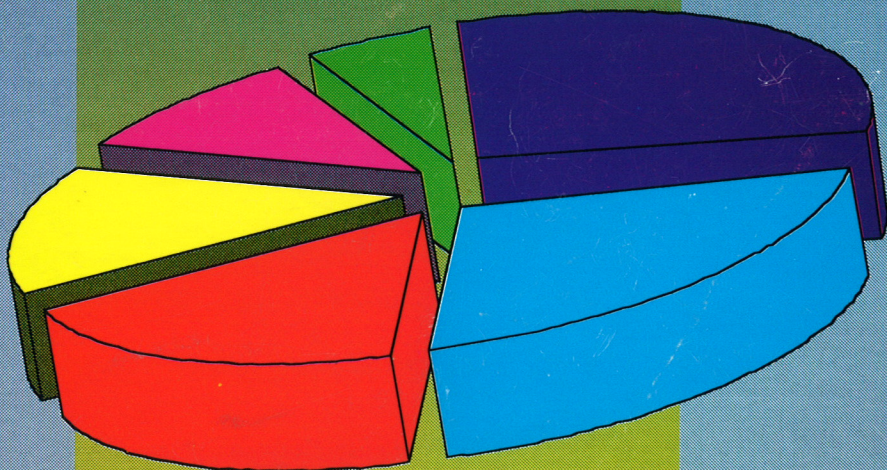




**STRATEGIC  
PLAN  
1997-2002**



**THE  
UNIVERSITY  
OF THE  
WEST INDIES**





# STRATEGIC PLAN FOR UWI 1997-2002





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UNIVERSITY  
OF THE  
WEST INDIES

# STRATEGIC PLAN 1997–2002

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# ABBREVIATIONS

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ACTI	Association of Caribbean Tertiary Institutions	DOM	Départments d'Outre-Mer
BCC	Barbados Community College	ERC	Education Research Centre
CARDI	Caribbean Agricultural Research and Development Institute	FTE	full-time equivalent
CARIMAC	Caribbean Institute of Media and Communication	GIS	geographical information systems
CBU	Caribbean Broadcasting Union	IDB	Inter-American Development Bank
CCMRC/		IOB	Institute of Business
UMDS/ODA	Commonwealth Caribbean Medical Research Council/United Medical and Dental Schools/Overseas Development Agency	ISER	Institute of Social and Economic Research
CDB	Caribbean Development Bank	ISS	International Summer Schools
CERMES	Centre of Resource Management and Environmental Studies	OECS	Organisation of Eastern Caribbean States
CGC	Campus Grants Committee	MAREMP	Marine Resource and Environmental Management Programme
CMI	Caribbean Meteorological Institute	MIMS	Mona Institute of Medical Sciences
CMS	Centre for Marine Sciences	MIND	Management Institute for National Development
CRDC	Chronic Diseases Research Centre	MRCL	Medical Research Council Laboratories
CSID	Centre for Innovative Systems Development	SCR	Senior Common Room
CTO	Caribbean Tourism Organisation	SCS	School of Continuing Studies
DEC	Distance Education Centre	TACs	Technical Advisory Committees
		TLIs	tertiary level institutions
		UCJ	University Council of Jamaica
		UGC	University Grants Committee
		UTECH	University of Technology
		UWIDITE	UWI Distance Teaching Experiment









# PREFACE

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This document contains the Strategic Plan for the University of the West Indies for the five-year period, 1997–2002. It represents the outcome of efforts by the University to project the challenges and opportunities with which it will have to contend as the next century unfolds, and the realistic responses that the institution can fashion to these changes given the endowments and resources that are likely to be available.

This is a first attempt at strategic planning. It builds upon a succession of documents starting with the University's Ten-year Development Plan for the 1990s which is currently being implemented. That plan was reviewed two years ago in the light of a series of seminars and discussions held within the University, and consultations with outside bodies.

The University views planning as a continuous activity, whereby improvements and adjustments are made as experience is gained with the process. Accordingly, the Strategic Plan will be reviewed annually for the purpose of fine-tuning objectives, programmes, and resource availabilities.

The Strategic Plan is the basic document that will guide budgets over the five-year period concerned, and is accordingly fully reflected in the biennial

budgets for 1997/1999 that are being submitted for the consideration of contributing governments.

A number of University bodies at campus and central level contributed to the preparation of the Plan. I thank the members of all of them, particularly of the Strategy Committee which had the ultimate responsibility of revising the final draft.

I wish also to thank all of my colleagues who contributed within a very short time frame to the preparation of the necessary documentation. I single out particularly the Campus Principals, Deans, and Heads of Departments who worked hard to produce the required draft texts.

I must say a special word of thanks to Mr Frank Rampersad who took responsibility for coordinating the preparation of the document, and did so with considerable energy and dedication.

The task before us is to translate the ideas and strategies into meaningful actions that will, at the end of the day, prepare our young people for the demanding times that lie ahead.

I have no doubt that we can accomplish our goals and targets. I ask all of the stakeholders to work together with us for that achievement.

**Alister McIntyre**  
VICE CHANCELLOR







A STRATEGIC PLAN FOR UWI 1997-2002

S E C T I O N   O N E

# GENERAL OVERVIEW



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## GENERAL OVERVIEW

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# GENERAL OVERVIEW

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## EXECUTIVE SUMMARY

1. The Strategic Plan for UWI covers the period 1997–2002. It has been developed to assist and guide the institution to achieve four objectives:

**First**, to enhance its role as a development resource for the peoples and the countries of the region through training more of the young people in disciplines which are critical for achieving international competitiveness, giving particular emphasis to Science and Technology, Management and International Business; and by upgrading the professional capability of the graduates in the work force through offering opportunities for postgraduate training and continuing education. The specific target in this regard is to increase enrolment in UWI by 1,000 full-time equivalents (FTEs) each year to reach a total FTE enrolment of 21,000 by the academic year 2001/2002, to increase the proportion of students in Science and Technology from 34% in 1995/1996 to closer to 50% by the end of the planning period and to have 20% of its students studying for postgraduate degrees.

A related component of this objective is to enlarge the multidisciplinary research and advisory activities which the University undertakes and to integrate this component of its work more closely with the development plans which governments and enterprises implement from time to time in order to improve socioeconomic conditions in the countries, alleviate poverty, improve the quality of life and sustain the cultural values which characterise the people of the region.

In both its training and research effort, the University will maintain the highest standards of professional excellence and sustain the high reputation which it enjoys in the constellation of world class Universities. It will implement on a sustained basis a proactive programme of staff development for its highly trained academic staff which will ensure that its staff is at the leading edge of their science, are able to operate in joint research programmes with Universities abroad and maintain the high quality of teaching for which UWI is well known. It will also endeavour to attract to its Campuses leading researchers and qualified staff to participate



in its academic activities in order to elevate its standing in the constellation of world centres of learning.

*Second*, to participate fully in upgrading and enlarging the capability of the region's Tertiary Level Institutions (TLIs) so that, together and in partnership, UWI and the TLIs can respond more effectively to the human resource needs of the region and satisfy the aspirations of the citizens to equip themselves to earn improving standards of living in the face of the highly competitive conditions which the technological revolution and the globalisation process have created.

*Third*, to be a student friendly University which provides high quality instruction and a congenial atmosphere for students to pursue their academic and other University activities; it will provide more assistance in the area of student housing and accord student security the highest priority.

*Fourth*, to make the University more financially self-reliant through increasing its internal efficiency, structuring itself to earn additional income and competing actively for grant funds from national and international institutions and other private benefactors.

2. The Strategic Plan has been formulated with full regard to the changing international economic and political environment and to the consequent imperative for countries of the region to adjust to the process of change in order to carve out niches for themselves. Among the specific changes in the international environment with which the countries of the region must come to terms are the globalisation of the world economy, the changing conditions regulating international trade in goods and services, the demise of the system of preferences, increasing competition from countries in Asia and Latin America, the

growing power of the transnational enterprises especially in the areas of technology and finance and the spread of the trade in narcotics and the associated money laundering. The University intends to structure and gear itself to assist the countries and the peoples of the region to make an effective response to this turbulent change.

3. The Plan also addresses internal developments in the region, many of which mirror what is taking place in the rest of the world. It also has regard to the growing penetration of the region's education market by foreign-based Universities and to certain negative perceptions about UWI which reside among small sections of the community and students. The Plan is predicated on the need for the University, through its research and training, to assist in devising solutions to the economic and social problems of the region; it takes as a datum the imperative for the University to improve its image among its students, benefactors and financiers and it deals innovatively, through supplementing its technical training by a Foundation Course, to improve the all-round ability of its graduates to work as leaders in their environment and contribute meaningfully to the amelioration of social ills.
4. In order to achieve its objectives the University will be enabled to draw on its external and internal strengths. The external strengths derive from its reputation in world university circles and from its designation as the Regional University. The internal strengths lie in its highly qualified academic staff and their ability to establish, through research and training, UWI as a world class centre for study and information on matters relating to the region.
5. The Plan provides that UWI will adopt and implement a number of strategies to move towards its goals. Among these strategies are:

- (i) enhancing its links with the enterprise and government sectors so that its degree offerings and its research will respond to the perceptions reflected in market signals;
  - (ii) reorganising its research effort, creating centres of multidisciplinary research;
  - (iii) improving the services it offers to students by addressing problems which they encounter in their academic and nonacademic life including housing, recreation, sport and the pursuit of other student activities;
  - (iv) providing the opportunity for its academic staff to advance in their science and to be equipped to occupy the highest positions in the University;
  - (v) giving more information to the national, regional and international community about what it is doing and, more importantly, what it is capable of delivering for the benefit of society;
  - (vi) continuing to put its talents at the disposal of the national and regional communities by participating in councils, commissions and ad hoc meetings;
  - (vii) giving greater attention to student needs in the areas of academic counseling, recreation, personal development, personal security and student housing.
6. UWI will deepen and enlarge its relationship with the TLIs, assist them in training their staff, and generally work as partners with them in a regional effort in human resource development. UWI will devolve to TLIs some of the programmes which it now delivers and assist them to deliver first and second year UWI courses in certain subjects, with quality control and assessment coming from UWI.
7. The Plan incorporates the parameter that the Governments of the region will not be asked to provide more financial support, in real

terms, to the University than they agreed to provide in 1996/1997 even though the countries can expect an increase in enrolment of 33% in high priority and expensive disciplines, a significant shortening of the time which a student will take to acquire a degree – thus effecting a real saving for society – and a greater proportion of graduates with higher degrees. The plan also takes as a datum that Governments will honour their obligations to service the debt to the regional and international financial institutions.

