR and the Academic and Technical staff of the OCCS. When asked to comment on the statement: “The IT support is adequate,” unlike the student and tutors, more than half (53.3%, n=16) disagreed and of these 10% (n=3) strongly disagreed. Further, 23.3% (n=7) agreed and 20% (n=6) were neutral.

In the Planned Developments and Funding Requirements report, the Campus outlined the following vision for its OCCS, to

... transform all OC sites into modern, clean, multi-purpose education facilities and community hubs that will widen access to education at the community level and which will raise the quality and scope of educational services in the region in a significant way (p. 7).

To facilitate this process, the Campus has identified three major roles that the sites will play: educational support; local community support; and national and regional support. The education support includes

on-site skills development and distance education workshops to support the growing need for skilled workers ... on-site programmes and distance education courses in entrepreneurship ... and computer and audio conferencing and video conferencing facilities for learners and faculty (p. 7).

Notwithstanding the plans to improve the physical and technological resources within the Campus, the stringent economic environment has retarded many of the planned developments. This, coupled with the increasing student numbers, is affecting the effectiveness of these resources to support teaching and learning. Albeit, the Campus has recently secured funding from Universal Access Fund (UAF) for the Jamaica sites and the Campus has presented proposals to other agencies to fund upgrades and redevelopment of centres in all other jurisdictions.

Another aspect of effective teaching and learning is a dynamic data management system, which is easily accessible. Storing data on students and staff is a vital component of any university as it facilitates efficiency, especially when queries have to be answered and reports compiled. To this end, the OC has developed the OC Management System (OCMS), where extensive student data are stored. Student data are recorded from the time of registration to graduation. Student data are inclusive of, but not limited to examination results, course registration, student qualifications and location, whether regional or otherwise. Whereas the student database is highly developed and maintained, there is much room for improvement as it relates to maintaining a database of staff credentials.

Library Resources

The OC library is another resource which is critical to both teaching and learning. Libraries contribute to and facilitate intellectual engagement, critical inquiry and assessment, thus promoting creativity and life-long learning. As pointed out by the OC Librarian, “quality library and information services have always supported the academic goals of learning, teaching and research” Consequently, the goal of the Office of the Librarian: Library and Information Services is “to provide to all constituents of the OC physical and virtual services that will support learning, teaching and research”.

The library resources of the OC are both physical and virtual. Physical library spaces are available at many of the OC country sites but there is room for vast improvement in terms of quantity and scope of reading materials. Reading texts and in some cases compact discs are provided but students still need to access additional reading and research materials, especially those students without reliable or easily accessible Internet connectivity. Additionally, there is need for adequate library personnel to efficiently and effectively manage library resources at the OCCS.

Evidence of the need to improve the OCCS library resources is captured in the responses of students to the statement: The library resources at the OC Country sites are adequate. Of the 526 students who responded, just under one-quarter (24.7%, n=130), agreed that the library resources were adequate, while nearly half of the students (46%, n=227) disagreed (Student Institutional Accreditation Questionnaire, 2011, p. 8).

For those students with reliable Internet access, the virtual library provides readily accessible reading material from varying sources. The virtual library is easily accessible to students, staff and online delivery personnel through the Learning Exchange, the OC Google mail webpage and the OC Current Student Webpage. The OC library portal comprises a number of electronic databases as part of the Aleph integrated library system. The upgrade of the OC virtual library is ongoing as additional records are being added to the databases and there is configuring of our e-resources. Teaching and learning is supported by the library. The online library provides students access to over 175 online databases. In addition to the electronic library, the OCCS library provisions are varied and consist of actual libraries with Library Assistants to reading rooms with very limited resources. For example, in Trinidad there are two main libraries, one at the Open Learning Centre, St. Augustine and the other at the OCCS San Fernando, with the other sites having small collections and reading rooms.

However, there is a need to increase the number and quality of library resources within the OCCS. To this end, the OC as part of its planned developments has pledged to deliver “distance learning library and information resources to ...” all OC learners. These services must be built and managed “... to support teaching, learning and research effectively for students and faculty of the OC” (Planned Developments, 2010, p. 32). This commitment by the Campus is to the development and enhancement of library facilities at the OCCS and CSDR. The fuller description of the planned developments for the library and other resources within the OC is shown at Appendix 5.28.

Financial Resources

The success of the teaching and learning process is also dependent on the OC developing and maintaining a broad base of financial support. Financial resources play a vital role in maintaining the operations of the OC at acceptable levels. Thus, an ample budget is essential to meet programme goals and needs as well as to provide for appropriate physical facilities. The Director of the Finance Department works with her team to provide the APAD Division, the CSDR and the OCCS with adequate financial resources. However, due to the impact of the financial crisis, it is proving to be quite difficult to meet all the demands of these three entities. This is clearly exemplified in the responses of the APAD Division, the CSDR, and OCCS staff. When asked to comment on the statement: “Financial constraints are significantly affecting the efficiency of the OC”, 76.7% (n=23) agreed. Of significance

is that 66.7% (n=23), strongly agreed (APAD, CSDR, HoDs, DOCCS, HOs and POs, Institutional Accreditation Questionnaire, p. 23).

Notwithstanding the financial difficulties, each APAD department is provided with an individual budget for the purpose of programme development, marketing and other departmental commitments. In the case of the OCCS, given the relatively small number of sites which have undergone upgrades it is evident that a greater allocation of funds is necessary to adequately equip all sites. The CSDR also receives grant funding/research grant funding.

It is evident that the establishment of the OC in 2007 virtually coincided with the global financial crisis. This has negatively impacted its operations, placing tremendous pressure on the institution's ability to finance and maintain its resources. With limited finances, the OC has been forced to prioritize its activities but in all cases is mindful of the need to allocate a reasonable percentage of its resources to facilitate effective teaching and student learning.

Opportunities for Improvement

1. In terms of resources, the financial crisis has clearly put tremendous constraints on providing adequate personnel, physical and technological resources for both staff and students.
2. If the UWI OC is to cater effectively to the UWI 12 countries, offering them quality teaching and learning, the library facilities at the various OCCS must be improved in keeping with the planned developments.
3. There must be appropriate training for all part-time tutors in the OC, including the face-to-face tutors.

Summary of strengths relating to Standard 3

There are a number of strengths which we must celebrate:

1. The University and the OC have established regulations and operational guidelines to support the design, development and delivery of programmes/courses.
2. There are established quality management policies and practices at both the University and Campus levels.



3. The OC AQAC has documented several guidelines to inform its practices and supports the programme planning and development processes within the Campus.
4. With the purchase of Elluminate Live! the Campus has acquired the ability to provide students with synchronous teaching and learning. This would greatly reduce the feelings of transactional distance which is a characteristic of distance online education (Moore,1997).
5. The introduction of mid-semester student evaluation and the continued use of end of semester evaluations, along with the establishment of effective feedback loops across the APAD, OCCS, CSDR and the QAU, has resulted in positive development in the Campus' teaching and learning processes.
6. The OC tutor to student ratio of 1:25 and 1:30 for online and face-to-face courses respectively has maintained and enhanced the student-centred focus of the Campus.
7. The restructuring of APAD will allow the Campus to strategically plan the development of all its programmes regardless of level through its Planning Department. Furthermore, the Delivery Department is focussing on the quality of the service provided to students. In effect, the emerging structure should achieve centralisation of the key components in the planning, development and delivery of programmes within the Campus. This centralisation should result in a more efficient and effective use of the resources within APAD and improved student satisfaction.
8. Improvement of sites through redevelopment and upgrades of several in Jamaica and the OECS with plans for complete redevelopment once funding has been accessed for this purpose.
9. Gradual improvements to the OCMS and a concerted effort to implement an integrated system through the services of a consultant to advise on an ERP for the campus and the implementation of an adequate system.

A Summary of recommendations relating to Standard 3

1. While there are established processes and guidelines, with evidence of their implementation in some departments, the implementation has either not yet started or is at the infancy stage in other departments. Therefore, there is a need to monitor the implementation and consistent use of the appropriate guidelines for the planning, development and review of OC programmes.
2. As a new entity, the OC has inherited programmes from its previous incarnations. Therefore, there is an urgent need to evaluate and review all programmes that predate the Campus to ascertain whether they remain relevant and current, particularly as it relates to the achievement of the UWI Strategic Plan Aim 1.
3. Although course end-of-semester evaluations are completed by students, there is a need to ensure higher response rates and that the data gleaned are analysed for trends and are used to inform the strategic direction of the programme and/or the Campus.
4. Due to the distributed nature of the OCCS and the somewhat limited human resources within the Campus, there has not been a consistent approach to the analysis of end of semester evaluation reports. Therefore, the Campus should consider the institution of an online end of course evaluation instrument for use in the OCCS. This would make the analysis easier and the transfer of the data to Units such as the Institutional Research Unit more timely and cost effective.
5. There must be universal and continuous monitoring of the quality of the student/tutor interactions, particularly in the online environment to avoid the occurrence of transactional distance.
6. As there is currently no institutionalised mechanism to reward teaching excellence, the Campus should develop initiatives to reward and promote excellence in teaching. The establishment of a fair and efficient mechanism will ultimately impact positively on the quality of teaching as well as facilitate student satisfaction.



Conclusion

The OC is committed to the delivery of effective teaching and learning and fully supports the UWI's Strategic Aim 1 for Teaching and Learning as outlined in the UWI Strategic Plan [2007-2012, p. 14], which indicates a commitment to “prepare a distinctive UWI graduate for the 21st century – one who has a regional frame of reference ...” and exemplifies attributes including but not limited to being “a critical and creative thinker, a problem solver, an effective communicator, knowledgeable and informed and competent ...”. In this regard, the OC has adopted a number of strategies to bring about Strategic Aim1 for teaching and learning by providing opportunities to enhance the quality of the teaching-learning experience through continuous professional development, research and innovation. In this chapter, we discussed the mechanisms used by the UWI OC to support student learning and demonstrated that the Campus has met the requirements for Standard 3.

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C **HAPTER 6**
Standard 4: Readiness for Change





CHAPTER 6

Standard 4: Readiness for Change

Criteria: The institution's human, physical and financial resources are strategically allocated and employed to respond to the social and economic needs of a rapidly changing society.

This chapter addresses the Readiness for Change criterion. There are two related standards:

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

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



UWI

Introduction

The University of the West Indies has consistently responded to the social and economic demands of a rapidly changing society. In 2006, the UWI consulted with governments of the region who requested that the University play a bigger role in the development of human capital of the region, that it improve its service to its stakeholders significantly and develop a more prominent profile in the OECS and underserved communities in the countries in which it is resident. The University Council approved the concept of an Open Campus in 2007 and the Open Campus was established in August 2008 with a mandate to service the UWI-12 Countries, namely Antigua and Barbuda, Anguilla, Cayman Islands, Dominica, Grenada, Bahamas, St. Vincent, Belize, British Virgin Islands, Cayman Islands, St. Kitts and Nevis, St. Lucia and Montserrat, and other underserved communities in Barbados, Jamaica and Trinidad and Tobago. The Open Campus is an integration of three different UWI outreach departments: The School of Continuing Studies (SCS), the Distance Education Centre (UWIDEC), Tertiary Level Institutions Unit (TLIU) and the Office of the Board for Non-Campus Countries and Distance Education (OBNCCDE).

Change has been a constant for the entire UWI but this change has been slow and evolutionary. This change has included the development of new programmes in new faculties, departments, units and centres; the articulation of new policies and regulations and even the progressive addition of new campuses. The establishment of the Open Campus has been different since it was not championed by one specific government; it cuts across the work of all the other campuses, relying on their programmes, their staff and services and it disturbed the cultural patterns and norms of pre-existing units – all at a time of economic stringency. The establishment of the Open Campus was articulated as Strategic Aim 4: “To create an Open Campus to enable the University to expand the scope, enhance the appeal and improve the efficiency of its services to the individuals, communities and countries which it serves” (p. 20), in the UWI Strategic Plan 2007-2012 entitled “Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence” (STRIDE).

The entire UWI has been operating with a focused strategic plan for the 2007-2012 period and has reviewed and fine-tuned this plan periodically. The mid-term review in 2010 generated an updated priority list for the final half of the period. The Open Campus which was formed in 2008, that is, within the period of the current strategic plan, has aimed to address the needs identified by our Caribbean societies. Towards

this end, the Open Campus resources have been carefully allocated to respond to the identified needs. It is of note that the global recession which started in 2008, has presented severe constraints in that budgeted allocations to the Open Campus were not realized since contributing countries also faced their own constraints. This has led to tremendous difficulties for the new Campus. However, the available resources have been consistently strategically allocated to best meet the needs of the Campus. In this chapter, we will discuss the strategic allocation of human, physical and financial resources to meet and respond to the needs of a rapidly changing social and economic environment.



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

The discussion relating to Standard 4.1 will fall under the following headings:

1. The UWI's Mission Statement,
2. Systems used to communicate the UWI mission and purpose to key stakeholders
3. Processes for review of the mission and objectives, and
4. Procedures for the Evaluation of the Mission and processes for the evaluation of the achievement of objectives.

The UWI's Mission Statement

The UWI's original mission statement asserts that:

UWI's Mission is to unlock West Indian potential for economic and cultural growth by high quality teaching and research aimed at meeting critical regional needs, by providing West Indian society with an active intellectual centre and by linking the West Indian community with distinguished centres of research and teaching in the Caribbean and overseas.

UWI recognizes that as a regional university supported by the West Indian peoples, and as the sole local organ equipped to meet local requirements and to relate its own developmental programmes to them, it should give priority to regional needs.

With the advent of new tertiary education institutions including universities, it was important for the UWI to revisit its mission and to reconfirm its position within the tertiary education sector in the Caribbean. As part of the strategic visioning exercise for the strategic period 2007-2012, the University met with a cross section of its internal and external stakeholders. This consultative process was launched on May 1, 2006 by the Vice-Chancellor, Professor E. Nigel Harris. To commence the process the Vice-Chancellor personally wrote to each member of the University community informing them that the strategic review would include the articulation of a new mission and vision for the University and soliciting their participation and support.

This was followed by the establishment of a Steering Committee which consisted of several members of the University executive management committee, five chairpersons of the five planning task force groups (PTF), the Pro-Vice-Chancellor for Non-Campus Countries and Distance Education, representatives from UWI-12 and Centre. The Chairs of the planning task force were appointed following consultation with the Principals of the three existing campuses of the University. The chairpersons of the PTF were responsible for organizing and managing an extensive stakeholder consultation which included the use of online survey; country consultations with the assistance of the Resident Tutors/Heads; meetings with University personnel at both the academic and administrative, technical and support staff (ATSS) levels. These meetings were conducted both on an individual and group basis. Town hall meetings with the wider University community were held, as well as focus groups with students, both undergraduate and graduate and with representatives from the Guild of Students. Additionally, various ministries responsible for education and tertiary education specifically, including prime ministers were targeted for inclusion in the consultative processes. Further meetings were had with past students, private sector organizations, professional bodies and community based organizations.