The Plan does not envisage any increase during the planning period in the ratio of tuition fees to economic cost beyond the 20% level which the University decided would apply from the academic year 1997/1998.

UWI will take the management steps to reduce its operating costs and increase its income so that the two parameters mentioned can be satisfied. To this end, UWI will:

- (i) adopt measures to increase the productivity of its academic staff through increasing by 50% the number of contact hours which academic staff must deliver;
- (ii) install technological aids and introduce improved management systems, to increase the productivity of its administrative and other support staff;
- (iii) actively solicit, and compete for, income generating contracts for the provision of services and research to enterprises, Governments and the international community;
- (iv) enlarge its programme of Continuing Education and the activities of the School of Continuing Studies in order to earn additional net income;
- (v) enlarge, and put on a systematic basis, its programmes of Distance Education in order to widen the catchment area for students and eventually to reduce operating costs;

- (vi) reorganise its commercial activities – bookshops, printing shops, field stations, etc. – to make them become profit making centres; and
  - (vii) embark on a sustained programme of raising grant funds from, and through, its alumni, national and regional benefactors and the international financial agencies.
8. The principal outcomes of the Plan are projected to be:
- enrolment by 2001/2002 of 21,000, a 33% increase over 1995/1996; the number of students in Science and Technology subject areas in the terminal year of the Plan will be about 60% more than in 1995/1996, and 20% of the enrolment will be postgraduates;
  - an enlarged research output which would coincide with the development plans in countries in the region;
  - a strengthened TLI system working in partnership with UWI to improve the quality of the human resources in the region;
  - a more student friendly institution which will also have umbilical links with the enterprise, Government and external sectors;
  - a University which will be able to sustain its financial stability and train more students without increasing its claims for more real resources from Governments or students.

## INTRODUCTION

This strategic plan for UWI presents the goals and objectives which UWI and its several stakeholders consider to be appropriate for the regional University and the strategies and action areas which it will pursue over the next five years (1997–2002).

The Plan has been developed with full regard to the rapid changes taking place in the world

economy as a result of the process of globalisation, the demands which this creates for countries to have available to them the appropriate mix of trained human resources in order to enable them to be competitive, the ability of Governments to provide the necessary resources to train people at the University level, given the several other claims which compete for a share of the funds which the Governments can dispose of, and the quality of the response which the UWI as the designated Regional University must make to justify its position as an important development resource in the region.

In essence, the Plan postulates that UWI must introduce important changes in its method of operation and discard the “business as usual” syndrome. At the same time, however, the Plan is predicated on the assumption that neither the region nor the Governments will be adequately served unless the never ending search for higher standards of excellence in teaching and research is not only sustained but becomes entrenched in the perceptions of the University staff, the Governments and the people at large. This is the mandate which the present Strategic Plan accepts as a datum.

The 1997–2002 Plan is, in part, a continuum of the exercise initiated in the Ten-year Development Plan 1990–2002 which is currently being implemented. That Plan put forward certain targets in the areas of student enrolment and new physical facilities with special emphasis on science, technology and telecommunications. Its implementation is currently on target; indeed in the area of enrolment, the achievements are ahead of the target and many of the physical structures which were provided for in that Plan are also nearing completion and will shortly be put into full use.

However, as leading Universities all over the world have found, it is necessary for a University to continually review its plans to take account of changing market conditions, to ensure that it is



responding to national expectations about the role and functioning of the institution and that its relationships with its stakeholders are productive and mutually beneficial. The present Plan must be seen in that mould. But, in addition to taking due account of what other Universities have had to do in order to sharpen their response to the problems which societies confront, UWI has benefited from the analysis and perceptions of the Chancellor's Commission on Governance which recommended qualitative changes in the management and orientation of UWI in order to give it a more robust capability to cope with the challenges which the changing regional and international panorama was disclosing, to provide more service to its students, its alumni, the Governments and the business community in the region and to contribute meaningfully to the world stock of knowledge. This objective external view has influenced the shape and content of the present Plan and of the mission of the University.

## MISSION STATEMENT

UWI, as the designated Regional University, will actively support the growth and development of West Indian society through:

- (i) cost effective training of the high quality human resource, and the generation, adaptation and dissemination of knowledge which the peoples and institutions of the region require to formulate and implement development plans from time to time;
- (ii) acting as a catalyst to enhance the capability of the TLIs and generally operating as the hub of the tertiary education system in the region;
- (iii) delivering expertise and advisory services to Governments and the wider West Indian community by enlarging its functional linkages with Governments, business enterprises

and other groups committed to the development of West Indian society;

- (iv) serving as a bridge joining the region with sources of information, markets, resources and opportunity in the rest of the world;
- (v) enhancing the standing of the people of the region in international fora by contributing meaningfully to the world stock of knowledge on development issues and to the arts and literature; and
- (vi) providing a congenial atmosphere for its on-campus and off-campus students and maintaining a friendly and mutually beneficial relationship with its alumni.

## THE EXTERNAL ENVIRONMENT

UWI will carry out its training, research and advisory activities in a rapidly changing international economic and geopolitical scene. Perhaps the most dramatic of these changes is the increasing globalisation of the world economy, the attendant blurring of the boundaries which define nation states, the disappearance, or increasing irrelevance, of the system of preferences which historically provided a cushion for the countries of the region against the full blast of competition from other sources of supply, and the consequent need for these countries to increase their competitiveness and become more active in international marketing and international business generally.

The fall out of this changed situation is that the member countries of UWI need a quantum change in the quality of the manpower which will enable them to survive and grow. This manpower must be more scientifically and technologically equipped, better able to communicate with their counterparts in Latin America, Europe, Asia and the Far East, fully versed in the changing rules which will regulate international trade, communications and financial flows, but doing all these things in full awareness that the devel-

## ENLARGING UWI'S INTERNATIONAL IMAGE

UWI is aware that its graduates must be technologically prepared to function in a world without territorial boundaries; they must be able to interact productively with people of varied mores and cultures and to communicate efficiently. Both the Centre and the Campuses have important roles in this regard.

UWI must see itself, and be seen by others, as an international centre for learning and research. It must draw its students, especially its graduate students, not only from the region to which it recognises primary responsibility but also from the wider world. UWI will realise its full potential when its teaching and research staff mirrors the international outlook which the institution must have if it is to be of optimum benefit to the people of the region.

At least two things are necessary to bring the projected profile closer to realization. First, UWI teaching staff must, to a greater extent than at present, seek opportunities for teaching and research assignments overseas and eventually return to enrich the institution. Second, there is a need for a change in the rules governing the issue of work permits to overseas staff by the Governments of Campus countries. UWI will seek to persuade CARICOM Heads of Government that, in view of the benefits which it creates for students and for the region at large, they should make a change in the existing rules.

opment of the persona of the individual is the key to successful development. UWI graduates will have to operate in a world without boundaries. It follows logically that UWI will itself have to remove the boundaries which now confine it, interact more actively with institutions in other parts of the world and mobilise for its academic programmes some of the leading researchers and thinkers in the world of learning.

The fall out also creates a need for active support from new institutions to advise regional Governments on the appropriate policy response which they must make in order to level the playing field for their producing enterprises; to assist enterprises in securing the technology they need in order to be competitive; and to alert the population at large to the imperatives of continual adjustment in order to achieve and sustain the standard of living to which they aspire. But the fall out also opens up the opportunity for a genuine Caribbean response to people development, one which will incorporate the unique historical characteristics of West Indian society in the solutions which are being worked out for an improved quality of life of all the world's peoples. UWI must play an active role in all of these

endeavours and challenges; it must reduce the compartmentalization of its disciplines and promote multidisciplinary research and teaching, and it must build bridges to link it more umbilically with the plans and action programmes of Governments and enterprises.

But change is itself breeding change and knowledge is growing exponentially. The existing work force, those who now have jobs, must be brought up to the frontiers of their discipline and have their knowledge continually refreshed if they are to do things right with full regard for the competition which they have to face externally. This creates an obligation for the University to mount and offer programmes of continuing education which will disseminate state-of-the-art technology and knowledge of the changing conditions attaching to the production and sale of the goods and services which the human and natural resources of the countries of the region make possible. It also creates a need for the University to be in the forefront of developing and sustaining cultural and aesthetic values in this part of the globe.

But Governments in the region, and indeed in most countries of the world, have to confront

other problems which threaten to undermine the foundations of the society. High in the priority scale are the growing incidence of crime against the person, white-collar crimes, the all enveloping trade in narcotics and its associated money laundering, substance abuse, lethal sexually transmitted diseases and the increasing gap in incomes which separates the rich from the poor both between and within nations. These are problems for which science and technology can provide only a partial solution. Social mobilisation is necessary, one which will establish new canons of social behaviour, one in which ethics will be accepted as a virtue, one in which the preservation of the dignity of the individual will be reestablished as the test of good behaviour by Governments as well as by individuals.

UWI has to be an active agent in the search for solutions to these challenges. It is well placed to play this role, being the premier training and research organization in the Caribbean, a part of the world whose distinguishing characteristics are the blend of cultures which it displays by virtue of its historical evolution and its geography. UWI must, in its offerings, inculcate the right values among its students and staff and, through the research which it must carry out, equip the Governments and people of the region, and indeed in other regions as well, with the tools which they need to treat with both the symptoms and the cause of the social ills. In order to do this, and do it well, UWI must not only assemble the finest minds in the region and bolster their dedication to the task; it must also incorporate and assimilate the perceptions and ideas of other specialists in the international arena of academia. This also must be part of UWI's mandate.

## THE INTERNAL ENVIRONMENT

### Strengths

UWI approaches the future with significant sources of strength. The almost 50,000 young

men and women which it has graduated during its existence have collectively demonstrated by their performance on the job the high quality of the training which the institution delivers. UWI graduates now occupy the highest positions in the region in politics, manufacturing, commerce, finance, medicine and the arts. As an institution, UWI has acquired an enviable international reputation in important research areas such as nutrition, tropical medicine, soil science and tropical agriculture and it currently houses one of the world centres in cocoa germ plasm; it is also acquiring international standing in Caribbean economics and West Indian literature. In other words, UWI has already demonstrated that it is an institution capable of delivering high quality teaching and research; but it must move forward to new heights of achievement. This is one of the challenges which the present Plan confronts directly.

### Weaknesses

Besides, there are certain institutional weaknesses which UWI must eliminate if it is to be enabled to reach the levels which its highly qualified academic staff make possible. High among these weaknesses is an inadequate communication system with the stakeholders so that potential users of UWI's services are not sufficiently aware of all that UWI is doing and of the assistance which the institution can give them in dealing with their practical problems. Equally, UWI is not able to incorporate as promptly as it must the changes in its teaching and research programmes which market signals dictate. There is also inadequate interchange among the Faculties in a Campus and among the Campuses themselves; this makes it difficult to organise the multidisciplinary teaching and, more importantly, the multidisciplinary research which is required in the world of work. There is also a feeling in certain circles that UWI is not sufficiently



student friendly so that the potential support from its alumni remains largely latent; and that it has not been as helpful as it can be in increasing the capability of the TLIs to deliver sub-degree programmes.

UWI has already begun to take steps to overcome these weaknesses and the present Strategic Plan advances this process further. New institutional arrangements have been introduced to give more assistance and advice to students in both their academic and non academic pursuits. ACTI has been established with UWI assistance and this is improving the symbiosis between the TLIs and UWI. New research centres have been set up in Monetary Studies and in Engineering at the St Augustine Campus and a Science and Technology Park, which will strengthen the interface between enterprises and the University, has been established at the Mona Campus. But UWI has to make further changes to its institutional arrangements and its decision making process including the promotion of greater inter-Campus cooperation in research, in order to better relate to the market it serves, to sell the services it can deliver and activate the support which its alumni and other benefactors can give.

## Opportunities

An increasing proportion of the young people in the region are reaching matriculation standards and want to acquire a University degree. Further, graduates in the work force are finding it necessary to acquire higher degrees in order to keep abreast of changing technology and will wish to access UWI on affordable terms. The Governments of the region are actively involved in downsizing the public services, a process which carries as its corollary the imperative of having the equivalent of staff colleges to upgrade the technical and administrative skills of the public servants who remain in post; UWI has a vast market in this area which its available talent enables

it to satisfy. Almost every Government, as part of the loans which it secures from the regional and international institutions, hires a large number of outside consultants to do work which very often UWI can do better. In other words, UWI has a potentially vast market for all the services which it can deliver. What has to be done is to organize the institution and motivate its personnel to grasp the opportunity and increase its financial self-reliance through earning the support which it must have in order to be an active agent in the development process.

## Challenges

The University also faces certain serious challenges. Two of these are mentioned by way of illustration. The first is the entry into the field of higher education by overseas Universities which offer higher degrees in certain fields using the medium of distance education. These overseas Universities employ aggressive marketing techniques so that, often, they are able to recruit the very bright students and their courses are well subscribed. UWI has decided to expand its enrolment and enlarge its catchment area for students, particularly at the postgraduate level, using distance education; it must therefore become more active in marketing its services to enable it to effectively counter the growing involvement of foreign based universities in the region. It must also intensify its links with the tertiary level institutions in the region both to upgrade the level of educational attainment and also to attract students from these institutions to read for full University degrees.

A second challenge arises in the area of financing. Certain member Governments have found it difficult to meet their obligations to the University with the result that arrears of subscription threaten to undermine the financial stability of the institution. Notwithstanding the buoyant growth in overall enrolment, and the large un-

met demand for places, a few Governments have greatly reduced the number of their students whom they sponsor at UWI, thus affecting the flow of funds to UWI while at the same time reducing the cadre of trained manpower upon whom they can call. The financial situation could get worse in the future. Governments are now attaching much higher priority to the refurbishing and enlargement of their primary and secondary school plant, so that the quantum of resources which they can apply to UWI can be expected, at best, to show little growth. At the same time, however, these Governments, and their enterprises, have recognised that in order to be internationally competitive, they must have a larger proportion of their labour force qualified in the fields in which UWI offers training; they need more graduates. But, like Governments elsewhere in the world, member Governments are reluctant to agree to tuition fees being fixed at a level which might at first sight appear to deny admission to UWI to qualified students who are unable to assume the burden of economically priced tuition fees, even though many pay much higher fees to overseas universities. UWI has to adopt a mix of measures which will respond to the financial difficulty which is already upon it without halting the march towards rising standards of performance by its students and staff. It must also respond to the need for more trained personnel by increasing its enrolment rates, especially in Science, Technology and Management which are the most expensive Faculties. An active drive to mobilise the regional and international private sector must be undertaken and UWI has already begun to take important initiatives in this regard and is confident that these initiatives will yield benefits in the long term.

## ENROLMENT TARGETS

When compared with the fast growing developing countries, and the developed countries as

well, University enrolment rates in the English-speaking countries in the Caribbean are very low. For example, in Jamaica, only about 7% of the cohort aged 18 to 24 were enrolled in tertiary education institutions in 1994, and only 1.7% of the cohort was enrolled at the University. The 7% enrolment ratio in Jamaica is to be compared with rates in excess of 20%, and in some cases in excess of 30%, in certain countries in Latin America. Data for enrolment ratios in tertiary level institutions in Latin America show the following for 1985: Argentina 36.4%, Dominican Republic 23.0%, Mexico 16.0%, Uruguay 31.7% and Venezuela 26.4%; by contrast Caribbean data show the following for 1990: Jamaica 8.0%, Trinidad and Tobago 10.7%, St Lucia 8.0%, St Kitts-Nevis 8.4%, Barbados 21.0% and Grenada 4.9%.

The low enrolment rates do not derive from any inadequacy in the number of qualified applicants since all the Campuses are unable to give places to all the qualified students who apply. At the St Augustine Campus, for example, over the period 1990/1991–1994/1995 the ratios of admitted students to applicants having the minimum matriculation requirements was 56% in Agriculture, 81% in Arts and General Studies, 26% in Education, 61% in Engineering, 78% in Law, 32% in Medical Sciences, 64% in Natural Sciences and 56% in Social Sciences. The situation was somewhat better at the Cave Hill Campus where most of the qualified applicants in Humanities and in Science and Technology are admitted (albeit one fifth of the admissions in Science and Technology are for the Preliminary Science level) as are 85% of the applicants in Social Sciences and Law. On the other hand, the situation at the Mona Campus is not qualitatively different from that which prevails at St Augustine. These data indicate that there is a significant unsatisfied demand for University level training in the region.

The information presented above relates only to nationals of the region. But UWI must target a

wider market, drawing students from the diaspora and even further afield. This will enhance UWI's international reputation and enrich both academic and nonacademic life at the University. But in the past UWI has had to place strict limits on the number of nonregionals who could be admitted to its programme, with the result that foreign students now comprise less than 1% of total enrolment. Foreign students normally pay the full economic cost of their tuition and thus ease the burden which falls on Government to finance the University.

The case is therefore clear. For academic and financial reasons UWI must significantly increase its total student population and also enrol a large number of nonregional students. Contraction in enrolment is therefore not a viable option for UWI, and this will remain the case even in the circumstance where countries in the region may establish national degree awarding institutions.

UWI therefore proposes to expand its enrolment over the planning period, taking due account of the imperative to ensure that the kind of graduates which it produces coincides with

the market demands. It is accordingly proposed that total enrolment at UWI in year 2001/2002 will be approximately 21,000 FTE, about 5,000 more than were enrolled in 1995/1996. In the expansion, greatest attention will be given to students in Science, Technology, Management and International Business, with the objective that, at steady state, 60% of the enrolment will be in these fields. The Table below gives FTE enrolment in 1995/1996 and the projected enrolment in 2001/2002 by Faculty and Campus.

UWI must also introduce a further qualitative change in its enrolment pattern. Market signals indicate a need for an enlarged proportion of students with postgraduate qualifications. It is therefore proposed that by year 2001/2002, 20% of the students enrolled will be pursuing postgraduate studies; this is to be compared with 12% in 1994/1995. Continuing education to update the professional competence of graduates in the work force will also be necessary and UWI will play an active role in this area.