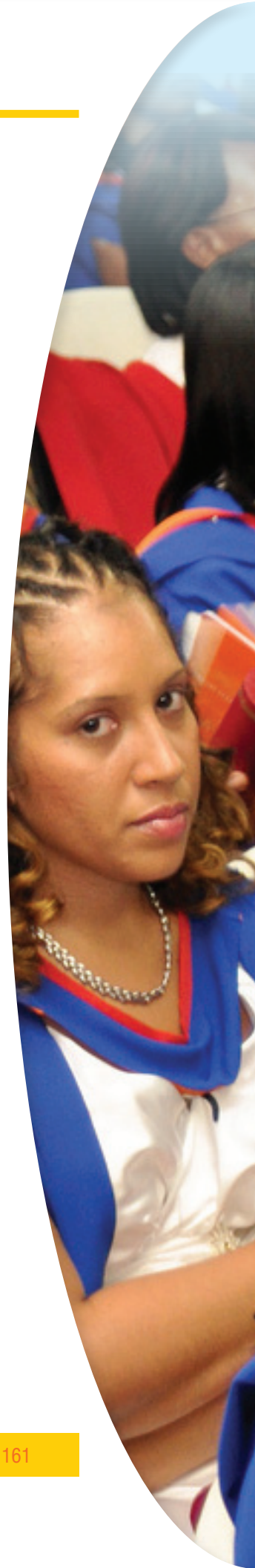
A range of factors was identified as especially pertinent to the development of the UWI. These are listed in the Strategic Plan as:

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

A range of challenges and opportunities to be considered was also identified. These included:

Challenges

- continuing to produce leaders (in the professions, government and the public services, academia, finance, industry, etc.) from an increasingly diverse student population in terms of abilities, prior preparation, aptitudes and interests



-
- maintaining the ability to recruit and retain high quality students and faculty in the face of global competition for talent at every level
 - growth of publicly funded national tertiary level institutions, including new universities, in direct competition with UWI for funding and teaching staff
 - necessity to build and expand the capacity for research and innovation in the absence of structured national and regional mechanisms for funding relevant research.

Opportunities

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

The previous mission statement was reviewed in light of the above discussions and the new mission statement (shown next) was articulated.

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

(Strategic Plan, 2007-2012, p. 10)

The process used to develop the strategic direction, 2007-2012, for the University was one that saw the executive management team deliberately engaging with the University's stakeholders and using the findings from those deliberations to inform the final strategic plan.

Systems Used to Communicate the UWI Mission and Purpose to Key Stakeholders

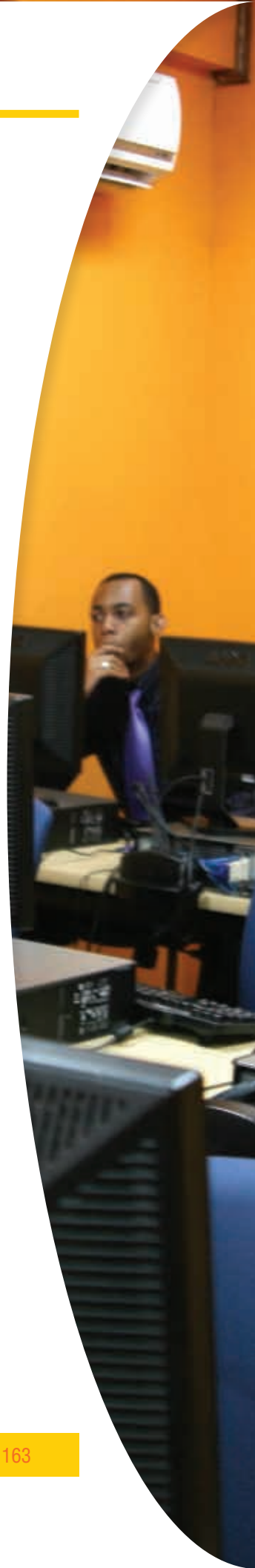
The communication of the UWI mission and purpose has been a task of the overall UWI Marketing and Communications Office. They have made the mission and vision statements a prominent part of the UWI website homepage, and featured them in publications and other printed material such as event programmes. Banners and posters feature the statements at events where UWI is present.

At the Campus level, Open Campus has also displayed the UWI mission and vision statements on its website and encouraged the posting of framed copies in department offices. However the costs for the framing are borne by the departments. The mission and vision are regularly referred to in Campus management and planning meetings. The extent of sharing these messages with stakeholders outside of the Open Campus is not clear.

68.6% (n=49) of staff members surveyed did not agree that the mission statement is effectively communicated to stakeholders. A future survey of external stakeholders might seek to determine whether this perception is valid, and if so plan to share the mission and vision more effectively.

Processes for Review of Mission and Objectives

The UWI conducts regular reviews of the implementation of the Strategic Plan 2007-2012, and reports annually to the Finance and General Purposes Committee as well as to University Council. These reports are made available to stakeholders and the public through the UWI website (<http://www.uwi.edu/planningoffice/strategicplan.aspx>). There was also a more thorough mid-term review in August, 2010 which was combined with a foresighting exercise. The Vice-Chancellor's annual review, held in August is now institutionalized. These are led by the Office of the Pro-Vice-Chancellor (PVC) Planning and Development.



Evidence of achievement and non-achievement of the UWI's mission and objectives are described in detail in the annual reviews and Chapter 4. These are not public relations exercises but attempt to be genuinely critical evaluations of the status of achievements and shortfalls.

Evidence of achievement and of the Open Campus objectives are discussed in detail in Chapter 2.

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

The resourcing of the UWI's mission is vital to its achievement. The funding of the University's mission and purpose is primarily through the governments of 17 English Speaking Caribbean countries, grants and student tuition fees. In general, the contributions from the participating governments are calculated on a per capita basis and are distributed to the campuses of the UWI, the University Centre, the University Hospital at Mona and the Caribbean Institute for Metrology and Hydrology. The current global economic environment has meant that higher education institutions, including the UWI, have had to be more prudent in its management of its financial resources.

This section will be discussed under the following headings:

University Strategic Planning Process

1. OC Strategic Planning Team
2. OC Leadership and Staff Retreats
3. OC Management Committee
4. Assessment Procedures Regarding Sustainability
5. Competitiveness and Feasibility of Resource Use
6. Prioritisation of Resources

The University Strategic Planning Process

The University Office of Planning and Development (UOP&D) is responsible for the monitoring and evaluation of the University's development agenda. The UOP&D designs, monitors, and evaluates the University's major development plans and programmes - whether academic, infrastructural, or financial. The PVC Planning and Development works closely with the Vice-Chancellor and other members of the Executive Management team in monitoring Strategic Plan related project development with multi-sectoral, regional, and international agencies and also seeks to preserve a positive relationship with these agencies.

The resourcing of the University's vision is crucial to its realisation and, in relation to this, the UOP&D plays a major role in identifying funding for regional University



programmes. It also drives The UWI's partnership-building thrust with key international donor agencies, universities, and the Diaspora communities (<http://www.uwi.edu/planningoffice/aboutus.aspx>). The global economic downturn has resulted in The UWI becoming more judicious in the management and utilisation of its resources. Each Campus has been given a mandate to explore alternative sources of funding, so as to increase its funding base and to manage the resource needs of the enterprise, and this requires planning.

Strategic Planning Process, Monitoring, and Evaluation

The planning processes at the Campus involve several steps including: planning/forecasting, monitoring and evaluation, and reporting for both its programmatic and financial endeavours. The Campus is expected to prepare biennial accounts which forecast financial and human resource requirements. In addition, it expects that these estimates will include anticipated student enrolment and programme development. As noted in previous chapters, this process begins in September with the preparation and submission of the biennial Estimate of Needs for preliminary review and approval by the Ministers of Finance in the UWI-12+1; and the national and regional Technical Advisory Committees, and subsequent endorsement by the University Grants Committee. The Campus uses the Biennial Estimate of Needs to inform its resource planning mechanisms as it relates to the provision and maintenance of high quality teaching, learning, research, and advisory services. It is also used to facilitate the implementation of new initiatives in accordance with the focus of the University's strategic plan. Examples of the Biennial Estimates of Needs are available in the Resource Room.

Like its sister campuses, the Open Campus is facing several issues including: funding challenges, the need to diversify its programme offerings, the need to be self-reliant and the effects of globalisation of higher education. To address these issues, the Campus is currently undergoing a re-visioning and rationalisation. This process was commenced with the OC Management and Staff Retreats which were held in 2011.

Since its inception, The Management Committee has been involved in monitoring the implementation of the Operational Plan 2007 – 2012 and reporting on the achievements/shortcomings, challenges, and recommendations via the Campus's Annual Management Retreat, the Campus's Annual and Faculty Reports, Campus Council Meetings, and the Principal's Report to University Council. The operational

planning process is led by the Campus Principal and members of Senior Management. There are additional reports and updates to the Vice-Chancellor, specifically related to the implementation of The UWI Strategic Plan, which is led by the PVC Planning and Development.

Formal annual reports are presented at the Vice-Chancellor's annual Executive Management Retreat and to the University F&GPC with follow-up through the University Council and the University Strategy Committee. A sample of these reports may be found as Appendices 6.1. The process, although effective, raises some issues that should be considered. These include:

1. The extended preparation, negotiation, and approval process for University Grants Committee funding approval. Despite the biennial nature of the Estimates of Needs, the University Grants Committee funding process is an annual event.
2. The extended approval process may inhibit the Campus's ability to be responsive to market needs.
3. The ability of the University's planning process to accommodate variances between the funds approved by the University Grants Committee and those identified in the Estimate of Needs.
4. The fact that the University Grants Committee may approve funds which are not always forthcoming from the respective governments. This results in a slash in the Campus's operational budget. This then affects the Campus's ability to effectively plan and/or execute activities in keeping with its operational plan. Unfortunately, this has meant that the Campus has had to concentrate a lot of its efforts on the management of its cash flows which, in the long term, retards the planning function and curtails developmental initiatives.

The University's Strategic Plan monitoring process requires departments to prepare and submit individual action plans that are aligned to its strategic objectives. The UOP&D assists in the measurement of progress made by analysing successful accomplishments and achievements against targets of key performance indicators, as well as gaps and limitations.



Open Campus Strategic Planning Team

As noted earlier, the University has commenced its strategic planning process for the years 2012-2017. As outlined in the University Planning Arrangements and Framework produced by the UOP&D, Campus Strategic Teams are expected to:

1. provide Campus and Centre inputs into the development of the University's Strategic Plan
2. assist with the development of the Operational Plan, once the University's Strategic Plan has been formulated
3. assist with the monitoring of the University's Strategic Plan and Operational Plan.

To facilitate the process and to ensure continuity and acceptance of the final plan, the 2012 - 2017 Campus's Strategic Planning Team consisted of representatives from all operational sections within the Campus. It included:

1. The Office of the Principal and Pro-Vice-Chancellor
2. The Office of the Deputy Principal
3. The Office of the Campus Registrar
4. The Office of the Campus Librarian
5. The Office of Finance and Administration
6. Computing and Technologies Services
7. Human Resources Department
8. Academic Programming and Delivery Division
9. Open Campus Country Sites
10. Quality Assurance Unit

The Campus Strategic Team was tasked with conducting a SWOT analysis, reviewing the current mission, vision and values of the University, determining strategic themes and objectives and developing a balanced scorecard strategic map.

Open Campus Management Committee

The Open Campus Management Committee has both Regular and Special Planning Meetings. As an emerging campus in a rapidly changing environment, the Open Campus is mindful of the ongoing need to collectively refocus on the UWT's vision and mission, to evaluate its progress and realign its organisation and direction to achieve its objectives. It is against this background that it convened its first Staff Retreat in Jamaica to provide an opportunity for selected members of staff from all departments and all levels to meet, collectively focus on the then university strategic plan, 2007-2012, jointly examine the OC mandate and clarify new roles and expectations. There was evidence of an emerging team spirit and a plan to repeat this exercise yearly to build morale. This promise was not fulfilled due to resource constraints.

However, in 2011 four retreats were planned and implemented. The first was a leadership retreat in Barbados which re-assessed and documented the core values and strategic priorities of the Campus. This provided the centre piece for the subsequent interrogation, revision and validation by the majority of staff members who participated in the three subsequent staff retreats in Barbados, Jamaica and Trinidad. There were many important issues which emerged from all the workshops including the following six: the need for improved communication channels; the need to build trust; the need for a strategic approach to the management of change; the need for the communication and clarification of Campus policies; the need to develop better departmental integration within the Campus and between the Campus and its sister campuses; and the need to develop a sustainable approach to addressing the crippling financial situation facing the Campus.

In response to these challenges and concerns and as a part of the strategic planning process for 2012-2017, the Open Campus Management organised two Retreats in January 2012. These retreats reached agreement that, based on the Campus's strategic priorities, various structural and operational changes and deliberate realignment needed to be made in order to be more effective and more efficient in addressing the needs of its internal and external stakeholders and in reaching the targets set. Plans were also made to improve communication generally and more urgently and specifically to meet with the next organisational tier to provide the opportunity for them to make an input into and be a part of this needed transformation and the plans to improve the effectiveness of communication throughout the organisation.

These discussions are ongoing and the Campus has recently embarked on an all staff consultative process.

The table below shows the budgets that were approved by governments and the actual funds received for the period 2008-2009 through 2011-2012. It also shows the gross financial gaps that the Open Campus has faced to fund its strategic objectives. The amounts shown below are for projected and actual funds.

*Table 6.1
Financial Allocation to the Open Campus*

Year	Approved Budget from Governments (Million \$US)	Amount Actually Received (Million \$US)
2008-2009	29.3	14.1
2009-2010	27.0	12.8
2010-2011	21.1	15.3
2011-2012	21.1	9 to January, 2012

Assessment Procedures Regarding Sustainability, Competitiveness and Feasibility of Resource Use

The UWI through its Strategic Plan, 2007-2012 has identified key performance indicators, set specific targets, and success criteria which are necessary if it is to remain sustainable, competitive and equitably allocate its limited resources. The UOP&D in collaboration with the UWI Centre and Campuses has documented an action plan. This document is shown as Appendix 6.2. The UOP&D periodically produces reports which evaluate student to staff ratios, the number of applications versus offers and admissions, the entry qualifications of persons admitted to programmes, the degree classification of students across disciplines and campuses. The creation of these and other forms of statistical reports provides the UWI with information which it may use to benchmark its activities against regional and international universities.

In addition to these reports, the UOP&D annually produces statistical reviews of the University. Statistical data for the OC may be found in reports for the academic years 2009, 2010, 2011 which are shown as Appendices 6.3, 6.4 and 6.5. Further to the reports produced by the UOP&D, the OC IR&DU has also been actively collecting and analyzing data relating to the performance of the OC. To date, that

Unit has produced several documents including pass/failure reports which used the UOP&D's annual report as a benchmark for analyzing the courses with high failure rates. A sample of IR&DU reports may be seen at Appendix 6.6. In addition, this report sought to understand why students were failing. Further reports which are planned by the Unit include an in-depth pass/failure rate analysis and a programme retention analysis. These findings will be used to inform programme planning, development and delivery within the APAD, CSDR and OCCS.

Open Campus Resource Management

Systems to manage institutional information in relation to human, physical and financial resources

The primary people management system within the UWI is the PeopleSoft System. This electronic system is in use in Jamaica, Trinidad and Tobago and Barbados. It stores personal and contractual information which can be easily retrieved by select persons, though it is also restricted through various passwords and protocols so that confidentiality is not breached. Reports can be easily generated through a number of queries. However, to date the Open Campus has only limited access to People Soft. In the UWI-12 countries, some manual systems have been implemented to capture human resource information.

All financial data are stored in Banner Finance, the accounting and reporting software. The system operates from a web based platform with terminal server access to the main server. All 42 sites in the Open Campus have access to the central system so information is obtained in real time with respect to the payment cycle. The system for recording receipts is not yet fully automated with Banner Finance so there is a time lag between the receipt and receiving of cash and the processing of information in the Banner Finance system. Physical resources in the form of assets are stored currently on excel files but migration to the Banner fixed assets module is scheduled by the start of the next financial year. Reports are done every four months for consolidation of the UWI financial results which is communicated at the UWI F&GPC meetings. For the Open Campus this is done at the monthly management meetings and at OC Council meetings which occur annually. Heads of Units can access their financial performance against budget monthly in Banner Finance by generating the appropriate report. This information is usually available by the 15th day of the following month. Information on cash resources are monitored



through monthly, three months forecast for cash flows received from each unit in a standard format.

Student enrolment is captured in the OC student management system. This system was designed to capture student enrolment in all OC sites and fee assessments at each site in the local currency of the site. This system which is web based was designed in house to meet the specific needs of the geographically dispersed Open Campus students. Information on financial and human resources is formally shared in regular reports. Data are regularly consulted and referred to in management meetings and other decision-making venues.

The UWI Strategic Plan in particular, but also the Open Campus Operational Plan, is regularly consulted in decision-making meetings. Reports routinely refer to both documents, and seek to indicate how activities have furthered progress to meeting the goals of both. On the other hand, below management level, these documents may not have had the desired penetration.

Effectiveness of systems

Given the distributed environment in which the Open Campus operates, the web based platform for the processing of financial transactions is highly effective. This works well for the purchasing cycle and OC is in the process of implementing a similar system for timely recording of revenue into Banner Finance by creating an interface between the student management system which captures student enrolment and fee assessment with Banner receivables module. This link will provide real time update of revenue in the general ledger. This will also provide more accurate data on student receivables and aging of these receivables.

The electronic data described in this section help in determining:

- the cash required to meet expenses at each OC location;
- the level of student enrolment at each site and the degree to which OC is collecting fees from students;
- financial holds placed on students who are not in good financial standing; and
- the performance of each unit against the budgeted activity.

The PeopleSoft system is effective in keeping track of vacation balances which are automatically updated once the correct information is inputted. The system also applies annual increments automatically. The Banner system keeps track of some personal information such as National Registration numbers, addresses, email and banking information. However PeopleSoft is reportedly more efficient at capturing and retrieving personnel data. Currently, HR data are frequently collected through email requests, and are then kept on spreadsheets, tables and charts. The Campus is currently tendering for an ERP which will make recommendations about ICT solutions including HR needs.

OC Environmental Policy and Benchmarks

OC has not yet formulated an environmental policy. However there is commitment from the OC management that moving forward it will commit to developing our physical sites using 'green' principles. Benchmarks in relation to HR resources have not yet been established. Policies on staff matters are found in the various collective agreements for the ATS staff and for WIGUT-level staff in the Blue Book and the Charter, Statutes and Ordinances, both of which are available online on the uwi.edu website.

Benchmarking in relation to financial resources is done in a general sense to determine: (1) performance against budget; (2) total Operating Income/Expenses; (3) government Contributions/Total Operating Income, (4) total Income/Total net Assets; and (5) liquidity ratio (acid test). These analyses are done to gauge internal performance. Results are not at present compared to best practice in these areas. Choosing the appropriate institution for benchmarking the OC with respect to financial resources is difficult, given the structure of the Open Campus compared to other open universities.

Strategic Direction

In keeping with the wider University, a new strategic plan for 2012-2017 period is being developed. The OC continued to undertake a series of meetings including a leadership retreat, and retreats ("Employee Workshops") in Barbados, Jamaica and Trinidad to include all of the management team, heads of centres and a number of administrative, technical and support staff members to articulate a plan for the OC in this period. The leadership retreat resulted in a detailed SWOT (strengths, weaknesses, opportunities and threats) analysis, and a list of proposed values and related activities to define a culture for the OC. The staff retreats focussed on matters

related to change issues, consideration of the UWI Mission and Vision, and detailed discussions of proposed OC Values and The OC Way.

The OC was established by the UWI in response to changes in the external environment – technology, competition, globalization and economic recession. The University created change in its structure by pulling together separate units and linking them in new ways to the other campuses. This new entity has been transformed from concept to organization through the changing of structures, functions, processes and culture. Responsiveness to change has been positive but uneven at different layers and in different sections of the campus. Readiness for change has been indicated by the on-going raising of questions related to why, where, how, when and what. Readiness is also being addressed as the leadership continues through Retreats, consultations, meetings and written material to help the campus re-invent itself as it reinforces shared understandings, pinpoints the vision, builds mutual trust, modifies perceptions about change, introduce change initiatives through ongoing consultation and collaboration.

Financial Viability

The Open Campus is funded primarily from government contributions and tuition fees. The contribution from the respective sources is meant to show a progressive decrease in the percentage funded from government contributions and a progressive increase in the percentage funded from tuition fee income over time. The OC model is to increase the slate of programmes offered online by the UWI through collaboration with UWI faculties, new programmes in demand by governments in further education and short courses. This will in turn lead to an increase in student intake with resulting increase in tuition fee income.

Given the current financial climate and the unpredictability in the government funding in the early years in its operations, the Open Campus has been forced to create innovative ways of funding itself in order to meet the funding gap in government contributions. The transition from UWIDEC and SCS to the Open Campus has not occurred without its financial challenges. The OC commenced operations at the start of the financial crisis in the region and the effect on the economies of the contributing governments has filtered into the operations of the Open Campus. As a separate campus, the OC's funds are separated from Centre. This means that the funding structure and the way the UWI Centre allocates funds from the governments have an impact on the quantum of funds the OC receives. The practice of allocating funds

to arrears first meant that in the first and second year of operations, the OC could not be allocated funds until the past arrears due to the traditional campuses were settled. This practice has been modified in the current year, but the uncertainty over the receipts of funds from the governments call for innovative thinking in solving the cash constraints in which the Campus finds itself.

The OC has introduced a new funding model to allocate its costs to contributing governments given the specific business model of the Open Campus and though the model has been accepted, the inability to predict the level of government support is affecting the ability of the OC to operate at the level necessary to grow the business in line with its planned activity.

Change Responsiveness, Systems and Reviewing

The Open Campus is a relatively new entity, having been formalised only in 2008. These early years have involved a great deal of development. Matters related to change from the previous dispensation as School of Continuing Studies and other entities have, however, emerged as issues among staff members. These have been discussed at staff retreats and within divisions. The change process in 2007-2008 might have addressed staff concerns more carefully. For example, a blanket statement that existing staff benefits would carry over from School of Continuing Studies to Open Campus were not realised automatically due to financial constraints. However, benefits such as sabbatical, study leave and loans for priority areas such as health and education are in place.

Prioritisation of Resources

The PVC UOP&D noted in his 2010 report to the UWI Council that it was important, particularly in the current financial climate, for the UWI to identify priority initiatives that could be achieved through the reallocation of internal resources. The PVC noted that his office had already commenced work with the Campuses to determine which resources would be best allocated. That office was also working on streamlining the relationships amongst research clusters, centres, and institutes. The report also noted that during the period August 2006 through March 2009, the UWI had attracted US\$31.3m in grant funding for research.

The goal of the OC is to provide quality education to all its students through the delivery of pre-university, professional, undergraduate and graduate programmes/courses. To facilitate this process, the Campus allocates the majority of its funds,



outside of staff costs, to the planning, development and delivery of its programmes/ courses. The budgetary allocations for the Campus may be seen at Appendix 6.7.

At the University level, the University Bursar in collaboration with the Campus Bursars/CFO produces financial reports that reflect the income and expenditure for the UWI. These reports are available to both internal and external stakeholders.

Supporting Change within the Open Campus

As a new campus derived from the amalgamation of four separate entities, the OC is still undergoing its change management process. As indicated earlier, in 2011, the MC and the Campus participated in four retreats aimed at realigning the aims, objectives and collective direction of the Campus. Since the initial retreats, the MC has met on more than 3 occasions to continue to refine the way forward for the Campus. The Campus has also held its first middle management retreat. The aim of that retreat was to provide a forum through which middle managers could contribute to provide to the transformation activities and processes which have been proposed for the campus, including the reorganization of some departments.

These retreats provide the MC with opportunities to consult with staff at the varying levels of the Campus. Most importantly, it offered the Campus a mechanism and time for introspection and assessment of its core goals, which are to be an agile, enabling, accessible and student-centred campus. Furthermore, these retreats demonstrate the Campus's recognition that change does not happen by chance but must be a regularly planned activity.

The institutional accreditation self-study process has proved to be another avenue for the identification of areas requiring improvement and implementation of recommendations to address same.

Opportunities for Improvement

1. The Open Campus does have mechanisms to evaluate its achievement of the UWI's mission and its strategic goals as shown through the conduct of Management Committee, staff and middle management retreats, its strategic planning processes and the processes used to maintain academic quality assurance. However, the Campus must ensure that these consultative processes become part of its normal operations.

2. The Open Campus's IR&DU has conducted a number of valuable pieces of research which have informed some policies within the Campus. However, the OC must make better use of its IR&DU to ensure that there is consistent analysis of statistical data and that the information gleaned is used to inform policy, decision-making and action within the Campus. This process would facilitate greater preparedness for change and ensure that its core business, teaching and learning continues to be relevant in this globally competitive tertiary education market.

A Summary of strengths related to Standard 4

There are many strengths which show that the Campus is a Campus of the Times as it relates to readiness for change. They include:

1. The Campus has a consistent strategic planning process which seeks to involve the input from staff at varying levels.
2. The Campus is a part of the University wide regional strategic plan. This provides it with consistent guidance for growth and development.
3. In its continuing efforts to engage with the Campus community, the Campus has recently established a mechanism for cross campus, management and middle management retreats.
4. Over its existence, the Campus has seen a steady increase in student enrolment for both face-to-face and online delivery.
5. The Open Campus does have mechanisms to evaluate its achievement of the UWI's mission and its strategic goals as shown through the conduct of Management Committee, staff and middle management retreats, its strategic planning processes and the processes used to maintain academic quality assurance.
6. The Open Campus's IR&DU has conducted a number of valuable pieces of research which have informed some policies within the Campus.

Summary of recommendations relating to Standard 4

In addition to the efforts already being made by the University and the Campus specifically, to address change, the OC should:



1. continue to recognise the leadership potential and provide opportunities for all staff to play a role in the management of change, setting standards, and creation of demand for its products
2. continue to create an organizational climate that would facilitate and support positive change
3. continue to focus on fine-tuning its communication strategies to ensure that effective communication channels are available to its key stakeholders
4. through its restructuring and self-reflection processes, align and integrate the Campus's structures, systems, and financial planning processes to ensure more effective use of its resources

Conclusion

The Open Campus is functioning in an external environment which is dynamic, borderless and infused with technology, an environment that requires responsiveness and management of change. This chapter has shown that the Open Campus is conscious of the need for change and is actively working to facilitate necessary changes in its operations to ensure that it remains agile, student centred and provides an enabling and accessible environment for its stakeholders. As such, the Campus has met the requirements for Standard 4.

A Campus
for the **Times**

A Campus
for the **Future**

C **HAPTER 7**
Standard 5: Quality Enhancement





CHAPTER 7

Standard 5: Quality Enhancement

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

Chapter 7 presents an evaluation of the Open Campus adherence to and compliance with the following two standards that relate to Criterion 5:

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

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



UWI

Introduction

The University of the West Indies has a Royal Charter which legitimises its achievement of the criteria to be known as a University. Such a charter is only issued to institutions which meet and/or exceed the Privy Council's criteria. The University of the West Indies is committed to the achievement, maintenance and enhancement of quality and it has, over the years, enacted many policies and procedures which emphasise this stance. These include curriculum review, the establishment of the Quality Assurance Unit and cross campus faculty meetings. The Open Campus in its drive to achieve quality in its practices has submitted itself for registration with the Barbados Accreditation Council, the Antigua and Barbuda Accreditation Board, St. Christopher and Nevis Accreditation Agency, the Ministry of Education, St. Lucia, the Accreditation Council of Trinidad and Tobago, the University Council of Jamaica and the National Accreditation Board of Dominica. Additionally, through its application to the Barbados Accreditation Council for institutional accreditation, it is showcasing its drive, commitment and dedication not only to quality but to the quality enhancement ideal.

This Chapter will discuss quality enhancement from the following perspectives:

1. the Open Campus's internal quality management system;
2. mechanisms for environmental scanning;
3. the strategic planning process as a mechanism for continuous improvement;
4. opportunities for staff to enhance their capabilities in support of continuous improvement.

These discussions will demonstrate the strategic and operational direction of the quality management system at the Open Campus. It will discuss strategies which are reflective not only of the Campus's commitment to quality, but also of the UWI's mandate for quality education for all its students and the provision of a quality working environment for its staff. The strategies and their operationalisation are evaluated in relation to the achievement of intended goals and opportunities for improvement. Recommendations are presented at the end of each sub-standard and at the end of the chapter.

The UWI Open Campus's quality management system permeates each functional area and is based on inter-relationship among the varying functional areas. It is supported and supplemented by the UWI wide quality management system. The Campus's quality management system is one that fosters and promotes continuous quality enhancement.



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

In evaluating the Open Campus's compliance with Standard 5.1, this chapter reviewed the various strategies employed in building its Quality Management System. These strategies consist of mechanisms, systems, procedures and inter-relationships, the development of which have required substantial allocation of time, material, human, and financial resources. The discussion begins with a presentation of the relevant components of the Quality Management System.

The Open Campus's Quality Management System

The development and delivery of high quality programmes of study on site, online and on demand constitutes the core function of the Campus. The achievement and maintenance of academic quality is rooted in the Campus's guiding principles, which state that:

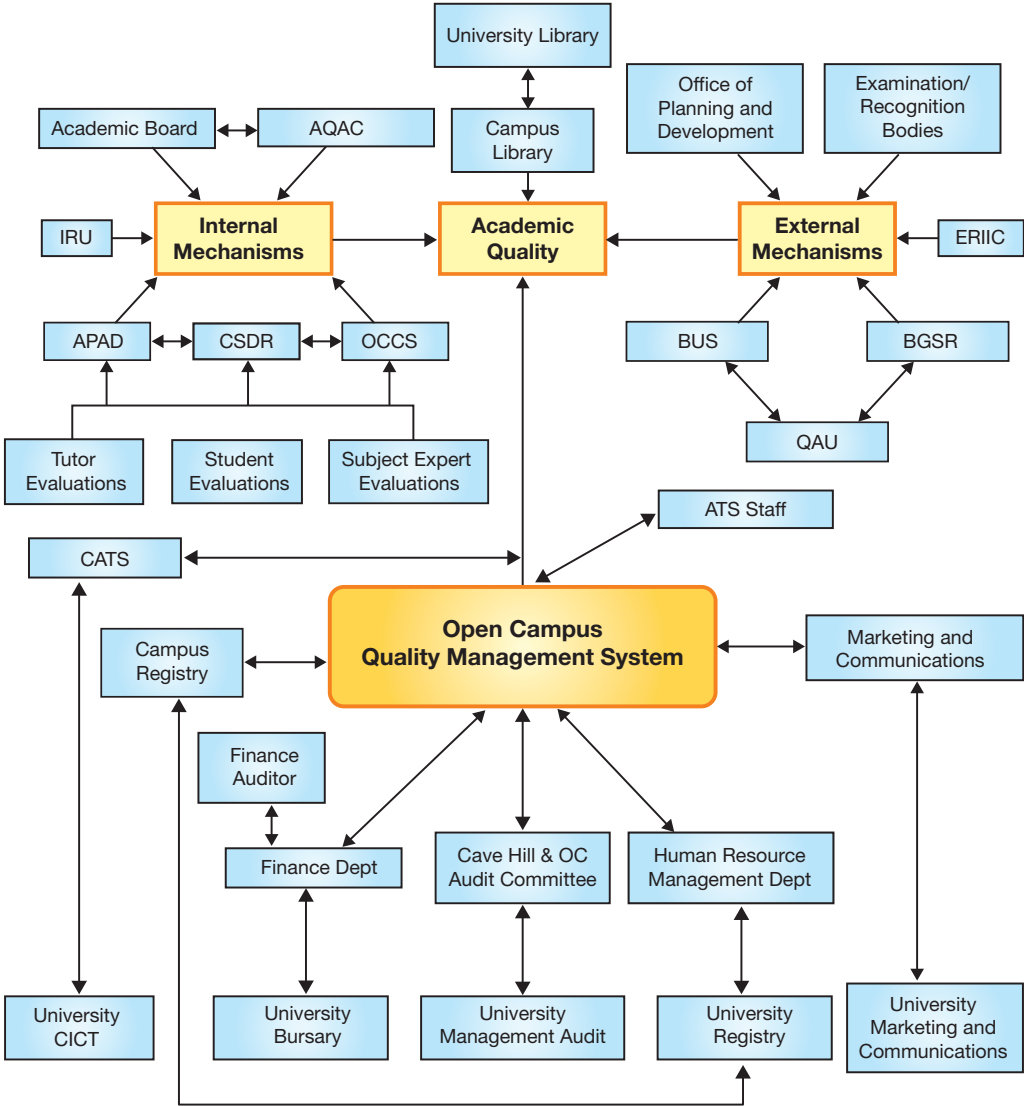
The Open Campus of the University of the West Indies is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region.