The information presented earlier leaves no doubt that there exists a sufficiently large pool of

TABLE I: ACTUAL AND PROJECTED ENROLMENT (FTE)<sup>1</sup>

Faculty	1995/1996 Enrolment Actual				Projected Enrolment 2001/2002			
	St Aug	Cave Hill	Mona	Total	St Aug	Cave Hill	Mona	Total
	FTE							
<b>Humanities</b>								
Arts & Gen Studies & Education	819	502	2,100	3,421	1,419	580	2,139	4,138
Social Sciences	1,188	1,028	4,005	6,221	1,488	1,030	5,105	7,623
Law <sup>2</sup>	-	373	28	401	-	430	31	461
<b>Sub Total</b>	<b>2,007</b>	<b>1,903</b>	<b>6,133</b>	<b>10,043</b>	<b>2,907</b>	<b>2,040</b>	<b>7,275</b>	<b>12,222</b>
<b>Science &amp; Technology</b>								
Agriculture & Natural Sciences	1,075	541	1,471	3,087	1,855	640	2,715	5,210
Engineering	887	-	-	887	1,487	-	-	1,487
Clinical Medicine & Allied Sciences	664	69	756	1,489	1,084	140	870	2,094
<b>Sub Total</b>	<b>2,626</b>	<b>610</b>	<b>2,227</b>	<b>5,463</b>	<b>4,426</b>	<b>780</b>	<b>3,585</b>	<b>8,791</b>
<b>GRAND TOTAL</b>	<b>4,633</b>	<b>2,513</b>	<b>8,360</b>	<b>15,506</b>	<b>7,333</b>	<b>2,820</b>	<b>10,860</b>	<b>21,013</b>
Humanities %	43.3	75.7	73.4	64.8	39.6	72.3	67.0	58.2
Science & Technology %	56.7	24.3	26.6	35.2	60.4	27.7	33.0	41.8

<sup>1</sup>For the purpose of computing FTE, 2 part-time students are counted as one FTE. No weighting is given for postgraduate students.

<sup>2</sup>Law is included in Arts & General Studies for St Augustine Campus.

qualified potential applicants to support an even larger enrolment than that which has been projected. However, UWI will also market its services in order to stimulate the supply of applicants who meet the matriculation requirements. To this end, UWI proposes to:

### Local Students

- maintain close liaison with students in the Secondary Schools to advise them of the special admission requirements of the different Faculties;
- develop programmes with the TLIs under which the latter will deliver remedial courses to students who do not meet specific matriculation requirements. The University's administration and screening procedures will also be adapted to ensure that students are made fully aware of areas in which they may need additional secondary level courses in order to qualify for admission to their preferred disciplines and are given ample time to equip themselves;
- work out agreements with the TLIs under which graduates of the latter will progress with credits to full UWI degrees;
- implement special recruitment drives to enrol students in courses such as agribusiness, veterinary medicine, dentistry and pharmacy, areas in which the University has spare capacity, and to which national and regional demand will, in due course, attach high priority.

### Foreign Students

In addition, partly for reasons given earlier, it is planned to introduce and sustain an active recruitment drive to attract international students to UWI. The media, the alumni and the embassies abroad will be used to sustain the recruitment drive, but an important stimulus will come from the Summer School programme which

UWI will improve and which will cater for national, regional and overseas students.

### Postgraduate Students

Special attention will be given to enrolling postgraduate students. Many of these will have graduated from UWI a few years ago and may not be able to afford to leave their jobs to attend University on a full time basis. A number of related measures, in which the active support of Governments and employers will be solicited, will be employed to deal with the problem. For its part UWI will:

- expand its distance education to provide postgraduate training;
- within its financial resources, provide part time employment to postgraduates to hold tutorials and act as demonstrators to undergraduates;
- solicit bursaries and fellowships from private firms for postgraduate study;
- actively compete for research grants and research contracts which have a training component and in which postgraduate students can engage in work and study; and
- encourage private enterprise to grant eligible postgraduate students leave with pay under conditions which might include the condition that upon graduation the student will revert to the enterprise or accept employment in fields/localities where recruitment is deficient.

### FOUNDATION COURSE

UWI recognises that its graduates will be required to work as members of a team in furthering the objectives of the particular entity to which they are attached. They will also be expected to be exemplars in the workplace, demonstrating a high level of productivity and impeccable business ethics. Finally, because they are



University graduates, they will be depended upon to provide leadership to bring improvement in the communities in which they live. UWI's training is geared to enhancing the leadership qualities of its graduates, to stimulating entrepreneurship among them, to making them role models in the societies in which they live and work and to sustaining the drive towards higher levels of excellence in performance.

There is no substitute for a sound grasp of the technical principles of the disciplines which the individual student pursues; and UWI is acknowledged by its peers to produce high quality professionals in all its fields. However, in the world of work the application of the technical principles will be more effective if it is lubricated by a knowledge of the mores and culture of the population; further, as the world becomes technologically smaller, communications become that more important in doing business. Finally, the computer has become all pervasive in today's business world and it is becoming increasingly difficult to operate without an adequate level of computer literacy. UWI will cater for these needs.

To this end, UWI will introduce, with effect from the academic year 1997/1998, a Foundation Course starting in the first Semester. The course will provide teaching in a Foreign Language, Caribbean History and Culture, Caribbean and World Affairs, Communications and Computer Literacy. It will be mandatory for all disciplines in all Faculties, and the award of a degree will be made conditional on success in the Foundation Course.

The introduction of the Foundation Course will not result in any lengthening of the normal period required for acquiring a degree. Academic staff will be expected to increase the number of contact hours they spend with their students. With the increased number of contact hours, and through using the technological aids in teaching, Faculties will be expected to cover the Foundation Course, along with the requirements of the academic degree, during the normal period stipulated for the particular first degree.

## RESEARCH

The research programmes which UWI will undertake will respond to the expressed needs of the regional society and coincide with the development requirements of the countries of the region, while at all times reflecting the highest standards of scholarship and professional excellence. The programme will be selective.

### The Research Agenda

Based on analyses undertaken by Governments, the CDB, the IDB and the World Bank, it has been determined that in its research activities, UWI must:

- (i) place special emphasis on research programmes of a multidisciplinary nature. This will involve very close inter-Faculty and inter-Campus collaboration in the execution of research projects and in the delivery of related graduate studies. In appropriate cases, joint research will be carried out with other Universities in Latin America, North America and Europe;
- (ii) cooperate actively in programmes of research being executed by official research bodies;
- (iii) give more attention than hitherto to programmes which will support the formulation and execution of development plans of the countries of the region and, in this connection, pay particular attention to the following areas:
  - the hydrocarbon and mining industries, including downstream industry and the production of new raw materials and components;
  - renewable sources of energy;
  - agriculture, food security, environmental enhancement, water management and rural development;
  - selected areas in the services sector, tourism, hotel management and the hospitality industry generally and creating hubs in the

region to open access to the ecotourism potential in the region and in South America;

- international business and international marketing of goods and services;
- gender and development studies which would incorporate gender issues in all the disciplines in the University;
- cultural studies, Caribbean literature, music and the performing arts;
- selected areas in medicine, giving particular attention to primary health care, nutrition and chronic diseases;
- issues related to the formulation and application of social policy, e.g. crime, domestic violence, health, justice, substance abuse, poverty and alienation.

Within these broad subject areas, UWI will develop research projects in consultation with Government agencies, national research institutions, the regional private sector, and other bodies and solicit the required funding for them;

- (iv) develop a slate of research projects, with a training component built into them, and promote them with enterprises and trade associations in the region.

In developing and executing its research agenda, UWI's researchers will be monitored to ensure that they adhere to the canons of performance accountability and financial accountability as these are important attributes of a serious professional body and are also of critical importance in enabling UWI to secure research grants and contracts for research. The enlarged points of contact which UWI will establish with all the relevant social partners will also assist the University in ensuring the efficient and cost-effective execution of its research agenda.

## Research Centres

The systematic pursuit of the research agenda of the kind envisaged will require further develop-

ment of the institutional arrangements for undertaking research. There will be a need for research centres in which a number of researchers of different disciplines will work. Some of these already exist in embryonic form and they will be enlarged partly through amalgamation and partly through functional cooperation to reduce costs and assemble a critical mass of capability; new ones will be established as the need arises. These centres will be the units which will receive or initiate proposals for research, manage the research performance and cost and report on research activities.

In the main, the research staff in the Centres will be drawn from the teaching staff who will be accredited to the Centres; however, the Centres will also hire external staff on short term contracts to work on specific projects. The teaching schedules of academic staff will be structured to allow systematic attention to research programmes.

The Centres will fall under the jurisdiction of the respective Deans, but they will not operate in isolation of each other. The emphasis will be on multidisciplinary and cooperation both within the University and between the University and official and private institutions in the region and elsewhere. Indeed, it is projected that the Centres will become important drawing cards to promote collaboration in research with scholars in regional and nonregional Centres and Institutes and thus be an important instrument for enlarging the research talent on which the region can draw.

The Centres will also be training institutions. Postgraduate students will be attached, for a part of their study time, to Centres and undertake research leading to their degrees while at the same time earning some income.

Except where a contract stipulates otherwise, the Centres through their respective Deans, will be expected to disseminate the results of their research findings not only in scholarly journals but also in more popular ways. This dissemination will ensure that the research results are

taken into account in socioeconomic planning and development and are implemented; it will also stimulate interest among the regional and international community in funding future research projects.

### **Campus Specialisation**

Each of the three Campuses has special strengths in certain disciplines. For example, the Cave Hill Campus has special capabilities in Law and in certain other areas, including Cricket; the Mona Campus has developed an international reputation in certain areas of Medicine, Nutrition, Environment and Nuclear Studies, as well as in other areas. The St Augustine Campus is well noted internationally for its work in Tropical Agriculture and in Engineering. All of the Campuses have developed special interest in some of the Social Sciences and in the Arts.

It is inevitable therefore, and valuable, that the Campuses should give particular attention in their research to their areas of strength; this will shape their research profile. However, as a general principle, research programmes agreed for financing must pass the test of relevance, i.e. that they are directly related to treating with problems which countries of the region encounter in their development effort and enrich the teaching programme in the University as a whole. Inter-Campus cooperation will enlarge the response which University research can make and the Board of Graduate Studies and Research will actively promote such cooperation.