The Open Campus adopts quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning to all of its communities.

It is this desire to achieve its guiding principles that propels the campus to structure its quality management system in such a way that it incorporates all of its functional areas and all personnel at the academic, senior and professional administrative, technical and support staff levels. It adopts this approach because it recognizes that its ideal can be achieved only through an inclusive approach to quality management. This system of quality has meant that each person within the Open Campus has a responsibility for and ownership of quality. As a new Campus, the Open Campus has been able to work with its staff to establish policies and procedures which are structured to fit its unique needs and requirements. Additionally, due to the consultative nature of the policy development process, staff at all levels of the Campus are involved and accept a measure of responsibility for its implementation. An important strategy in this system is the allocation of time to the ongoing monitoring

and evaluation of academic quality both directly and indirectly. Although a new Campus, with financial constraints in this difficult regional and global economic environment, the Campus has still managed to mobilize adequate human, physical and financial resources to assure the maintenance of academic quality in its provisions. A diagrammatic representation of the Campus's Quality Management System is shown below as Model 7.1.

Model 7.1
The Open Campus Quality Management System



Academic Quality Assurance

The academic quality assurance system of the Campus has been mostly adopted from the University's quality management system (QMS) but adapted to suit the unique nature of the Campus. The Campus is multi modal in that it delivers programmes online, blended and face-to-face. As such its QMS must be robust enough to facilitate the effective and efficient delivery of three modalities. Therefore the QMS is cognizant of the need to be agile in its responses to every changing international trend in higher education, particularly for online education.

There are several components to the Campus's system of academic quality management. These include:

1. the recruitment and selection of new students;
2. teaching and learning;
3. programme development, approval, evaluation and review;
4. culture of quality.

The Chapter also discusses the quality management system for financial reporting and for the selection and recruitment of new staff as this is pivotal to ensuring academic quality.

Assuring Quality at Entry

The University has stipulated the entry requirements for persons wishing to pursue its qualifications. The Open Campus as the major outreach arm of the UWI has varying entrance requirements into its different programmes. The Campus offers a wide cross section of programmes, including certificates, diplomas, associate degrees, bachelor degrees, post-graduate diplomas and master degrees, as well as professional and continuing education courses. Like the other campuses, the Open Campus applies a wide range of entry requirements, including normal matriculation, lower level matriculation and mature entry. For normal matriculation into undergraduate degree programmes applicants must have

- a minimum of five (5) CSEC (CXC) General Proficiency (Grade I-III) or GCE Subjects, including English Language
- passes in two 2-unit CAPE/GCE A-Level subjects

OR

- an Associate Degree from a recognised college or university. Persons may or may not obtain exemptions.

OR

- a Diploma pursued over three (3) years from an approved Teacher Training College or a Diploma pursued over two (2) years, together with a one year internship, provided that the holder has at least four (4) CSEC General Proficiency (Grade I-III) or GCE O-Level passes including English Language;
- other approved Diplomas and Certificates.

The above would allow entry into a three year bachelor degree programme. Additionally, persons who do not meet these requirements may be admitted into a four year bachelor's programme if they meet the following minimum requirements.

Four-Year Programme

Passes in at least five (5) CXC General Proficiency (Grades I-III) or GCE 'O' Level subjects including English Language and either one of the following: a foreign language, Elementary Mathematics, Geography, or an approved science subject.

The Open Campus Openness Policy

The Campus offers provisional registration for persons who do not meet the normal University matriculation requirements for acceptance onto a bachelor degree programme. In this regard, the Campus provides the student with specific courses that must be taken. Once successful, the provisional registration is converted to normal registration for the programme.

Prior Learning Assessment Committee

The Campus's ethos is one that believes that the quality and integrity of the programmes is not affected by open entry as long as exit standards are maintained. The Campus's prior learning assessment (PLA) guidelines consider it to be

... a mechanism for identifying and providing evidence of experiential knowledge and skills. The evidence may be through portfolios, challenge examinations or demonstrations of skills. It is sometimes viewed as the evidence of experiential learning. In the Open Campus, Prior Learning



Assessment (PLA) will be based on portfolio (assessment) (PLA Guidelines, 2011, p. 1).

The PLA moves the focus of the assessment from the academic qualifications of a student to an analysis of the knowledge and competencies which the students can bring to the learning experience. Therefore, formal certification on entry is not as important as establishing and using experiential learning for entry or advanced placement or in the absence of such experience, ensuring that students are enabled to progress through the system and meet the exit standards for acquisition of the final certification. As such, the Campus has established a Prior Learning and Assessment (PLA) Committee which is responsible for assessing the life experiences and non-traditional qualifications of potential students who do not have the requisite entry qualifications. The mandate for this committee is to:

1. review all applications from persons who have not been accepted into programmes [courses].
2. profile all students over 21 with a view to sorting them into groups which:
3. require remediation in Mathematics;
4. require remediation in English [Language];
5. have experience relevant to their desired area of study; and
6. have training in areas relevant to their area of study;
7. contact these applicants and invite them to complete the relevant application form. Those in category (c) and (d), will be asked to identify the subject areas in which they think they would have acquired the relevant knowledge and skills, eg. English [Language] and Communication through Secretarial Studies and services, Journalism, short courses and workshops; a foreign language through living and working in a foreign country; and Accounting through bookkeeping and the management of a small business.
8. process through a Committee comprising personnel from the Principal's Office, Quality Assurance Unit, Open Campus Country Sites (OCCS), Academic Programming and Development (APAD) Division and the Deputy Principal's Office;
9. facilitate student counselling and, if prior learning assessment is indicated, provide avenues for the person to be guided through the portfolio preparation process;

10. identify and contact appropriate persons to serve as mentors for those persons needing to prepare portfolios;
11. review the results of the assessment of the portfolios and make recommendations as necessary.

(Roberts, 2010)

To date, items 5 through 7 are still to be implemented.

Articulation with Tertiary Level Institutions

The UWI has a mechanism for articulation of regional tertiary level institutions (TLIs) qualifications with the University and for franchising its programmes to regional TLIs. These two processes are currently administered by the Open Campus based External Relations and Intra/Inter-Institutional Collaboration (ERIIC) Unit, formerly called the Tertiary Level Institutions Unit (TLIU). ERIIC is mediator between the University and the regional TLIs. Where TLIs are seeking articulation arrangements with the University, ERIIC facilitates the discussions between the TLI and the relevant faculty. Once the assessment of the programme, including its quality assurance processes, the academic and other qualifications of the staff teaching on the programme and its physical resources, such as library and ICT capabilities, are completed, graduates of the particular programmes are either afforded matriculation into the University or advanced placement. Through this method, the UWI recognises the qualifications acquired by the students at the regional TLIs.

The quality assurance processes for articulating with tertiary level institutions are outlined in 'A Procedures Manual - Collaboration between UWI and other Regional Tertiary Level Institutions (TLIs): Articulation, Franchising & Divestment' (Appendix 7.1). Shown next are the stages of the process for the assessment for articulation of associate degree programmes. Appendix 7.2 'UWI Procedures for Processing and Approving Programme Divestment to TLIs' provide the full description of the process.



Table 7.1
The Articulation Process between the UWI and Regional TLIs

Step 1	The institution contacts ERIIC declaring its intent.
Step 2	The institution conducts a self-study of its course/programme, which is sent on to ERIIC Tertiary Institutions Unit – Course Evaluation Form for Evaluation of Associate Degree Courses)
Step 3	A UWI team - from the relevant faculty (or faculties) - is identified to assess the course/programme information and, if necessary, to conduct an on-site visit of the institution to assess its resources.
Step 4	ERIIC then prepares a report based on the team's comments, recommendations, and findings which is submitted to BUS for approval.
Step 5	ERIIC notifies the institution of the decision reached regarding the nature of the articulation arrangement being pursued and a formal Articulation Agreement is signed.

Source: <http://www.cavehill.uwi.edu/tliu/Articulation/articula2.htm>

Following the approval of programmes for articulation, the UWI continually monitors the policies, procedures and mechanisms with the TLI to ensure that its standards do not drop below the level at which they were awarded articulation. As such, TLIs are required to submit monitoring reports which outline any changes to programme content, personnel and facilities. All major changes would involve a revisit by an evaluation team which consists of persons from the relevant faculty, QAU and ERIIC.

ERIIC's Procedures Manual (Appendix 7.3) also details the procedures for working with affiliated institutions in the following ways.

- By processing the application, approval, and delivery of UWI Levels I and II and bachelor's degree programmes, (See Appendix 7.4) UWI Tertiary Level Institutions Unit – Articulating Associate Degree Programmes with UWI Bachelors' Degree Programme through Credit Transfer).
- Through procedures for the divestment of UWI Certificate and preliminary sciences programme (See Appendix 7.5 – Procedures for Processing and Approving Programme Divestment to the TLIs)

Teaching and Learning

Although the Open Campus draws the majority of its online teaching staff from the three physical campuses, which ensures that they have the required qualifications and experience in their chosen disciplines, the Campus has a policy for the recruitment of all new online tutors which stipulates that they must successfully complete the 'Managing and Facilitating Online Instruction (MFOI)' course before being allowed to teach. This course is a 6 week course where potential e-tutors are exposed to the online environment. During this course, they experience the challenges and advantages of online learning and are made to work under pressure similar to the student learning environments and are given opportunities to use the various facilities within the environment.

In the OCCS and CSDR, the recruitment of tutors is mainly restricted to persons who have the appropriate qualifications and who have had experience in teaching, either at the secondary or tertiary level. Some of the OCCS provide continuous training opportunities for tutors that focus on teaching adults. See Appendix 7.6 (OCCS Barbados Tutor training manual). The Open Campus understands that continuous development for its tutors is essential if it is to compete effectively in the regional and international tertiary education market. In APAD, course co-ordinator and e-tutor contracts may not be renewed in the event of unsatisfactory performance.

The Open Campus requires its students to complete end of course evaluation forms which include, among other issues, the rating of the lecturer. See Appendix 7.7 and 7.8. The end of semester evaluation forms are analysed and the information passed to the tutors, the relevant department, course coordinator, and programme co-ordinator, as necessary. In OCCS Trinidad and Tobago for example, tutors who receive poor ratings receive a letter giving a summary of the issues; if necessary, relevant training is provided for the tutors. Additionally, tutors are continually monitored to see whether there has been an improvement in the area of weakness identified. See Appendix 7.9.

In addition to student end of semester evaluation forms, tutors are also required to complete an end of course evaluation form. The tutors' self assessment requires them to reflect and rate their preparation and knowledge, organisation, the classroom climate and the materials used during their classes. See Appendix 7.10. The tutor evaluations are compared to the student evaluation of the course and discrepancies are noted and discussed with the respective tutor.



In addition to the above, the Quality Assurance Unit commenced its programme evaluations for online, blended and face-to-face programmes in the academic year 2010/2011. See Appendix 7.11 copy of memorandum to the OCCS and to APAD on this subject. Programme reviews are completed on a five-yearly basis. The intention of the reviews is to assure the relevance, currency and quality of the UWI's offerings. To achieve this goal, the peer review team is structured to include at least three persons: a senior academic external to The UWI, a national or regional professional in the discipline external to The UWI, and a senior faculty representative from another campus of The UWI. In the case of the online provisions for the Open Campus, an online professional in the discipline will be added to the team. Programme reviews at the Campus commenced in the academic year 2011/2012 see Appendix 7.12.

Opportunities for Improvement

1. The continuous development of tutors is an area that could benefit from improvement. Based on the analysis of student and tutor end of course evaluations, the Campus has to articulate a systematic mechanism for routinely providing continuous development opportunities for all its tutors.
2. When MFOI was first conceptualised, it was planned that a suite of courses would be developed at the certificate and diploma levels. In light of opportunity for improvement number 1 above, it is recommended that this plan be implemented. Once specific training needs are identified, the tutors could be directed to the online platform. This would afford tutors the opportunity to access this training without having to leave their homes. In addition, it may also be necessary to provide face-to-face training which is specific to local requirements.
3. It is further suggested that the Campus build into the tutor's contract the continuous training requirement and that it recognises other equivalent training had by tutors.

Assessment

There are several practices within the Campus that preserve the integrity and enhance the quality of its assessment processes. The University of the West Indies, Examination Regulations for First Degrees, Associate Degrees, Diplomas and Certificates, 2011-2012 stipulations include:

1. **Internal Examiners:** There are two internal examiners as the first rung of its quality assurance system in examinations. All coursework assignments and semester examinations are subject to the scrutiny of a Second Examiner, in addition to the First/Primary Examiner. The online provision has e-tutors and course coordinators. The e-tutors are the first markers and the course coordinator is the principal examiner.
2. **External Examiners:** historically, external examiners were from the University of London to ensure that the graduates of the University College of the West Indies met the standards of the certifying body-the University of London. Now External Examiners are identified from various universities. This system is still in place on the physical campuses but only for the science and professional programmes. The University's external examiner system, modelled on its UK equivalent, provides an excellent opportunity for departments to gain independent external input and advice on the development of their degree programmes. The Open Campus does not offer any science or professional programmes so currently does not utilize the external examination system.
3. **Continuous Assessment:** The Open Campus offers a number of programmes which include courses that use 100 per cent coursework. For these courses, the course coordinator is responsible for the preparation of the assessment rubric and is the principal examiner, with responsibility for the standardization of the grading. In addition, the Campus employs members of faculty from the physical campuses to be the second markers for these pieces of coursework.

The Board for Graduate Studies and Research has a similar practice in place. At the Open Campus, all the programmes offered by the Graduate Studies Department are assessed through continuous assessment.

Opportunities for Improvement

1. Student survey data suggest that there are still some challenges with the OC's examination system. The Registry sometimes finds it difficult to obtain from course coordinators student marks in a timely manner. This is due mainly to the part-time nature of the teaching staff, the majority of whom work full-time, some at the physical campuses of the UWI which means that they



have similar timelines for examination results for their substantive position. This has resulted in a number of student complaints (See Appendix 7.13 a summary of student complaints in relation to late up-loading of marks). The Campus may consider adopting the policy used by the physical campuses of having the CCs enter the grades electronically into the OCMS.

2. Other opportunities for improvement of the system of examinations relate to the following:
 - a. Developing more effective systems for marking a larger number of examination scripts arising from the growth in enrolment. Such systems could include, for example, increased use of technology and use of more varied modes of assessment.
 - b. Establishing a schedule of examinations that is not onerous for the student, that supports deep learning, and that preserves the integrity of the examination process.
3. Reviewing the examination practices in the OCCS and formulating and documenting an assessment policy, outlining the various assessment methods and the best practices associated with each to govern the administration and conduct of assessments across the OCCS.

The System of Quality Assurance Review of Academic Programmes and Deepening the Culture of Academic Quality

The System of Quality Assurance Review of Academic Programmes

In 1996, the UWI established a system of quality assurance which equates quality to fitness for purpose. This new focus was born out of the findings of the 1994 UWI Report on Governance which was commissioned by the then Chancellor of The UWI, Sir Shridath Ramphal. This quality assurance system is administered through the Quality Assurance Unit and involves the departments/units/centres using the standards set by the QAU to prepare a self assessment report. The report is disseminated to the peer review team. The team reviews the report and conducts meetings with various stakeholders, both internal and external to assess the validity of the report and to gather data that may be used to inform the recommendations which they will make for improvement. Further details of the work of the QAU are provided at Appendix 7.14.

As previously noted, the academic quality assurance system is developmental in nature and as such lends itself to quality enhancement. For instance, while departments are working on their evaluation documentation, self study report or follow up action plan, the QAU is available to provide assistance and clarification. The action plan prepared by the department and the QAU report are submitted to AQAC for discussing and monitoring of achievement. The QAU also engages in orientation sessions to prepare departments for quality assurance evaluations and reviews.

The system of peer review of programmes implemented across the University is developmental in nature and usually highly appreciated by the departments being reviewed. The major challenge which faces the Open Campus is the non-faculty nature of its operations, which means that a department may have several reviews in a five year period. For example, the Undergraduate Department offers nine B.Ed programmes including English, Language Arts, and Mathematics, four B.Sc Banking and Finance with four different majors, one B. Sc Accounting and three B.Sc Management programmes with varying majors and minors. What this means in practice is that the Undergraduate Department offers four different disciplines. Therefore review of that department's programmes along disciplinary lines would take four years during which the department would be engaged in the review process each year. Additionally, as the review process happens every five years, that department would have only one year between cycles.

In light of the unique nature of the Open Campus, the QAU has proposed to implement a different review process. The OC review process will involve the curricular information being sent to three external reviewers for comments. The reviewers will include a regional person from one of the physical campuses, and two international reviewers. The second part of the review process for the Campus would be the review of APAD. It is recommended that the QAU Open Campus revisit the UWI peer review process to articulate a mechanism which better matches the needs of the Open Campus.

Deepening the Culture of Academic Quality

The QAU seeks to support the deepening of the culture of quality at The UWI. The culture of quality may be defined as a learning community with shared beliefs, values, attitudes, and behaviour patterns and where what is good for the institution and for its stakeholders constitutes the driving force behind all that is done (Woods, 1996



quoted in the The UWI St. Augustine Campus Self-Study Report). The QAU views itself as an advocate for quality at the UWI and as such it uses several mechanisms including the publication of its annual newsletter “the Quality Circle” and its journal “the Quality Education Forum” to support the development of a quality culture within the UWI. The QAU OC will also be advocating quality using selected themes specific to the needs of the Campus.

As the work of the QAU is new to the Campus, the QAU OC outlined the focus for the first three years of its presence at the Campus in a paper presented to the Board for Undergraduate Studies entitled Quality Assurance at the Open Campus: the way forward. See Appendix 7.15. This paper provided a strategic direction for the QAU Open Campus. Further details of QAU OC activities are shown at Appendix 7.16.

Academic Quality Assurance Committee (AQAC)

The AQAC, a sub-committee of Academic Board is chaired by the Deputy Principal who has responsibility for quality. AQAC has the following terms of reference.

1. To receive and consider for endorsement on behalf of the Open Campus Academic Board all proposals and related materials for new or revised courses/programmes.
2. To receive and make recommendations, through the Academic Board, to the Board for Undergraduate Studies or Board for Graduate Studies, as appropriate, all proposals for new or revised programmes of study.
3. To verify all online courses developed or amended by the Open Campus.
4. In considering all new or revised courses or programmes, to be assured that sufficient support services (Library, ICT, physical resources, as appropriate) exist or will exist to permit their offering.
5. To monitor all quality assurance indices at the Open Campus, including, among others:
 - a. student assessment of teaching and courses;
 - b. examiners’ reports and reports on the conduct of examinations;
 - c. five-yearly reviews of programmes and follow-up reports;
 - d. failure and pass rates;

- e. perception surveys;
- f. library services and information resources;
- g. the implementation of the Student Charter;
- h. audits of administrative efficiency; and
- i. surveys of physical, ICT, and other resources; and to periodically report on a) – i) to the Academic Board.

AQAC is another mechanism used by the UWI to enhance the quality of its academic offerings. This Committee is responsible for approving all new programmes and monitoring the quality of all programme offerings, that is, online, blended and face-to-face. This Committee structure is:

- Deputy Principal as Chair
- Director, APAD
- Director/nominee, CSDR
- Director/nominee, OCCS
- Director/nominee, ERIIC
- Chief Information Officer/nominee
- The Heads of Departments within APAD
- Principal's Office representative
- Campus Librarian or nominee
- Production Manager
- Student representative
- Quality Assurance Officer
- Registrar's Office representative

A fuller description of the remit of the AQAC is shown at Appendix 7.17. The AQAC model is representative of the kind of synergy the Campus is striving to achieve in terms of institutional mechanisms to continuously improve academic quality, particularly as it relates to its student-centred approach to its operations. It is also indicative of institutional time spent on quality at macro and micro levels. The guidelines that govern the operations of AQAC were established following close evaluation of the guidelines for the physical campuses. As such, the OC AQAC

guidelines incorporated the strengths from each of the physical campuses whilst acknowledging the need to be reflective of the uniqueness of the Campus.



Restructuring of APAD

As mentioned in previous chapters, the Academic Programming and Delivery Division is the academic arm of the Open Campus. Previous to being restructured, it consisted of three academic departments, pre-university and professional, undergraduate and graduate and special projects department. The structure of the individual academic departments consisted of one head of department, two programme coordinators (PC) and three/four curriculum development specialists (CDS). A fuller explanation of the roles and responsibilities of the APAD is discussed in Chapter 5.

Service Quality and Training

The Strategic Plan, 2007-2012 identifies as a priority transforming “the leadership, managerial and administrative culture and processes” with the goal of creating an administrative culture and system that “serves the people who come into contact with it - students, staff, and members of the public” (p. 33). The appointment of the Pro-Vice-Chancellor for Planning and Development was envisaged as one of the key elements for achieving this objective. At the Open Campus, the Human Resources Department was established in 2008 to ensure harmonisation of jobs and conditions of service across the Campus. Even before the establishment of this Campus, the University has always invested significant resources in enhancing the capabilities of its staff as a strategy for the realisation of its mission.

Since the establishment of the Open Campus, the Campus’s approach to training has been twofold. The Human Resources Department and CATS through the Training Co-ordinator and the HR Director have focused on service quality. The service quality training has been both direct and indirect, for example the HRD has conducted customer service training, see Appendix 7.18 whilst the Training Coordinator has focused on training personnel in various ICT applications. The Training Coordinator, as part of her quality enhancement role, conducted a needs analysis of staff requirements and prepared a strategic plan for training. See Appendix 7.19. To date, the Training Coordinator has conducted a number of training activities which are shown at Appendix 7.20. Fuller details of the course content and timing for both the HRD and the Training Coordinator are shown as Appendix 7.21 and 7.22.

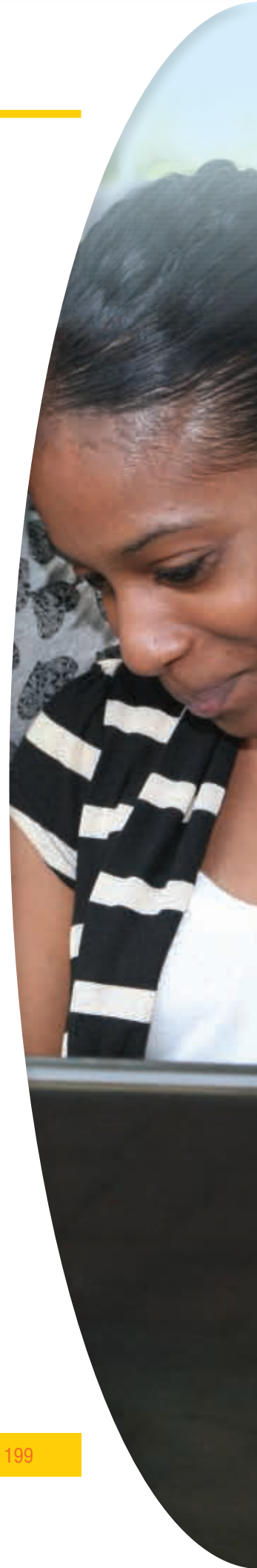
When students and staff were asked to rate the customer service within the Open Campus it was generally rated as requiring improvement. The Campus still has

much work to do in this area and the Campus would be well served by a clearly articulated vision and mission for the Human Resources Department and the Training Coordinator in its continuing stride towards continuous improvement in the pursuit of excellence.

Office of the Deputy Principal

The Office of the Deputy Principal is responsible for the campus academic quality. As a learning institution, academic quality is paramount if the campus is to be successful in this globally competitive higher education environment. As seen in the Model 7.1, academic quality is at the heart of the Campus's quality management system. As such, the Deputy Principal is the Chair of AQAC and the PLA Committee. She is also the Chairperson for this exercise and Chair of the working group addressing Standard 1 Mission and Objectives. In addition to serving as Chairperson of AQAC, as discussed earlier in this Report, the Deputy Principal has responsibility for the Marketing and Communications Unit (M&CU) within the Campus (see Appendix 7.23). As previously noted, the M&CU is responsible for the quality of the public face of the Campus. The Deputy Principal has been instrumental in the establishment of the PLA and its terms of reference shown earlier as Appendix 7.24. Additional initiatives of the Office of the Deputy Principal in support of the Campus' continuous improvement include implementation of a new Student Evaluation System to include the Institutional Research Unit and the development of a students' complaints policy, see Appendix 7.25.

The Deputy Principal's Office is currently working on the development of a protocol to facilitate and support students' engagement in co-curricular credits (including athletic competition). To date, the Deputy Principal has presented a proposal to the Open Campus's Management Committee (OCMC). The OCMC is currently considering that proposal. It is envisioned that the Campus would have a policy, in keeping with the University's, by the academic year 2012/2013. Further, the Deputy Principal has taken on the responsibility for OC student involvement in the University cross campus student games. During the academic year, 2010/2011 she facilitated two OC students to travel to Barbados to observe the cross campus games. It is hoped that the Campus will become fully involved in all cross campus activities of the University within the next few years. However, in some instances, the University-wide activities may not be feasible in their current guise. As such, the University and the Open Campus will need to analyse the approach that would be most feasible for that Campus.



Opportunities for Improvement

1. Academic advising is one area of student services recognised as being fundamental to students' academic success and is particularly useful for distance online students. It is currently handled at the APAD and OCCS levels. Perhaps it would be beneficial for there to be a documented Campus policy on academic advising to ensure minimum standards and a measure of consistency in the process.
2. Although stakeholder input is obtained at the developmental stages of a new programme there is the added opportunity for the Campus to organise mechanisms to routinely obtain employer feedback which may be used to improve the programme offerings.

Quality Management System for Financial Reporting

The Quality Management System for financial reporting also serves as evidence of the Campus's commitment to quality. This system helps to ensure the best use of the Campus's financial resources and is broken down into two primary levels:

- Operational (day-to-day)
- Reporting

Operational quality management relates to the financial systems which ensure that the business needs of the University are completed in accordance with applicable regulatory requirements (such as procurement practices and authorisation limits) and are recorded and reported on in a timely manner. The key tools used to ensure quality are:

- budgeting Process (annual budget);
- Banner Finance System – Enterprise system;
- University Financial Procedures and Guidelines;
- papers to Campus F&GPC and University F&GPC.

Reporting is the key tool to ensure compliance with regularity requirements and to report on the operations during specified periods. Certain reports are subject to external audit while all reports are subject to scrutiny by the Chief Financial

Officer and staff, Senior Management, and the University Office of Finance. Reports currently produced are:

- final Accounts (year-end)
- interim Accounts (every four months).

This narrative expands on the above mentioned tools and reports, except for the *University Financial Procedure and Guidelines*, which is a published document (see Appendix 7.26). Basic Information on the Campus's Financial System is provided at Appendix 7.27.

Operational Tools

The Campus's financial department produces two key financial tools, namely the annual and special project budgets. These are discussed in this section of the Report along with the process of preparing the budgets.

Annual Budgets

The Open Campus's budget is prepared annually for the following biennium period and highlights the expenditure forecast and expected sources of revenue including commitments from the contributing governments. The University expects that the Open Campus will eventually be self financing, that is, that it will obtain the majority of its funding to meet recurrent expenditure from student revenue. International agencies such as the Inter-American Development Bank (IADB) and the World Bank have provided funds to assist the Campus to undertake special projects. It is expected that other sources will be obtained to fund planned developments, for example the capital refurbishing of some Sites and their ICT equipment

Special Projects Budgets

Biennial Estimates

Biennial Estimates are the budgetary estimates for the two financial years following the current financial year, for example, the budgets for 2010-2011 and 2011-2012 are presented for approval in 2009-2010. Preparation of the biennial estimates is the responsibility of the Budgets Section in the CFO's Office. The estimates are made up of the operation expenses to run the Campus (core), Capital Projects, and Strategic Initiatives.



Preparation Process

The UWI Office of Finance issues guidelines for the preparation of biennial estimates, which include required schedules. Two primary documents are produced, they are:

- The Biennium Budget (core budget)
- Estimate of Needs (new initiatives per the strategic objectives).

The Biennium Budget is made up of a core operational budget, which is based on recurrent expenditures and expenditure to meet key strategic objectives for the period covered in the budget. In other words, this budget represents the costs to run the Campus over the biennium period. This document is made up primarily of financial information with assumptions stated and percentages for analysis.

The Memorandum of Needs is a more involved process and requires the Budgets Section to work with the Campus Community. This process starts with the Budgets Section requesting in writing from each department/Section their requirements for the respective biennium financial years. These requirements may include staffing, additional costs for programmes, costs for new programmes, and capital costs. All requirements are submitted to the Budgets Section with appropriate justification. These are then evaluated to determine their monetary value and classified per financial reporting requirements, such as Staff Costs, Non-Staff Costs, or Capital. The Budgets Section then uses these costs to engage the respective department/Section in an open negotiation, where each request is evaluated in the context of the agreed strategic objectives, teaching and learning priorities, and overriding known information, such as financial constraints.

The Budgets Section then uses the agreed upon initiatives to develop a specific budget with full justification. This document is known as the Estimate of Needs. Therefore, this document is made up of financial information, statistical data, relevant analysis, and written justification.

Both the Biennium Budget and the Estimate of Needs are presented to Campus Management Committee which comprises Principal, Deputy Principal, Registrar, and all Directors, (CFO, HR, CIO, APAD, Librarian) see terms of reference at Appendix 7.28. Senior management is responsible for analyzing the financial estimates based on criteria that include: (a) reasonableness, (b) student numbers, (c) Strategic Plan, (e) vision for Campus, and (f) specific mandates from University.

During the respective financial year, the expenditure of each Division will be capped by the budgetary allocation, which the Budgets Section of the Bursary readily monitors. This has facilitated the decentralisation of purchasing at the Campus. Additionally, the management of expenditure is aided by established levels of approval as defined in the University Financial Regulations. Once expenditures are requested at the Divisional/Departmental level and signed off by the respective Head/Director, these must then be approved by Finance. Within the Finance and Administration Department the levels of approval for expenditure in US dollars are as follows:

- \$0 – \$5,000 approval required by Accountant
- \$5,001 – \$25,000 Accountant and CFO/Bursar
- \$25,00 -250,000 CFO/Bursar, and Principal, Deputy Principal
- Above \$500,000 approval required by VC

Banner Finance Enterprise System

Banner Finance is used to manage and monitor the approved Budget (detailed above) as well as to facilitate transactions and act as a storehouse of all financial data. A description of Banner Finance is provided at Appendix 7.29.