It is useful at this juncture to address the question of the weight which will be attached to curiosity driven research. The region has become internationally known for its contributions to science in important areas – livestock science, social science and economics, merely to cite a few. As an institution dedicated to the development and dissemination of knowledge worldwide, UWI will continue this tradition and actively support curiosity driven research which seeks to push

back the frontiers of knowledge in particular areas. There is no conflict between this position and that of relating research programmes to the development needs of the countries of the region. Indeed, it is almost inevitable that in devising solutions in specific cases it will be necessary for the research team to explore additional theoretical support for the propositions which it advances. Curiosity driven research therefore will find a place in the agreed research programmes, the qualification being that such research should be part of a team effort directed to finding solutions to problems which the countries and enterprises of the region encounter. Over and above this, UWI will recognise its obligation as an international centre of learning and will address problems of global importance which will enhance the quality of life of the peoples of the world.

### **UWI AND THE TERTIARY EDUCATION SYSTEM**

The strengthening of the TLIs is an important aspect of UWI's preoccupations. It has already taken important initiatives in this regard. It has sponsored the Association of Tertiary Level Institutions (ACTI) which is the forum for discussing developments in the TLIs and on which UWI is represented. ACTI will in future have representation on the University Council. Over the next five years UWI will take additional steps to strengthen the partnership between itself and the TLIs so that more of the region's students will be able to receive the level of education they require and there will be ease of movement among institutions. In particular:

- it will assist in upgrading the technical capability of the teaching staff in the TLIs by training them directly and by assigning its staff members to participate in special teaching programmes;
- it will provide advice on curricula development;

- it will transfer to TLIs many of the Certificate and Diploma courses which UWI now delivers at nondegree level;
- it will conclude arrangements with selected TLIs which would allow them to teach under UWI surveillance the first and second year syllabus of a UWI degree programme with the final year being taught by UWI;
- in selected cases it will agree that a TLI could teach the UWI syllabus for the full UWI degree; UWI will maintain surveillance over the quality of the teaching and the examination;
- in its degree programmes, it will work out with individual TLIs the credits which it will give for courses which they teach;
- it will provide on request second examiners to the TLIs in respect of their qualifications;
- it will admit students from the TLIs to its degree programmes, giving them adequate credit for their attainment; this could significantly reduce the cost of acquiring a UWI degree.

Generally, UWI plans to do all the things necessary and feasible to enable the TLIs to operate as effective functional links in a seamless education system in the region.

UWI is prepared to operate as the hub of the regional tertiary education system. ACTI can be a powerful agent of beneficial change in this regard and UWI will work with and through ACTI in the upgrading process. The Governments of the region will be invited to assist both by supporting the activities of ACTI and UWI and also by funding Chapters of ACTI in each country.

## LIAISON WITH THE ENTERPRISE SECTOR AND OTHER BODIES

In defining the scope and range of the teaching and research services which UWI will deliver, the point has been made that UWI will take the con-

sultative steps necessary to ensure that it is working in harmony with the development requirements of the countries of the region. This process of consultation will be facilitated by the new governance machinery which is being put in place pursuant to the acceptance by the University Council of the proposals made by the Chancellor's Commission on Governance. Inter alia, these proposals entail:

- greater private sector representation on the University and Campus Councils on which Government Ministers, academics and students also sit;
- the formal establishment of University and Campus Audit Committees and the patent separation of the audit function from the Bursaries and other arms of the University administration;
- the strengthening of the communication links between the University and the several publics it must serve; and
- increasing the fund raising activities on which UWI must embark, a process which will require the senior staff of the University to disclose its plans to, and receive feedback from, potential financiers.

It is however recognised that the benefits which a Campus, and the University as a whole, will derive through the formal machinery will be enhanced by continuing informal contacts with business groups, nongovernmental organisations and Government ministries and departments. Each Campus Principal and Dean will therefore be assisted in developing and sustaining dialogue with relevant bodies with a view to ensuring that the Campus teaching and research activities coincide with expectations and that these activities are supported financially.

Even though these contacts will be informal, they will be of great value to all the University's stakeholders. Campus Principals will therefore not only be directly involved at certain levels in promoting the consultations and consensus but

will also monitor the progress and achievements made in this regard by the senior members of staff.

As a teaching and research institution, UWI has maintained links with other Universities in several countries of the world. At the present time UWI is a member of some of the consortia which bring together Universities in North America and Europe; other consortia involving Universities in Latin America, Asia and Africa are also being envisaged and UWI will be part of them. Such participation can bring many benefits to UWI and to the region – e.g. staff development, opportunities for postgraduate students to do research, joint research, etc.; but it will also provide UWI with the opportunity to influence the research agenda of the consortia which could then include research into areas of particular interest to the countries of the region. The senior administrative and academic staff will therefore be required to allocate adequate time to the development of inter-University collaboration in both teaching and research.

## **LIBRARY AND INFORMATION SERVICES**

The expanded programme of teaching and multidisciplinary research on which UWI will embark will create a heavy demand on the library services. These services will involve not only being the storehouse of books, journals, periodicals and heritage collections; they will also have to operate as conduits which give greater access to information systems and services abroad. Further, since many of the postgraduate students will be attending classes on a part time basis, the library and information services must be available to them for longer hours, especially on weekends. Finally, the libraries will have to provide substantive support in the delivery of distance education. All of this will significantly increase UWI's costs, particularly in the light of the rapid

increase in the cost of books and the exponential growth in knowledge with which UWI students must become fully acquainted. UWI will adopt a variety of strategies during the planning period to reduce these costs, and to transform its library services from being mainly a storehouse of reading material into being a conduit for the region to the growing body of world knowledge.

It is expected that there will be some sharing of the cost burden through students investing in their own textbooks and relying on the library for supplemental material and reference texts. But the library service will also have to develop networking arrangements with other libraries and information systems in the region and other parts of the world as well.

The programme of equipping UWI's libraries with the software and hardware to participate in regional and international networking has been initiated and will be continued during the planning period. The basic infrastructure has already been laid at the Mona Campus and is included in the capital expansion programme at St Augustine and Cave Hill; the bare bones of an automated system have been installed at the St Augustine library and work in this area will be started shortly at Mona. The initial phases of the automation of the Cave Hill library is being addressed in the ongoing capital expansion programme where compatible software will also be installed. However, a great deal more of electronic and communication equipment is required to bring the UWI library system up to the standard expected in a modern University. The physical facilities available at the libraries are being upgraded to provide students with a more congenial atmosphere in which to do their work. UWI expects that, during the planning period, Governments, other donors, the alumni and business houses will provide supplementary capital funding to enable UWI to acquire the hardware to bring the library system up to the standard which it must reach in order to be part of an international network. The full computerisation of



the enlarged libraries will permit the redeployment of the existing staff who will then be able to provide service to students and researchers both in and out of the University for longer hours per week than they are now able to do.

A vision for the development of UWI's library and information services is that, on each of the Campuses, they will become the central point for such services nationally; and through their networking arrangements, serve the region in this capacity. This will require the individual libraries to be linked with official and privately held collections of material. But it also carries with it that the clientele of UWI's libraries will extend beyond the student and research body and be a source of information to the nation and region at large. The University proposes to explore this concept with the respective Governments of the Campus countries.

## HUMAN RESOURCE DEVELOPMENT

UWI recognises that its principal asset is its people. Staff costs are also the largest component of total cost. Both factors converge to require that the management and development of the academic and nonacademic staff must be given high priority in order to ensure that the staff, being trained up to the leading edge of their discipline, are enabled to deliver high quality service at an economic cost. This function of staff training and management devolves on the Office of Administration at the Centre and on the Registrars in the Campuses.

Over the past few years significant developments in staff upgrading have been introduced including the important one of succession planning. But there is an acknowledged need for further rationalization associated with the new management and Faculty structure. This will be pursued within the limits of the resources available for staff separation and the task will be materially assisted by new state-of-the-art software in

human resource management which is currently being installed and which will come on stream in 1997.

### Staff Development

There is already in place a well recognised system of sabbaticals which enable academic and senior administrative staff to update and improve their skills. The enlarged student body and the greater use of distance education require that UWI must give more attention to a more broadly based system of staff development which would equip the staff to operate better in the changing environment. The teaching staff must have their pedagogical skills continually refurbished using, among other things, computer aided instruction. They must also be given the opportunity to keep abreast of developments in their science in order to ensure that there is a smooth succession; they must become more aware of business practices since, at certain levels, they will be required to manage Faculties and budgets and also solicit private funding for research. The non-teaching staff must also be continually upgraded in order to achieve the levels of productivity which UWI must sustain in order to be a viable enterprise. During the planning period UWI will accelerate the steps it has already initiated to streamline its staff development programme to satisfy these and other needs.

For the academic and professional staff, UWI will:

- structure the system for sabbaticals and study leave in order to satisfy the needs for succession planning and sustaining high professional standards among its graduates;
- conclude arrangements with Universities abroad to secure attachments for its academics;
- expose all teaching staff to training in pedagogy. The Learning Resource Centres and the Schools of Education will be mobilised to meet this need; there will also be, as part

of the staff appraisal system, an assessment of the pedagogical capability of the teaching staff;

- provide within its staff rules for the opportunity for a small number of its teaching staff to take up full-time employment for defined periods with enterprises and international organisations and then return to the University without loss of seniority. This will be the obverse side of the plan to recruit on contract staff from the enterprise sector to undertake teaching and research.

For the nonacademic staff, facilities will be made available to them to attend courses and programmes which the University delivers to students. They will also be offered places in special management programmes which the University may contract to deliver to Governments and enterprises. These will supplement the on-the-job training programmes which the Directors of Administration will be required to organise for the service staff on a systematic basis.