Current Reports

Final Accounts is the term used for the year-end Financial Statements of the University. They are prepared in accordance with all applicable Accounting Regulations, namely Generally Accepted Accounting Principles (GAAP) and Internal Financial Reporting Standards (IFRS). Interim Accounts are prepared every four months and are submitted to the University Office of Finance. Key elements of this process are the reconciliation of key accounts completed by the respective sections such as Bank Accounts and Accounts Receivable. Further details of Final Accounts and Interim Accounts are available in the Resource Room.

STRIDE Towards Continuous Improvement

The Bursary has been identifying strategies to improve the Campus's financial procedures. These strategies include (a) reducing the processing time for financial transactions, (b) improving management of student financial matters, (c) moving towards monthly management reports, and (d) adapting the University financial policies and procedures to the operations of the Open Campus Expenditure is



monitored with reference to goal attainment as defined in the annual approved budget.

Improving Management of Student Financial Matters

The OCMS is currently used by the Open Campus to allow the Campus to manage student financial matters. This system is currently under review after some issues with the system were identified. In an attempt to improve the systems of the Campus, it is in the process of sourcing a fully integrated Management Enterprise Resource Planning (ERP) system. This financial system will allow the campus to effectively address the expanding student receivables. Such a system would automatically 'put a hold' on the students records until the amounts owing have been settled.

Monthly Management Reports

The campus is moving towards monthly reporting and this will be more easily realised once an efficiently working ERP system is introduced. Three monthly cash forecasts are prepared each month for each location where the Open Campus operates to monitor the cash position and ensure that funds are transferred to locations where required. The student balances are also monitored monthly to identify students who are not in good financial standing so they can be followed up for collection or a hold placed on their account until fees are paid. The CFO presents a financial report (at management meetings) which highlights finance issues for members' attention.

Opportunities for Improvement

1. Given the distributed nature of the Open Campus, and to address concerns raised by some members of the Campus community, the CFO will be attending periodic meetings of the OCCS Heads in relation to their financial concerns.
2. As a Campus with a mandate to be self-financing it is important that the Campus complete its business plan to include key financial objectives. The business statement should include an analysis of trends in the higher education environment in the region and extra-regionally. This would assist with the decision making processes at the Campus. It is important that the business plan be operationalised with SMART objectives which are systematically reviewed and amended as necessary.

Strengths and Recommendations

The following are the strengths of the Campus's Quality Management System:

Strengths

1. The academic quality assurance system covers the key elements of academic quality and is documented. Both the system and the documentation are periodically reviewed and updated.
2. Responses from APAD, CSDR and OCCS show a willingness to embrace and support the work of the QAU.
3. There is evidence that the Academic Quality Assurance system works well. This is seen in the implementation of the recommendations of Quality Assurance programme evaluations and APAD's constant debates on how to enhance the quality of its offerings. The evidence is also indicative of the Campus's compliance with Standard 5.1.
4. Commitment to continuous improvement is evident in the mandate and operations of AQAC, the establishment of the PLA Committee, Student Complaints' Process and the drive by the HRD and the Training Coordinator to enhance the skills of Open Campus personnel.
5. A Quality Management System for financial reporting exists. The preparation of biennial estimates provides departments with opportunities to make projections and plan their resource needs.
6. A general strength of the Campus's Quality Management System is the allocation of significant time, human, and financial resources to effectively plan, monitor, and evaluate its efforts on a continuous basis.

Recommendations

1. Review the examination processes at the OCCS with a view to formulating a Campus policy for OCCS.
2. Review the time lines for the examination results in light of the part time nature of the teaching staff.



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3. Establish a realistic schedule of examinations that is not unduly onerous for the student and which preserves the integrity of effective teaching and learning and of the assessment process.
 4. Continue and deepen efforts to address administrative and academic service quality.
 5. Continue and deepen efforts to strengthen Academic Advising.
 6. It would be beneficial for the Campus to recruit a Campus Service Quality Coordinator.
 7. Review communications between the administration and other departments/ sectors with regard to key budgeting practices.

A
Campus
for the
Times

A
Campus
for the
Future

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

The University Office of Planning and Development (UOP&D) which is headed by a Pro-Vice-Chancellor, is mostly responsible for the conduct of environmental scanning and analysis. This office conducts various forms of research which contribute to environmental scanning including: (1) undergraduate students end of first year experience surveys; (2) graduate and research students experience surveys; (3) employers of UWI graduates surveys; (4) analysis of retention and attrition rates and contributing factors. Additionally, this Office takes the lead in the University strategic planning processes.

In this section, we will discuss the mechanisms used by the University and the Open Campus for environmental scanning. This section is divided into five parts: (1) the University Office of Planning and Development; (2) The Open Campus Institutional Research and Development Unit; (3) Quality Assurance Unit: Quality Reviews; (4) Quality Assurance Unit: Evaluations; and (5) mechanisms for monitoring quality in TLIs with matriculation and/or articulation arrangements with the University.

The University Office of Planning and Development

As previously noted the UOP&D conducts a number of environmental scanning activities. The University used the results of an extensive environmental scanning process with stakeholders to inform its Strategic Plan for the period 2007-2012. The UOP&D is responsible for preparing, implementing, monitoring and assessing the implementation and effectiveness of the University's strategic plan. Further, that Office conducts efficiency studies, the results of which are used to inform the strategic planning efforts. The UOP&D's major responsibilities include:

1. maintaining a variety of databases inclusive of historical and current statistics, key performance indicators and projections;
2. conducting research and undertaking analytical studies comprising surveys, reviews of the UWI Strategic Plan, stakeholder perception surveys and special studies relating to higher education themes;
3. designing and coordinating efficiency studies, for example, throughput rates, teaching loads, space utilisation, retention rates for the campuses;



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4. examining governmental decisions and proposals that affect higher education;
 5. preparing University position papers to address governmental changes and initiatives;
 6. liaising and collaborating with campus-based planning units to facilitate common purposes and functions; and
 7. lending technical support to departments and units with the drafting of proposals and operational plans.

(<http://www.uwi.edu/planningoffice/aboutus.aspx>)

The UOP&D plays a key role in the monitoring and assessing of the achievement of the University's strategic plan. That Office has published several reports relating to the plan, including:

1. Strategic Transformation for Relevance, Impact, Distinctiveness and Excellence (STRIDE): The University of the West Indies Strategic Plan 2007-2012. STRIDE is a user friendly 48 page narrative of the full strategic plan which is over 300 pages.
2. The University of the West Indies Progress Report on Implementation of Strategic Plan 2007-2012.
3. STRIDE: Presentation to Cave Hill Academic Board Meeting on Thursday, 30 April, 2009 by the then Pro-Vice-Chancellor, Dr. Bhoendradatt Trewarrie.
4. Beyond Graduation: Report on Graduate Tracer Survey of First Degree Graduates of 2007 One Year after Graduation.
5. The University of the West Indies, Report on the First Year Student Experience Survey.
6. First Year Retention Study, 2010.
7. A Review of World University Ranking Methodologies: What UWI must do to improve its Ranking in Latin America and the World, 2011.
8. UWI Statistical Reviews 2007-2008; 2008-2009; and 2009-2010.

Environmental Scanning and Continuous Improvement

The UWI, through the Vice Chancellor and the PVC for Board for Non-Campus Countries and Distance Education (BNCCDE), used the results of an extensive environmental scan, which include a series of consultations with the governments of the UWI-12, public and private sector officers, non-governmental officers, and town hall meetings with the general public in UWI 12. The findings of these meetings were used as the basis for the establishment of the Open Campus.

The implementation of the strategic plan 2007-2012 has been monitored by the UOP&D and is an example of the use of feedback loops for continuous improvement within the University. The progress report on Implementation of the Strategic Plan 2007-2012 reviewed the progress of the various departments/units/centres/faculties/sites in the implementation of the strategic directions. The Open Campus has analysed the strategic initiatives against key performance indicators. The following is a summary of the key findings.

Enrolment Growth:

OC data from the academic years 2007-2009 through 2009-2010 showed 0.25% increase between 2007-2008 and 2008-2009 and a 19.5% increase between the period 2008-2009 and 2009-2010 in its online student numbers. For its face-to-face provision there was a 14.9% increase between the years 2007-2008 and 2008-2009 and a 6.7% decrease in the academic year 2009-2010. These figures show a reasonable attainment for the life of the Campus.

Teaching and Learning:

Course adaptation – With the introduction of the web conferencing facilities it became practicable for the Campus to convert six of its Bachelor in Management Studies courses from teleconference (face-to-face) mode to online modality.

Introduction of New Undergraduate Programmes to Respond to Demands in the Market – The Campus collaborated with the Eastern Caribbean Institute of Bankers (ECIB) to offer a Bachelor of Science in Banking and Finance and an Undergraduate Certificate in Banking Services. Bachelor degrees in Educational Leadership and Management and Youth Development Work were developed as a result of direct demand from external stakeholders.

Rationalisation and Improvement of Courses – In the Bachelor of Management Studies programme twelve courses were reviewed and updated. Additionally,



at the Pre-University level, the Certificate in Substance Abuse and Diploma in Youth Development Work have been externally reviewed. When the Campus was established, there were a number of Associate Degrees in Social Work being offered by the various entities which predated its establishment. Therefore, the Pre-University Department reviewed and harmonised the content and the field placement across the region to ensure that there was only one associate degree programme in Social Work being offered by the Campus.

Introduction of New Minors – Through its collaboration with ECIB, the Campus noted that there were a number of experienced bankers who did not necessarily want to complete a full bachelor degree programme but who were still desirous of obtaining certification. To facilitate these persons, the BSc. Banking and Finance was restructured to allow experienced bankers an opportunity to complete and be awarded a Certificate in Banking and Finance Services. Additionally, the Campus has developed a minor in Economics as part of its Bachelor in Management Studies programme. The Campus is continually using the feedback from students and potential students to gauge the electives and minors that should be offered.

Opportunity for Improvement

1. During the self study process, the Campus has developed a student mid-semester course evaluation. However, there is a need to encourage the student population to participate. Additionally, the Campus has to develop mechanisms to formally incorporate findings into its operations. Furthermore, it must provide more transparent communication avenues to inform the student community of the actions taken as a result of their input through evaluations and other feedback mechanisms.

Graduate Students

The UOP&D through its research identified a need for the University to increase its research capacity, to be more innovative and to increase its graduate student population. These findings have resulted in a strengthening of academic quality assurance at the graduate level at the University and in 2008, the University appointed a Senior Officer, QAU, with responsibility for Graduate Studies and Research. In 2009, the UOP&D proposed two ways to address the need for the University to be more innovative and to increase its graduate student population. It suggested the establishment of cross-campus and international supervision to strengthen research-

based graduate degrees; and the linking of research students into research clusters. The UOP&D felt that these approaches would address the need for the University to be innovative, while increasing its research capabilities.

In the report, *Strategic Transformation*, the UOP&D noted the importance of research and innovation and Service to UWI 12 countries. It opined that these improvements should include:

- post-doctoral support for research clusters with financial support and strengthening university partnerships and realistic support for all graduate students reading for PhDs.
- rendering distance education more attractive to students and introducing new courses and programmes to capture market demand.

The UOP&D employs other methods to continually obtain stakeholder feedback. These are summarised in a document entitled 'General Update to University Council on Strategic Plan 2007-2012, 122-24 April, 2009. The areas highlighted include:

- a framework for managing implementation of the Strategic Plan 2007-2012.

In 2011, the UOP&D conducted a University-wide graduate and research student experience survey which was intended to collect base line information on the experiences on student perceptions. This survey required Master's students to comment on: (1) teaching quality, (2) course structure and content, (3) examination process, (4) career and professional development, (5) support services, (6) personal skill development, (7) supervision, and (8) overall satisfaction. This survey used a five-point Likert Scale and respondents were asked to rate their responses as very satisfied, satisfied, fair, dissatisfied and/or very dissatisfied. The following ratings were used by the UOP&D in analysing the findings:

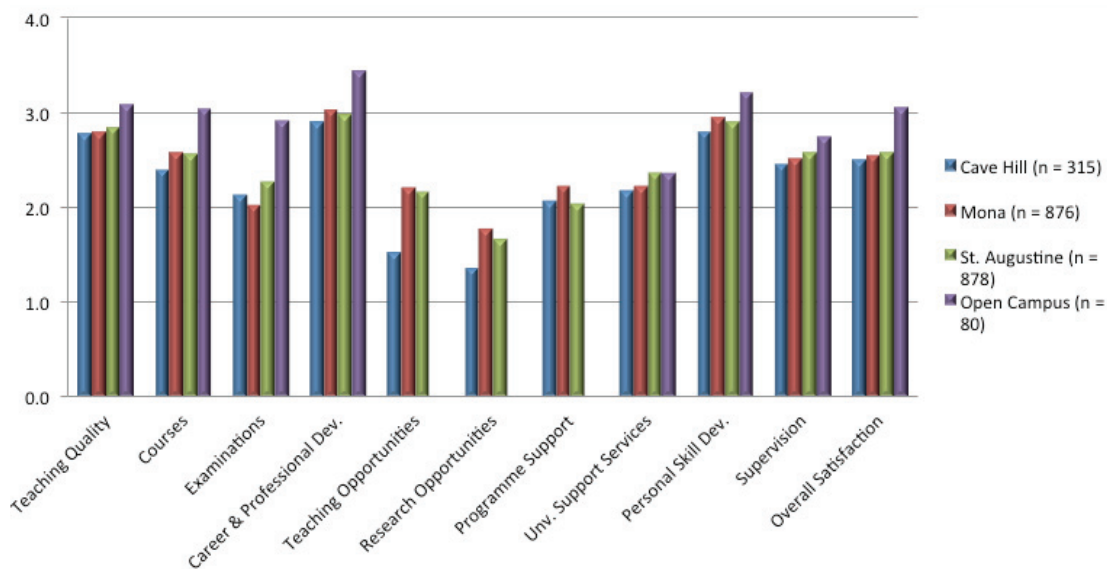


Table 7.2
Rating and Category of Survey Responses

Rating	Category
3.21 to 4.0	Very Satisfied
2.41 to 3.2	Satisfied
1.61 to 2.4	Fair
0.81 to 1.6	Dissatisfied
0.0 to 0.8	Very Dissatisfied

When the general ratings were analysed it was found that the Open Campus received the highest overall satisfaction rating of the four campuses. In fact, of the seven other categories in which the Campus was eligible it received top ratings for all (tying first place in one instance). These findings are shown graphically below:

Graph 7.1
Comparison of Graduate Student Perceptions



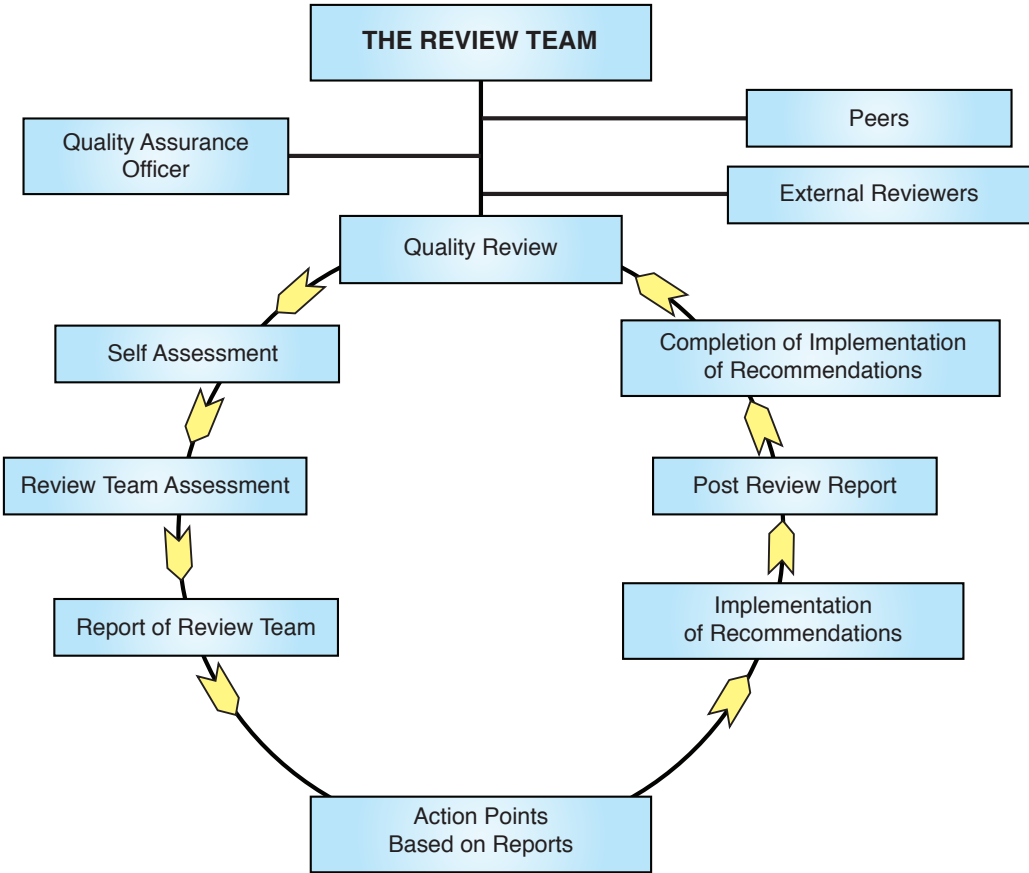
It should be noted that the student numbers for the Open Campus are significantly lower than those of the three physical campuses. However, the figures may be taken as representative of the Open Campus's graduate student population as at the time

of the survey the Campus had 120 graduate students. This represents a 66.7 per cent response rate and Dillman (1978, 2000) suggests that a response rate of 60 per cent is good. Therefore, the findings may be viewed as indicative of the Open Campus graduate student cohort perceptions. In an effort to sustain and improve on its student satisfaction ratings, the APAD is currently formulating quality assurance monitoring processes for its graduate offerings.