## STUDENT SERVICES

### Academic Services

UWI has already initiated a series of new measures to assist students in their academic and non-academic life and generally to make their stay at the University a more rewarding and memorable period of their lives. These measures are working well and students have expressed their appreciation with them. During the plan period, these student related services will be upgraded and enlarged. On the academic side:

- the process of registration will be made less time consuming through the use of new software which was developed in-house and has already been debugged. This software will also make it easier for students to obtain transcripts and other student records which they require for seeking employment;

- lecturing staff will be required to increase the number of contact hours they spend with their students;
- additional services will be made available to counsel students on their study programmes;
- more classrooms will be available when the ongoing capital expansion project is completed; the enlarged libraries will offer better facilities for study and efforts will be made to identify special study rooms for students;
- students' access to computer facilities will be enlarged;
- the improved liaison which Faculties will be required to develop with the enterprise sector and with Governments will enable the placement units on the Campuses to provide better information to students who seek part-time or full-time employment;
- student exchanges are a device for enriching University life and improving academic performance. The University will solicit, as part of its fund raising campaigns, special resources to finance at least a part of the cost of inter Campus visits by students and even of short periods of study on another Campus.

### Housing

Housing accommodation is one of the serious difficulties which students face. The University has been able to make a significant dent into this problem through building additional halls of residence on each of the three Campuses and it will continue its efforts to secure funding to enlarge the stock of units under its control. In addition, through better communication with the public, it will improve the quality of the assistance which it can give to students on affordable and suitable student accommodation. But over and above all this, the University will solicit a positive response from the approaches which it will make to homeowners and enterprises that they could earn additional income for themselves, and assist students, by renting out vacant rooms

or by building new accommodation. The University is prepared to play a role in facilitating the provision of good student accommodation by the private sector.

## **Recreation and Other Facilities**

On the nonacademic side, the University is giving attention to students' facilities for debates, meetings of special groups, small concerts, physical education and sporting facilities. It is expected that current approaches to the alumni will result in the construction on one of the Campuses of a sports hall during the planning period and that other Campuses will in due course secure such benefits. With regard to other student amenities, it is the normal practice in several countries for Governments to finance facilities such as debating halls, physical education, sport and special areas for mothers who are students, especially part-time students. UWI will seek to persuade Governments of the region to do the same on the Campuses.

## **Campus Security**

UWI recognises that its students, especially those resident in and around the area of the Campuses, are not immune from the upsurge of crime against the person which Governments and social groups are striving to contain. It will work closely with all these bodies in seeking solution and, in fact, it is currently engaged in carrying out a research study on crime and violence.

Parallel with this, each Campus is taking steps to protect its students and ensure that at least the Campus environment is secure. Additional security guards have been recruited for work on the Campuses, particularly in the late evening; lighting on the Campuses is being upgraded; liaison with the district police has been improved and the student body on the Campuses is being mobilised and assisted to provide improved security especially for the women students.

The Campus administrations will continue these efforts while at the same time counselling students on ways of avoiding problems which might endanger their personal security.

## **Student Finances**

The University has played a major role in devising and negotiating student loan schemes which are operated by commercial banks with Government guarantees. It will continue to assist both students and Governments in arrangements for financing University education. It will also be much more active in persuading Government departments and enterprises to provide part-time employment to students during the vacations and even, in certain cases, on weekends. The community has a clear responsibility to assist students and to guide them in the discipline of the world of work. Besides, the provision of part-time employment to students is a non-zero sum game; there are many jobs in enterprises such as stocktaking, market surveys and intelligence gathering which students can do and which, done on this basis, will bring net profit to an enterprise. The University will seek to persuade the producing entities of the wisdom of embracing this approach.

Generally, UWI will take all feasible steps to make the students aware that the University considers them to be very important and, within the constraints of its financial and human resources, will seek to respond to their needs and problems in tangible and meaningful ways.

## **COSTS AND COST SAVING STRATEGIES**

The implementation of the projected enrolment programme and the enlargement of research partly related to the greater number of postgraduate students call for a significant increase in financial resources. Indeed, taking into account

only the increase in FTE enrolment, basing costings on those which the University Grants Committee (UGC) accepted for 1996/1997, and allowing for annual inflation rates of 12% for the Mona Campus, 4.8% for the St Augustine Campus and 3% for the Cave Hill Campus, the funds which the University would require, excluding the cost of special projects and programmes, amount to BD\$379,290,000 in year 2001/2002. These funds have in the past come from Governments in the form of subventions, from tuition fees from students and from resources which the University raises through the provision of services. UWI is planning to take specific steps during the planning period to achieve efficiency gains which will reduce the claims which it makes on Governments and students for the funds which it requires. The efficiency gains which UWI is projecting to achieve in 2001/2002 through cost saving measures amount to BD\$11,241,000.

### **Tuition Fees**

The Council has already agreed that tuition fees will be set at 20% of economic costs with effect from academic year 1997/1998; the University has accepted the challenge that, subject to the Government contribution being realised, as assumed below, the ratio of tuition fees to tuition costs will not be increased during the planning period. It is to be noted that students will receive benefit from the efficiency measures which UWI will introduce.

### **Government Subvention**

Based on the parameters incorporated into the Plan, in year 2001/2002 the University will have on its roll almost one third more students than it did in 1996/1997; there will be a significant increase by year 2001/2002 in the number and proportion of students enrolled in Science and Technology, subjects which are about twice as expensive as the Arts and Humanities; in addition,

20% of the students in 2001/2002 will be post-graduates as compared with about 12% in 1996/1997 (and postgraduate student costs are about twice the level for undergraduates). In short, if student enrolment is weighted by the relative cost in Faculties, it will be found that the weighted figure for 2001/2002 will be 40% above what it was in 1996/1997. All other things being equal therefore, after making the adjustment for the increased rate of tuition fees, the subvention from Governments in 2001/2002 in real terms could be expected to increase by about the same proportion.

In order to reduce the financial burden on the Governments, the Strategic Plan incorporates the assumption that Government subventions will not exceed the quantum approved for 1996/1997 based on the final figures per the Financial Statements, plus the amount which the Governments agreed to subscribe to the Sinking Fund required under the IDB loan and which must be established during the planning period. The rest of the funding will have to be generated by the University, such funding to be achieved partly by cutting costs and partly by earning net income from the sale of books, goods and other services. This is a measure of the effort which the University must make. The steps which it proposes to take in the area of cost saving are set out below, the caveat being added that other measures will be adopted should the financial picture deviate from what is projected.

### **COST SAVING MEASURES**

Personnel costs comprise in excess of 70% of total University operating costs; the remaining 30% consists of supplies, services and utilities where only marginal cuts can be made through conservation. Cost saving measures are therefore directed mainly to personnel costs, due regard being had to the imperative of continually improving the quality of the teaching and research which the institution undertakes.

### **(a) Faculty Rationalisation**

The University has already decided to reduce the number of Faculties and Departments; at the Mona Campus the number of Faculties has been reduced from five to four and the number of Departments has been reduced from 42 to 26; at St Augustine, the number of Faculties has been reduced from seven to five and the number of Departments from 37 to 25; while at Cave Hill, the number of Faculties has been reduced from six to four and the number of Departments from 15 to 11. This process of rationalisation will be continued during the planning period. The reduced number of Faculties and Departments will result in a smaller number of service and support staff assigned to Faculties.

### **(b) Increasing Productivity**

A number of additional steps will be taken to make the teaching departments more cost effective. Among them are the following:

- (i) greater use will be made of new instruction technology, such as computer aided instruction. This will result in the need for a smaller number of staff and also bring benefit to the students who will be able to pace their absorption of instruction to meet their own specific circumstances;
- (ii) the number of technicians in Faculties will be reduced to bring the ratio of technicians to academics closer to norms prevailing in leading universities in North America and the UK;
- (iii) UWI will make greater use of qualified non University personnel to deliver lectures and hold seminars; the value of this measure goes beyond the savings in cost which it will generate. It will also enable students to derive an up to date insight into some of the practical problems which they will confront in the world of work and to become aware of state-of-the-art technology and of the evolving trends in the field;
- (iv) the University will actively support the development of Science and Technology Parks in proximity to the Campuses. One such park is already in operation at the Mona Campus. The association between the University and the Parks will not only bring research assignments to the University but will also expose staff and students to the latest technological trends and business practices;
- (v) greater use will be made of postgraduate students to hold tutorials and act as demonstrators for undergraduate students, thus saving in the amount of lecturing time required;
- (vi) UWI will conclude formal arrangements with the TLIs under which the latter will be enabled and assisted to deliver up to second year level teaching in certain disciplines so that the University will be able to reduce the number of lecturer hours it requires to train students up to the quality and professionalism that a UWI degree requires.

### **(c) Distance Education**

UWI already operates a system of distance education using the telecommunications medium. During the plan period distance education will be significantly enlarged and will use both the print and electronic media to provide instruction; through this device a greatly increased number of students will be enrolled to read for UWI degrees. In addition to the programmes now delivered on UWIDITE – First Year Social Science, Certificates in Business, in Public Administration and in Education – the new programmes will include full degree courses in Social Sciences and Management, Preliminary Sciences in the Natural Sciences, a Diploma in Education and a Diploma in Construction Engineering. Postgraduate degrees are also being planned for Business Administration and the Social Sciences. It is to be emphasised that the academic content of the programmes being delivered through distance education will be under the firm control of the



Faculties so that there will be no deviation from the high academic standards which are the hallmark of the UWI degree. The necessary infrastructure is being laid and the institutional arrangements for administering a well controlled distance education programme at both the undergraduate and postgraduate levels are being installed by the Board for Undergraduate and Distance Education. At the present time there are 25 sites in 14 countries which comprise the network; these are being upgraded for more efficient two-way communication, the completion date being January 1997. At steady state, there will be 43 centres, 21 in the Campus countries and 22 in the non Campus countries. The telecommunications network will be buttressed by in situ tutors and by the use of the print media. The initial enrolment target is 1,000 FTE.

When all the logistics are fully in place and functioning, the cost of delivering education through distance is expected to be significantly lower than that involved in formal classroom teaching. Besides, it is possible to envisage the sale of distance education programmes to nonregional bodies. However, all of this will inevitably take a considerable period of time, particularly since there must be no sacrifice of quality. It has therefore been assumed that no part of the saving which distance education will generate will accrue during the plan period.

These and other measures will enable UWI to reduce the number of academic and service staff in the delivery of the projected expanded undergraduate and postgraduate programmes, while at the same time adhering to its policy of continually improving the professional standard of the degrees which it offers.

#### **(d) Class Rationalisation**

The University will introduce an arrangement under which the minimum number of students for a course at undergraduate level will be 25; courses in which registrations are below this

level will be amalgamated into others in order to derive the critical mass without in any way reducing the professional content of the degree being offered. Where cogent reasons, related to the academic requirements of the degree, are advanced, courses with fewer than 25 students will be allowed for a limited period of time. This rule will be introduced with effect from the 1997/1998 academic year.

#### **(e) Increasing Contact Hours**

The changed financial circumstances which confront all the leading Universities in North America and Europe have required them to revisit the question of the number of contact hours which lecturers have with their students. This need has become more urgent in the light of the pressure to reduce the time which a student takes to graduate (the throughput rate). UWI will do the same.

In this connection some concern has been expressed over classes with very large numbers of students and the consequent need to devise and employ appropriate strategies to deal with the situation. The Board for Undergraduate Studies has initiated action to address this problem and has requested the heads of Instructional/Staff Development Units on each Campus to mount workshops around the theme starting in 1997.

Deans and Department Heads will have the responsibility of managing their staff and directing research. But budgetary allocation will be made to a Faculty using as a basis that lecturers will deliver an average of 15 hours of contact time per week to their students.

#### **(f) Staff in Research Institutes**

It is proposed that the research staff in the Research Institutes would deliver an average of seven hours per week of contact time in teaching students and in supervising postgraduates. This will not only reduce the number of full time

lecturers which UWI must employ to deliver its programmes, but also assist in the early dissemination of research results and invigorate academic curricula.

#### **(g) Improvement in Throughput Rates**

The measures which are proposed with regard to academic staff and the teaching and research function will reduce staff costs in the University. A much larger gain will accrue to the region in the form of improved throughput rates, i.e. the average number of years which a student takes to acquire a degree.

The University is targeting, through the use of these and other measures, a 15% improvement in the throughput rate by 2002. This will not result in a budgetary saving for the University but it will significantly reduce the cost which society has to pay for training the qualified people it requires. Data for the St Augustine Campus show that if a rate of improvement in throughput rates of 10% is achieved the "savings" which will accrue can be of the order of TT\$29m per year. The other Campuses will show proportionately similar results.

#### **(h) Nonacademic Staff**

UWI will have to be more proactive in obtaining research and service contracts and delivering results on time. It is proposed therefore to establish, within the offices of the Principals of the Campuses, a project monitoring unit which will track the execution of research and other projects which the Campus is executing; and a Business Development unit to solicit contracts. In the long term these Business Development units will be spun off into profit making limited liability companies which will sell research and training services on a commercial basis to the national and regional communities and indeed to the rest of the world and in turn contract with the research centres and the Faculties to provide the services which they contract to sell.

It is also introducing new software systems to deal with financial management, human resource management and student registration. The new software will facilitate the decentralisation to the Faculties of a large part of budget management, student registration and other similar services. It is therefore proposed that the cost of the staff in the bursaries, registries and general administration at the end of the planning period will be at least 20% lower than it would otherwise be.

#### **(i) Profit Centres**

The bookstores, field stations, printing shops and media centres will be made into profit centres and profit targets will be set for each of them every year. Halls of residence will be required to be commercially viable and make no claim on the University's resources.

### **REVENUE GENERATION**

The Strategic Plan incorporates the assumption that tuition fees will be 20% of economic costs and that the subvention from member Governments will remain fixed in real terms at the level agreed for the academic year 1996/1997, except that in the discharge of their obligations to the IDB, they will subscribe to the Sinking Fund which must be established during the planning period. The University will have to cover the resulting gap.

A prime way of closing the gap is to increase productivity levels and to make economic substitutions. The measures proposed in this regard were described earlier.

The University proposes to raise the remainder of the funds through earning income and through fund raising. To this end, it will:

- enlarge its Continuing Education Programme, and take the administrative steps necessary to ensure that 45% of the gross

receipts from such programmes accrues to University; the remaining 55% will be retained by the Faculties to acquire unbudgeted goods and services for the Faculties;

- actively seek research contracts from Governments, international agencies and private enterprises;
- expand the fund raising activities which it has already initiated in the Caribbean and North America.

In pursuit of this last measure, it will establish a Development Office within the Vice Chancellery which will provide advice, assistance, information and direction to the alumni and other fund raising bodies which operate in the field and sustain the necessary linkages between the fund raising bodies and the academic staff. The Development Office will be self financing.

The projection of the results which these initiatives can generate is very tentative. The University must therefore be prepared to initiate supplementary measures, including generating additional fee income, in order to remain a viable institution.

## COST AND FINANCING

### Operating Cost and Income

The effect of the increasing enrolment, the progressive shift to Science, Technology and Management in the programmes which the University is projecting, the increased emphasis on postgraduate training and the implementation of cost saving and other efficiency enhancing measures is summarised in tables which are presented in the appendix to this general overview in respect of the three Campuses.<sup>1</sup>

For certain analytical and financing purposes, the activities which the University undertakes, through the Centre, the Campuses and the Uni-

versity centres in the non Campus countries, are divided into two broad categories. The first is the teaching, academic research, advisory and public service which is the principal focus of the Campus and University Grants Committees and which is financed through tuition fees and subventions from Governments. This category of activities is described here as constituting the "core" budget.

The second category of activities relates to teaching and research which the University undertakes in discharge of specific contractual arrangements concluded with Governments and international agencies. These activities are fully funded by the respective agency and make no direct call on the core budget; indeed, the practice in European and North American universities is to add an overhead charge to the direct cost of performing these functions, the funds thus generated being available to enlarge the facilities which the University needs and to undertake staff development. This second category of functions also includes programmes of continuing education, summer schools and related teaching projects which have, as their primary purpose the enhancement of the technical and technological capability of the participants, but which are also expected to produce a surplus for the University. The funds generated in this way, in addition to the uses mentioned earlier, also serve as counterpart funds which the University must offer in order to secure grants and donations from benefactors and lending agencies.

The analysis of the costs and revenues of the three Campuses which has been presented both

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<sup>1</sup>The figures given in this overview will differ from the analysis and the results relating to the outturn shown later for the individual Campuses. The difference derives from the inclusion here of the data relating to the University Centre which have been incorporated into the costs and revenues for the Campuses. To illustrate the point, the data for the St Augustine Campus presented in this overview include the Centre costs allocated to St Augustine; in the analyses presented in the section of the plan dealing with the St Augustine Campus, the Centre costs and revenues have been excluded.

in this overview and in the subsequent detailed presentations has been divided in the two categories; but the point needs to be made that the data do not give a full picture of the role that the University plays in upgrading educational attainment and proficiency in the region; in other words the FTE data give only a partial reflection of the University's activity.

Turning now to the results, as shown by the projections over the plan period, it is to be recalled that one of the strategic decisions guiding the formulation of the strategies and targets is that the University should show enhanced self reliance. This would be reflected in the position that, for the core budget function, Governments would be asked only to maintain the real value of the subvention which they agreed to provide to the University for the academic year 1996/1997. The implication of this decision is that Campuses and the Centre had to introduce and implement measures to increase productivity and efficiency; the magnitude of the task is enlarged having regard to the fact that total enrolment would increase by about one third over the plan period, that greater emphasis would be placed on the more expensive disciplines, and that the proportion of postgraduate students would reach 20% of total enrolment by the end of the period. It must be noted that, in computing current costs and required subvention, the annual rates of inflation assumed were Cave Hill Campus 3%, St Augustine Campus 4.8% and the Mona Campus, a composite figure which averaged 12% for all cost indicators.

## Results

The financial out-turn of the projections which is given in the tables below, which present summary data, provides only a partial quantification of the effects of the efficiency and cost saving measures which have informed the general strategic approach. The partial nature of the reflection

derives from the fact that no account is taken in the data of the projected results from steps and systems that will reduce the average amount of time which a student takes to graduate, i.e., the effect on the throughput rate. This has a significant effect on the cost for the student as well as the cost that society will carry, for the University will be training more students for the same cost. To illustrate the point, the St Augustine Campus is projected to improve the throughput rate by 10% over the plan period. If this is achieved, it will mean a reduction of 800 student years for the graduates in 2002; at the projected cost of TT\$36,439 per FTE, the saving which will be achieved is in excess of TT\$29m in year 2002.

The tables below present the summary data relating to the three Campuses. More details are given in an appendix which also consolidates the data for the three Campuses and the Centre.

Some of the salient features revealed by the projections are as follows. For St Augustine, over the period 1997/1998 to 2001/2002:

- (i) Government subvention per FTE in *current prices* remains relatively unchanged;
- (ii) tuition fees per FTE in *current prices* remain flat over the period;
- (iii) net core expenditure per FTE remains relatively unchanged;
- (iv) the proportion of total income applied to covering net core expenditures declines to 93%, leaving 7% to be deployed to improving the capacity of the Campus to do more relevant work.

For Cave Hill over the same period:

- (i) net core expenditure per FTE in *current prices* remains relatively flat;
- (ii) tuition fees per FTE in *current prices* remain relatively constant in current dollars;
- (iii) the proportion of total income applied to net core expenditure remains relatively unchanged;
- (iv) Government subvention per FTE remains relatively constant in current dollar terms.