Quality Assurance Unit: Quality Reviews

The Quality Assurance Unit (QAU) conducts quality assurance reviews of all UWI’s teaching programmes at all levels. Generally, quality reviews are conducted on a 5 to 7 year cycle. The Departments/Units/Centres/Sites (DUCS) must participate in the review process. This process begins with the DUCS having to conduct and submit a self-study report on the specific programme/discipline to the QAU. The submission of the report is followed by an evaluation by an external review team. Figure 7.2 below illustrates the quality assurance cycle for the programme review process.

*Figure 7.1
Quality Assurance Cycle for Programme Reviews*



The University uses the review team's report as a mechanism for it to evaluate its achievement of fitness for purpose in its academic programme offerings. As the review team structure usually consists of international, regional and local professionals, the quality review process is an essential element of the University's environmental scanning processes. In addition, the review visit includes the views and inputs from a number of internal and external stakeholders. These include: students, recent graduates, employees, and representatives of relevant professional bodies.

One year following the receipt of the review team's report, the DUCS must submit a report to the AQAC providing an action plan, including time lines, for the implementation of recommendations. The report must also include a justification for recommendations which would not be implemented. The monitoring role performed by AQAC is vital as it provides an avenue for discussion as well as an advocate for necessary resources to assist with the implementation of some of the suggested recommendations.

At the Campus, the QAU will be commencing its programme review process in the academic year 2012/2013. Due to the unique nature of the Campus with its face-to-face and online delivery modalities, the Campus will be using the traditional University programme review process for its face-to-face provisions but will develop a revised system for its online provisions. The change for the online programmes is mainly due to the structure of the Campus's APAD Division which has no teaching staff and discipline departments. Currently, there is a proposal to have that review systems include: (1) a review of the administrative and technical structures with the APAD; and (2) peer review of the programme content by at least three discipline professionals. However, the Campus is continuing to investigate the practices used by other online institutions for the quality assurance and external programme review.

Quality Assurance Unit: Programme Quality Evaluations

The QAU conducts periodic quality programme evaluations, formerly referred to as quality audits, where it focuses on the procedures and processing for monitoring quality within the DUCS. The evaluation process is an integral component of the quality assurance and the data from the instrument, meetings with teaching and non-teaching staff and other relevant documentation are used to prepare a report that highlights the general findings, areas of strengths and those requiring improvement. This report is then submitted to the Head of Department and copied to the Principal

and Deputy Principal. The report is used as a mechanism for improvement. Additionally, it is expected that the DUCS will use the information in the report to inform their self-study process which is part of the quality review conducted by the QAU. On receipt of the quality evaluation report, the DUCS submits an action plan outlining and timetabling its intended response to the report. As with the report, this action plan is forwarded to the OC AQAC and AB. Both the report and the action plan are tabled as agenda items at the AQAC and AB, since they have oversight and responsibility for the quality of programmes at the Campus.

The evaluation process has traditionally been conducted by the QAU. A programme evaluation report on the St. Augustine Campus suggested the use of senior academics from other programmes in the evaluation process. This process has been commenced on that Campus and the Open Campus will shortly start the training of professionals to co-evaluate during programme quality evaluations. It is anticipated that this new system should be in place by the end of the 2012/2013 academic year.

Environmental Scanning by the Quality Assurance Unit

In 2007, the QAU surveyed all heads of department and discipline coordinators to obtain their perceptions on the value and impact of its quality assurance processes. The survey had a 73 per cent (n=16) response rate. The response was representative of all the departments and disciplines targeted. Ninety-four per cent of the respondents felt that the programme review process met its purpose. Seventy-five per cent suggested that they were useful and 18.75 per cent thought that they were fairly useful. Respondents indicated that they appreciated the review process since it provided them with an opportunity for introspection.

Further, respondents identified some areas which required improvement, including the need for better mechanisms to monitor the implementation of the recommendations of the review team. The establishment of Campus AQACs was viewed as a system that could be used to address the post review monitoring process. As such, it is now mandatory for all heads of DUCS to submit action reports to AQAC on the proposed implementation of the evaluation team's recommendations.

Opportunities for Improvement

1. Although the Campus is moving in a timely manner to address quality assurance in its varying modalities, there is a need for the QAU to formalise programme/discipline review process for its online provisions.

2. The QAU OC has to commence the identification and training process for co-evaluators for the quality programme evaluations.

Environmental Scanning

The Offices of the Principal and Deputy Principal are involved in environmental scanning on a regular basis. The Office of the Deputy Principal through the QAU provided oversight for the introduction of a revised student end of semester evaluation. In this regard, the Office of the Principal through the QAU introduced a mid-semester evaluation instrument within the Campus from the academic year 2011/2012. The Office of the Principal, through the IR&DU, prepares course reports and discipline reports based on the findings of the student evaluations. These reports, with recommendations are forwarded to APAD Division for action. In addition, these reports are tabled as an agenda item at AQAC and the APAD Division is expected to periodically report on this process to the OC AB.

Opportunities for Improvement

1. As a new Campus, the Open Campus is still building environmental scanning practices. It has to ensure that these practices are entrenched in the evolving culture of the Campus.
2. Although there is much evidence that the Campus systematically engages in environmental scanning, in some cases, there appears to be a need for the Campus to increase the human resources available to effectively conduct environmental scanning activities.
3. The Campus needs to formulate the structure that it will use for its Staff/ Student Liaison Committee. Once the structure is agreed, the Committee should be implemented as a matter of urgency.
4. The findings of environmental scanning should be made available to relevant stakeholders. For example, students should be informed of how their suggestions are being utilised or why it may not be feasible to implement some suggestions. This feedback loop will motivate students to continue to participate in student specific engagement activities.

Summary of strengths relating to Standard 5

The Campus has shown the following strengths:

1. its receptiveness to the initiatives of the QAU is commendable;
2. its use of the consultative approach to its policy development which includes staff at all levels;
3. its established and integrated quality management system which includes all components of the Campus;
4. its establishment, among other things, as an outreach arm for the UWI. To fulfil this mandate it has developed a PLA system to facilitate access to students who may not otherwise have access to higher education;
5. its establishment of policies for ensuring the quality of the UWI's articulation and matriculation arrangements with regional TLIs;
6. the development and delivery of the Managing and Facilitating Online Instruction module which provides the Campus with a mechanism to ensure that all of its online facilitators have the requisite knowledge and skills for effectively teaching in an online environment;
7. its current restructuring process which is reflective of its continuous efforts to remain relevant and provide the best possible learning experience to its students irrespective of the modality;
8. its established quality management system that governs its financial resources;
9. its general commitment to continuous quality improvement which is evident through the use of stakeholder feedback to enhance the practices at the Campus;
10. the structure of the Campus's Management Committee which ensures that all key decisions are reflective of the various needs and requirements of the entire Campus community.



Summary of recommendations relating to Standard 5

In order to improve the Open Campus will need to:

1. continue to invest more in the continuous development of tutors. The findings of the student and tutor end of course evaluation suggest that the Campus should articulate a systematic method for the provision of routine tutor development opportunities. The Campus may use the MFOI as a platform for the development of additional training activities for tutors;
2. continue to allow its tutors and/or Course Coordinators to enter the student grades directly into the OCMS. This should reduce the incidence of students experiencing long delays between assessment and the publishing of grades;
3. continue to devise and use assessment methodologies which are not too onerous on the students, whilst maintaining the rigour of traditional assessment practices and enhancing deep learning;
4. through the Quality Assurance Unit, establish an appropriate external peer review process for all its online provisions;
5. through the Quality Assurance Unit, commence the training of co-evaluators for the quality evaluation process.

Conclusion

The evaluation of the quality enhancement processes used by the Open Campus has provided considerable evidence of a well articulated and integrated system. An enduring strength of the Open Campus and its quality management system is its responsiveness to the needs of stakeholders and its continual focus on the achievement and maintenance of high quality. As such the Campus has satisfied the requirements of Standard 5.

A Campus for the Times

A Campus for the Future



CHAPTER 8

The Open Campus:

A Campus for the Times, A Campus for the Future



OPEN CAMPUS
OPEN LEARNING CENTRE
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CHAPTER 8

The Open Campus: A Campus for the Times, A Campus for the Future

Introduction

When we commenced this self-study process some 18 months ago, as a Campus we were excited at the prospect of evaluating how effectively we do what we do. During the self-study process, we met with all members of staff as part of the institutional accreditation orientation stage; we involved a cross section of staff members in the five sub-committees, the steering committee and editorial committee; and we engaged our varied stakeholders through an elite interview process, survey instruments and country forums. The Principal, through her quarterly (and later monthly) updates, the Open Letters and other communication, kept the Campus Community up to date on our progress. We developed an institutional accreditation website to further engage with our stakeholders. Once the report was completed, we provided the Campus and the University Community with an opportunity to read the completed self-study report and provide us with feedback. This inclusive approach to our self-study report has provided the Campus with much useful data which it will use for its further development.

We have been overwhelmed by the interest and commitment of our staff, students and other stakeholders to this process. We were humbled by the magnitude of best practices we unearthed within our Campus and motivated to correct the ills that still plague us. The self-study process for the Campus has been a rewarding, eye-opening experience that has provided us with much useful information which we will use as a catalyst to chart our destiny as we seek to enhance the quality of our service to both our internal and external stakeholders, in our drive to ensure that we expand the footprint of the Campus and the University.

Through our self-study report, we have articulated our achievement of the five institutional accreditation standards as established by the Barbados Accreditation Council. In this chapter we have assembled all of our achievements under our theme for the study – *A Campus for the Times, A Campus for the Future*. We have taken the ‘Campus for the Times’ to recount our successes and to identify our challenges in the face of the current realities. The ‘Campus for the Future’ concept indicates



UWI

how we will re-invent ourselves to respond to future imperatives to ensure that we continue to be a viable, efficient and effective provider of post-secondary and higher education, not only in the region but internationally.

Summary of Self-Study Strengths

The preceding chapters have shown that there have been many noteworthy achievements in the UWI and the Open Campus. These are summarised below.

Standard 1

1. The UWI has a clear and well articulated mission statement which is consistent with its Strategic Plan and the Open Campus Operational Plan and accords with Open Campus practices.
2. The mission statement is an appropriate foundation for the institutional goals and objectives and is comparable to that of international and other regional tertiary institutions
3. The mission Statement is generally reflective of the needs and aspirations of its external stakeholders.

Standard 2

4. There are well established policies, processes and procedures at the University and the Open Campus for the involvement of students in the decision making processes.
5. There are clear reporting arrangements to guide the management of student input to decision-making.
6. There are adequate and appropriate policies for the management and audit of the Campus's financial resources.

Standard 3

7. The Campus has a viable resource base on which to build quality programmes
8. The University and the OC have established regulations and operational guidelines to support the design, development and delivery of programmes/ courses.

9. There are established quality management policies and practices at both the University and Campus levels.
10. The OC AQAC has documented several guidelines to inform its practices and support the programme planning and development processes within the Campus.
11. The Campus has acquired and is using Elluminate Live! to provide students with synchronous teaching and learning through web conferencing.
12. The introduction of mid-semester student evaluation and the continued use of end of semester evaluations, along with the establishment of effective feedback loops across the APAD, OCCS, CSDR and the QAU, have resulted in positive development in the Campus's teaching and learning processes.
13. The OC tutor to student ratio of 1:25 and 1:30 for online and face-to-face courses respectively has maintained and enhanced the student centred focus of the Campus.

Standard 4

14. The Campus has a consistent strategic planning process which seeks to involve inputs from campus staff at varying levels. The Campus has used cross campus, management and middle management retreats to support this planning process. The Campus is also an integral part of the University wide regional strategic planning. This enables the Campus to engage with the entire University community,
15. Over the period of its existence, the Campus has seen a steady increase in student enrolment for both face-to-face and online delivery.

Standard 5

16. The Campus has been receptive to the initiatives of the QAU.
17. It has used a consultative approach to its policy development which includes staff at all levels.
18. It has established and integrated a quality management system which includes all departments of the Campus.



19. The Open Campus has established policies for ensuring the quality of the UWI's partnership arrangements with regional TLIs.
20. It has developed and implemented the Managing and Facilitating Online Instruction Course which provides the Campus with a mechanism for ensuring that all of its online facilitators have the requisite knowledge and skills for effectively teaching in an online environment.
21. The Campus has established a quality management system that governs its financial processes and operations.
22. It has shown commitment to continuous quality improvement which is evident through the use of stakeholder feedback to enhance the practices at the Campus.
23. It has put in place the Campus's Management Committee which ensures that all key decisions are reflective of the various needs and requirements of the entire Campus community.

Summary of Self-Study Recommendations

The study has identified five broad areas which require improvement, namely (1) communication including communication of policies; (2) student evaluation, feedback loops and continuous improvement; (3) student service and service delivery in general; limited programme availability and scope; (4) continuous professional development of tutors, continuous improvement in assessment methods; and (5) the alignment of structures, systems and resources. Specific examples follow.

Standard 1

1. There is need for wider communication of the mission statement, goals and objectives to the entire Open Campus community to inspire and guide performance.
2. Programme expansion and service delivery should be improved to maintain UWI's competitive advantage. Consistent with its mission, the OC is seen to be working to provide relevant programmes and courses towards individual, sectoral, national and regional development. However, additional areas have been identified for future development

Standard 2

3. The Campus should ensure the timely revision of documents, policies, and procedures in light of decisions made at University meetings and inform staff, students, and relevant stakeholders of changes.
4. It should formulate and implement the Staff/Student Liaison Committees within the academic year 2012/2013.
5. It should ensure that the student body is aware of the ways in which their comments and recommendations are factored into the Campus's decision making processes.

Standard 3

6. While there are established processes and guidelines, with evidence of their implementation in some departments, the implementation is uneven in other departments. Therefore, there is a need to monitor the implementation and consistent use of the appropriate guidelines for the planning, development and review of OC programmes.
7. As a new entity, the OC has inherited programmes from its predecessor units. Therefore, there is need to evaluate and review all programmes that predate the Campus to ascertain their quality, relevance and currency, particularly as it relates to the achievement of the UWI Strategic Plan Aim 1.
8. Although end of semester course evaluations are completed by students, there is a need to ensure that all of the data gleaned are analysed and used to inform the strategic direction of the programme and/or the Campus.
9. Due to the distributed nature of the OCCS and the somewhat limited human resources within the Campus, there has not been a consistent approach to the analysis of end of semester evaluation reports. Therefore, the Campus should consider the institution of an online end of course evaluation instrument for use in the OCCS. This would make the analysis easier and the transfer of the data to Units such as the Institutional Research Unit more timely and cost effective.
10. The Campus should seek to improve response rates for all of its end of course evaluation and should consistently monitor responses for trends.



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11. APAD should continue to improve its monitoring of the quality of the student/tutor interactions, particularly in the online environment to reduce transactional distance.
 12. The Campus should develop initiatives to reward and promote excellence in teaching since the establishment of a fair and efficient mechanism will ultimately impact positively on the quality of teaching as well as facilitate student satisfaction.

Standard 4

13. The Campus should focus on fine tuning its communication strategies
14. It should continue to develop and articulate its academic and administrative policies and procedures
15. It should explicitly use the University's mission statement and the Campus's strategic goals as a guide for its operations.
16. through its restructuring and self-reflection processes, the Campus should align and integrate its structures, systems, and financial planning processes to ensure more effective use of its resources

Standard 5

17. The Campus should invest more in the continuous development of tutors. In this regard, it may use the MFOI as a platform for the development of additional training activities for tutors.
18. The Campus should implement strategies to reduce the time lag between assessment and publishing of grades. This could include review of assigned roles of staff to specific functions as well as the use of efficient assessment methodologies which maintain the rigour of traditional assessment practices and also enhance deep learning. Through the Quality Assurance Unit, it should establish an appropriate external peer review process for all its online provisions.
19. Through the Quality Assurance Unit, it should commence the training of co-evaluators for the quality evaluation process.

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20. It should continue to expand its outreach arm by further developing its Prior Learning Assessment system to facilitate access to students who may not otherwise have access to higher education.

Summary of Key Findings

Standard 1: Mission and Objectives

The UWI has one clear, well-articulated mission statement, as shown through the mission statement comparison in Chapter 1. The mission statement provides the direction for the Campus's planning processes and implementation strategies. This mission statement is not only suitable for a tertiary education institution, as shown through the research documented in Chapter 1, but also goes beyond that which is deemed appropriate to tertiary education. Its purposes and goals, inter alia, extend to the development of Caribbean leaders. As such, the Campus has met the requirements of Standard 1.

Standard 2: Governance and Administration

The governance and administration system used by the UWI and the Campus is strong, stable, and effective for their management and administration. These systems are well regulated with policies and practices which are fine-tuned to the aims, objectives and purpose of the University. It involves key stakeholders, including students, in the decision-making processes. In addition, the Campus is currently establishing policies and practices to ensure the continuous review of all its processes. The Campus has established several guidelines and broad operating frameworks to support the effective delivery of teaching and learning in a multi-modal environment. There are adequate mechanisms at the University and Campus levels for student participation in decision making at various levels.

The analysis of the governance and administrative processes of the Open Campus has provided much evidence of coherent and responsive mechanisms that support the advancement and student centeredness of the Campus. The University and the Open Campus have shown that they have established an ethical decision-making process that incorporates the views and opinions of its varying stakeholders. Further, although in a difficult economic environment, the Open Campus has shown its resilience, adaptability and viability. Therefore, the Campus has satisfied the requirements of Standard 2.



Standard 3: Teaching and Learning

The Campus has established a number of guidelines, policies and procedures that support the Campus in its quest to deliver high quality teaching and learning through face-to-face, blended and online modalities. Our research has shown that we are at varying levels in the achievement of this mandate but there is evidence that the departments are committed to the pursuit and achievement of quality in the teaching and learning processes. The Campus is currently employing several strategies geared at improving teaching and learning, including the restructuring of APAD and OCCS and the acquisition of a new improved OCMS, along with deliberate upgrading of the existing OCMS.

The OC is committed to the delivery of effective teaching and learning and fully supports the UWI's Strategic Aim 1 for Teaching and Learning as outlined in the UWI Strategic Plan [2007-2012, p. 14], which indicates a commitment to “prepare a distinctive UWI graduate for the 21st century – one who has a regional frame of reference...” and exemplifies attributes including but not limited to being “a critical and creative thinker, a problem solver, an effective communicator, knowledgeable and informed and competent...”. In this regard, the OC has adopted a number of strategies to bring about Strategic Aim1 for teaching and learning by providing opportunities to enhance the quality of the teaching-learning experience through continuous professional development, research and innovation. Based on these observations, the Campus has met the requirements for Standard 3.

Standard 4: Readiness for Change

As a new Campus, there has been much opportunity to engage in and respond to change, including a current strategic restructuring of its systems. At the same time, the Campus has employed several mechanisms to assist it in its management of change including leadership retreats, staff retreats, middle management retreats and the use of the open door policy by its senior management team. Additionally, The Campus can boast a number of strengths in its readiness for change. These include its effective strategic planning processes; its growing understanding of the diverse markets in which it operates; and its responsiveness to industry demands for workforce training and academic qualifications. Hence, the Campus has met the requirements for Standard 4.

Standard 5: Quality Enhancement

Quality is at the centre of all the Campus's operations. The management of the Campus is designed to facilitate the academic integrity of all its programme offerings. The UWI Open Campus's quality management system permeates each functional area and is based on an inter-relationship among the varying functional areas and is supported and supplemented by the UWI wide quality management system. The Campus's quality management system is one that fosters and promotes continuous quality enhancement.

The evaluation of the quality enhancement processes used by the Open Campus has provided considerable evidence of a well articulated and integrated system. An enduring strength of the Open Campus and its quality management system is its responsiveness to the needs of stakeholders and its continual focus on the achievement and maintenance of high quality. As such the Campus has satisfied the requirements of Standard 5.

A Campus for the Future

The year 2011 was an eventful one for the Open Campus. It was one in which the University of the West Indies began its strategic planning for 2012 – 2017. It was the year in which the Open Campus celebrated 4 years of establishment and 3 years of operation. It was the year in which the UWI accelerated its drive for accreditation leading to the Open Campus Self Study and it was a year in which the Open Campus, convinced of the need for change, conducted a number of Retreats for its leaders and employees alike.

As indicated earlier, the self study identified many strengths. However, there were areas of concern related to programmes, organisational alignment, service, communication and continuous improvement. It is interesting to note that the SWOT analysis done at the Retreats also identified similar for improvement including client service, communication, resource allocation and relationship with other campuses. The SWOT analysis done by the wider UWI community also concurred with these findings not only for the Open Campus but system wide. This general agreement legitimised the actions taken by the Open Campus to carry out introspection and chart a different course for the future.



It was in this context and driven by those realities that the Open Campus arranged a number of workshops geared at reconstructing itself to be an effective campus for the future. These workshops focussed on organisational change and its impact, the alignment of strategy to vision and mission, understanding the OC Way, validation of proposed leadership behaviours and interrogation and agreement on the top 4 high level strategies required to propel the Open Campus into the future. The consultations identified four core values: accessible, agile, student centred and enabling and articulated and documented the behaviours associated with these values (LCI Report page 10).

Another significant outcome of the exercise was the identification of 4 strategic priorities:

1. develop a consistent and effective approach to Product Management and rationalisation . This would allow the programme development departments to integrate their operations and processes to maximise output and improve quality.
2. build strategic networks regionally and globally to support the mission of UWI Open Campus. It was envisioned that the building of stronger partnerships with the other campuses of the university as well as private sector groups, other institutions and regional agencies would improve communication and increase impact.
3. expand the UWI Open Campus footprint primarily through the expansion of on-line programmes regionally and internationally. This was seen as an effective way to improve competitiveness and financial viability of the campus.
4. create inter departmental alignment and system integration to support the core business. It was acknowledged that there were distinct efficiency and quality gains by jointly focus on a common goal and use synchronised approaches, policies and procedures in product development, promotion and delivery.

The Transformation Exercise

The Open Campus has been actively pursuing this transformation agenda and envisages that in another five to ten years it will be a Campus which is more

streamlined in structure and better aligned in its processes; more integrated in its functions with more effective internal and external communication aided by information and communication technology; more networked with the other campuses; more responsive and more efficient in its production and delivery of a wider range of relevant and high quality on-line programmes and courses; closer to the achievement of its mandate of expanding the scope and improving the services offered by the University to the region and beyond.

In 2012, the campus has taken the first steps to creating this campus for the future. The restructuring of APAD from a division organised by programme levels to one which is organised by function will allow the Campus to strategically plan the development of all its programmes regardless of level, through its Planning Department. The Delivery Department will focus specifically on all aspects including the quality of the service provided to students.

The creation and filling of the new programme manager posts should add capacity for more effective management of delivery, monitoring and responding to students' learning needs and reducing transactional distance. This new arrangement should improve efficiency and allow for scalability and flexibility in the allocation of resources in areas and periods of greatest need.

The inclusion of the Open Campus Country Sites into programme planning and the divestment of the development of the vast majority of programmes to APAD should streamline those operations and standardise offerings across the campus. Similarly, the progressive move to greater central coordination of financial services, marketing, facilities management and business development should reduce duplication of effort and improve efficiency.

The transformation exercise is an ongoing process during which all members of the Open Campus are expected to participate in the identification of existing problems, suggest ways for eliminating them and working as a team to implement measures that will serve to enhance the effectiveness of processes and improve service delivery overall. The review and self-assessment being undertaken by the campus in this regard will lead to further changes and enhancement of the Open Campus in the next strategic period.



The Single Virtual University Space (SVUS)

is seen as the core engine which will provide the technical platform to unite the campuses of the UWI in a more robust way where the students faculty and staff can:

- communicate easily throughout the university;
- access the learning resources and programme opportunities available
- advance teaching and learning including educational technology and student mobility;
- enhance research collaboration and effectiveness; serve member states across the region, and
- enable efficient administrative processes

(Single Virtual University Space Proposal – Summary 2012)

As a part of this composite, it is envisaged that the Open Campus will surmount many of the intra and inter campus communication problems and even some of the external communication challenges which have been identified. In addition, there are two other developments which will enhance communication. The first is the Open Campus search for a new Enterprise Resource Planning (ERP) system and the second is the launch in the region of C@ribNET. As indicated earlier, the predecessor Open Campus Unit, UWIDEC developed a customised OCMS. Although it served the needs of the UWIDEC well, it is currently under strain as the Open Campus expands. The Campus is actively inviting tenders for consultants to be brought on to examine the IT needs of the Campus, interrogate its processes and make recommendations on the selection of a new system which will be compatible with the SVUS plan and meet the needs of the campus for the future, including the registration and monitoring of students at the local OCCS. Specifically, it is expected that in addition to the benefits to students' learning and support services offered through the Registry and OCCS, Human Resources and Finance Departments as well as the Library will benefit in significant ways from these improvements.

Strides will be made in linking the Campuses not only through the SVUS but also through the establishment and filling of the posts of Open Education Coordinators on each of the other three campuses. They will be dedicated to working directly with the Open Campus to identify UWI programme priorities, plan, identify resources, oversee and facilitate the timely development and delivery of programmes on behalf

of the other campuses. At the same time, the involvement of the University of the West Indies and the Open Campus with CKLN (the Caribbean Knowledge and Learning Network) and its C@ribNET will provide increased bandwidth, improve access to research internationally and open up new opportunities to collaborate and communicate with other TLIs across the region.

In recognition of the importance of communication in the dispersed environment and in addition to the initiatives already taken, it is envisaged that there will be greater use of the Intranet, more planned departmental meetings and more local group meetings. Continuous professional development will be enhanced by continued growth and greater use of the staff development fund for such activities. Talent management, performance management, incentives and rewards will be increased in order to empower and enable all staff.

This student centred campus will respond faster and more appropriately to students' learning and personal needs. In the transformation, the Campus will repurpose and resource its Institutional Research and Development Unit to work more closely with CATS, APAD and OCCS to analyse data in a timely manner and share these data with Registry and other stakeholders. In this way, the data can be used in decision making.

Conclusion

The Self Study has provided evidence that although there are challenges, the fourth and youngest Campus of the University of the West Indies, the Open Campus, is on the right trajectory to meet the changing needs of tertiary education in the 21st century. Its multimodal approach to education provides an opportunity for many, through its local sites in 16 countries. These sites provide a face to the University and access to a wide cross section of pre-university and workforce development training and a “place” for getting support in pursuing degree programmes. Many Open Campus graduates attest to the fact that the online offerings of the Campus open doors to them and many others who would otherwise be unable to obtain bachelors or masters degrees.

In its current strategic plan, The University of the West Indies has decided to adapt the Balanced Scorecard approach. It has chosen to articulate its vision and strategy, align these to its internal processes, link them to the organisational learning and growth processes, as well as to the customer needs and perceptions and financing.



It will monitor the institution's performance against the strategic goals which it has set.

The Open Campus has recommitted itself to the UWI vision and articulated its core values which will guide its operation and behaviours. Although, the Balanced Scorecard was not used in its recent revisioning exercise the outcomes can be easily transferred into that framework. It can be seen that by choosing "agile" as a value, the Campus is speaking to excelling at the business process of being responsive and timely. Its choice of "enabling" speaks to a way to sustain the responsiveness and currency of the Campus. "Accessible" and "student centred" choices substantiate our own understanding of the behaviours we need to display and the image we should project to our students and other stakeholders in order to retain their confidence and continued support. Thus, the Open Campus has constructed a framework within which its performance can be described and evaluated.

The demand for Distance and Online education is growing and the Open Campus has been charged to lead the UWI's response. Undergirded by a philosophy of accessibility to prospective students, supported by an approach of student centredness and service excellence, committed to the creation of an enabling environment for all its staff, and organised and empowered to be agile, the Open Campus is prepared with the tools for the future. Undoubtedly, these tools will enable it not only to live its Tagline – Online, On site, On demand but also to justify its claim - *A Campus for the Times, A Campus for the Future.*

A Campus for the Times

A Campus for the Future

A PPENDICES





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APPENDICES

Appendix	Title
2.1	The University of the West Indies Strategic Plan, 2007-2012
2.2	The Open Campus Concept Paper
2.3	Draft Policy of the Open Campus Procurement of external programmes/ courses, OCCP. 2007/2008
2.4	The Openness of the Open Campus, OCCP 2007/2008
2.5	Fee Structure for Open Campus Degrees (Council Paper March 3, 2008)
2.6	Management of Matriculation and Graduation Ceremonies
3.1	The UWI Open Campus Operational Plan
3.2	Series of OCCS Barbados Lunch Time Lecture Brochure
3.3	The Fancy Project in St. Vincent
3.4	The delivery of National English Skills for Challenged readers and writers in Barbados
3.5	Towards Sustainable Development for Montserrat
3.6	The UWI Annual Reports
3.7	Funds Received from the International Association of Universities
3.8	AQAC Guidelines



3.9	Programme Proposal
3.10	Online orientation and Online Academic advising
3.11	The Open Campus Operational Plan (2007-2012)
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4.3	List of Contributing Countries to the UWI
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4.15	Training Programme for Training Course Writers
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4.20	Financial Procedures and Guidelines
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7.7	Process for Monitoring Tutors and Copy of Letters sent to Tutor
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