**TABLE 2A: The University of the West Indies St Augustine Campus**  
(Including Allocated University Centre Costs and Revenues) TT\$

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget before Efficiency Gains	235,333,805	255,653,182	270,576,869	285,776,317	301,939,884
Core Budget after Efficiency Gains	230,238,431	249,320,956	262,887,573	276,599,350	292,292,347
Net Core Expenditure per FTE TT\$	41,612	41,672	40,865	40,186	39,860
Index %	100.00	100.14	98.06	98.34	99.19
<b>GROSS INCOME</b>					
Government Contributions	189,447,443	201,282,163	214,065,337	227,790,296	242,360,789
Government Contributions towards Repayment of Long Term Loans	396,962	10,328,868	11,575,670	11,552,015	11,524,053
Tuition Fees	45,917,725	49,650,508	52,222,817	54,898,269	58,035,216
Other Income	2,473,000	2,452,054	2,437,085	2,428,031	2,424,844
Total Gross Income	238,235,130	263,713,593	280,300,909	296,668,611	314,344,902
Percentage of Income Applied to Core Expenditure	96.64	94.54	93.79	93.24	92.98
Percentage of Income Available for Upgraded and New Programmes, Capital Facilities, etc.	3.36	5.46	6.21	6.76	7.02
Government Contributions per FTE: TT\$	34,240	33,642	33,276	33,095	33,051
Index %	100.00	98.25	98.91	99.46	99.87
Tuition Fees per FTE: TT\$	8,299	8,299	8,118	7,976	7,914
Index %	100.00	100.00	97.82	98.25	99.22
Student Enrolment – Direct Fees	5,533	5,983	6,433	6,883	7,333

These data exclude the Medical Science Faculty at the St Augustine Campus.



**TABLE 2B: The University of the West Indies Cave Hill Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**  
**(Including Allocated University Centre Costs and Revenues) BD\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget before Efficiency Gains	52,414,388	55,873,038	57,770,314	59,699,528	61,929,496
Core Budget after Efficiency Gains	51,765,185	54,572,998	55,817,953	57,092,957	59,318,012
Net Core Expenditure per FTE BD\$	20,080	20,570	20,781	20,998	21,035
Index %	100.00	102.44	101.03	101.04	100.18
<b>GROSS INCOME</b>					
Government Contributions	42,626,778	44,136,458	45,644,741	47,232,809	49,060,116
Government Contributions towards Repayment of Long Term Loans	563,055	2,201,279	2,278,881	2,290,634	2,305,736
Tuition Fees	10,332,394	10,882,299	11,113,102	11,361,812	11,808,111
Other Income	530,000	600,000	650,000	650,000	650,000
Total Gross Income	54,052,227	57,820,036	59,686,724	61,535,255	63,823,963
Percentage of Income Applied to Core Expenditure	95.77	94.38	93.52	92.78	92.94
Percentage of Income available for Upgraded and New Programmes, Capital Facilities, etc.	4.23	5.62	6.48	7.22	7.06
Government Contribution per FTE: BD\$	16,535	16,636	16,994	17,371	17,397
Index %	100.00	100.61	102.15	102.22	100.15
Tuition Fees per FTE: BD\$	4,008	4,102	4,137	4,179	4,187
Index %	100.00	102.35	100.85	101.02	100.19
Student Enrolment – Direct FTEs	2,578	2,653	2,686	2,719	2,820

**TABLE 2C: The University of the West Indies Mona Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**  
**(Including Allocated University Centre Costs and Revenues) J\$'000**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget before Efficiency Gains	2,708,787	2,925,886	3,167,889	3,428,906	3,713,400
Core Budget after Efficiency Gains	2,679,859	2,893,139	3,130,511	3,386,256	3,665,644
Net Core Expenditure per FTE J\$	316	322	330	339	350
Index %	100.00	101.90	102.48	102.73	103.24
<b>GROSS INCOME</b>					
Government Contributions	2,085,325	2,329,652	2,604,056	2,911,205	3,253,393
Government Contributions towards Repayment of Long Term Loans	103,705	104,915	108,757	108,566	108,347
Tuition Fees	534,758	576,675	622,918	673,528	729,445
Other Income	135,580	146,082	157,812	170,889	185,448
Total Gross Income	2,859,368	3,157,324	3,493,543	3,864,188	4,276,633
Percentage of Income Applied to Core Expenditure	93.72	91.63	89.61	87.63	85.71
Percentage of Income Available for Upgraded and New Programmes, Capital Facilities, etc.	6.28	8.37	10.39	12.37	14.29
Government Contributions per FTE: J\$	246	259	275	292	310
Index %	100.00	105.28	106.18	106.18	106.16
Tuition Fees per FTE: J\$	63	64	66	67	70
Index %	100.00	101.59	103.13	101.52	104.48
Student Enrolment – Direct FTEs <sup>1</sup>	8,483	8,983	9,483	9,983	10,483

<sup>1</sup>Excludes self-financed students.

For the Mona Campus:

- (i) net core expenditure per FTE in *current prices* increases at a rate of about less than half the assumed inflation rate;
- (ii) tuition fees per FTE in *current prices* remain relatively unchanged in spite of the assumed rising inflation rate;
- (iii) the proportion of income applied to net core expenditure averages 90%. Correspondingly, the proportion of income which will be applied to new and upgraded programmes and capital facilities is in the range of 10%;
- (iv) Government subvention per FTE increases, but the increase is about one half of the assumed inflation rate.

In general, therefore, the plan projects significant improvements in efficiency in all Campuses.

### The Mount Hope Medical Sciences Complex

The Mount Hope Medical Sciences Complex has not been included in the data for the St Augustine Campus or, by extension, the data for the University as a whole. This is because the Complex is treated as a special project which the University executes on behalf of the Government of Trinidad and Tobago. But the difference goes beyond this. The fees which students are required to pay do not conform with the norms established for the University as a whole. They are much higher than the 15% which students in other parts of the University are required to pay; equally, on the other hand, the Government of Trinidad and Tobago meets the full costs of 35 new student admissions each year and these students pay no fees.

There is however no gainsaying the fact that the training of students at the Complex involves a cost to the Governments and to the societies to produce the graduates which UWI delivers every year. There are several ways by which the students at Mt Hope can be included into the coverage of the cost and income data which must be used in appraising the cost effectiveness of the programmes that UWI offers. In order to facilitate this analysis, the data for Mt Hope are shown in a separate appendix to this overview.

## RESEARCH FUNDS AND GRANTS

Most of the research carried out by the University is financed by grants and other project funds. These funds are largely "in-and-out" in the sense that funding is on a reimbursement basis; they are however the main source of research funding available to the University since, by and large, member Governments restrict their funding to covering the core budget. The University will seek to persuade member Governments to provide some research funding, not only because of the greater coincidence between the University research and the development needs of the country but also because evidence of official support for research is an important trigger for securing funds from other agencies and Foundations.

Based on the experience over the last few years it is projected that the combined efforts of the Centre will generate funds for research and staff development of the following orders of magnitude:

Research Funds and Grants BD\$000

	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Mona	6,611	5,950	5,355	4,819	4,337
St Augustine	3,851	3,659	3,476	3,302	3,137
Cave Hill	5,600	4,200	4,500	4,500	4,500
<b>Total</b>	<b>16,062</b>	<b>13,809</b>	<b>13,331</b>	<b>12,621</b>	<b>11,974</b>

## CAPITAL AND DEVELOPMENT EXPENDITURES

The data which have been presented demonstrate clearly that the University is committed to reducing its costs, increasing its financial self reliance and minimising the obligations of the students. It is to be emphasised that all of this is set within a framework where quality standards will continue to rise and the output of the University, both in terms of graduates and research, will be increasingly coincident with the needs of the regional societies in the rapidly changing economic environment.

In order to ensure that all of this is achieved – and it is achievable – there will be a need for a parallel sustained programme of capital expenditure, asset modernisation, staff development and enhanced attention to the needs of the student body for both their academic and human development needs. It will call for new research and teaching tools, a modernisation of laboratory equipment and improved access to knowledge being developed elsewhere; it will require a quantum improvement in communication systems, an enlargement of computing power to meet the demands of both students and staff and improved physical accommodation to facilitate multidisciplinary in research, more efficient human resource management and greater performance and financial accountability. The physical infrastructure on all the Campuses and centres will have to be upgraded. Library automation will have to be given high priority and the special needs of distance education students will have to be taken into account. As the University seeks to be the hub in the regional tertiary education system, special attention will have to be given to facilities to meet the needs of teachers in the TLIs; and UWI must become more active than it has been able to be so far in sponsoring international scientific symposia and so maintain its place in the constellation of world class universities. Student amenities, student housing and student se-

curity must be improved and the facilities for promoting greater interaction between the University and the private and official sectors must be put in place. These are just some of the areas that will have to be addressed along with the indispensable need for staff development. They must occupy the attention of the University, its financiers and its benefactors on a continuing basis in the years ahead.

The financing for capital and other development works has, in the past, been dealt with as part of the regular review by the Grants Committee of the operations of the Campuses and the Centre. Substantial support has also come from international financial institutions and donor agencies. It has not been possible, in the limited time available, to develop a detailed listing of the capital and development needs and the phased implementation of them. This will be done on a continuing basis in the future years and will be presented along with the annual estimates for which the University will seek the endorsement and support of Governments. Some of these needs will also be presented to donor agencies and will also be incorporated in the fund raising effort on which the University has embarked both within and outside the region. The University will strive, in the deployment of its available funds, to ensure that it has available the matching seed capital which is often a prerequisite for obtaining grant and loan funds from international agencies and other benefactors.

### Operational Plans and Review

This Strategic Plan describes the broad goals that the University has set for itself to respond to perceived needs of the regional society to which it acknowledges primary responsibility. The elaboration of the measures which will be adopted will be presented in detailed operational plans for the Campuses and for the University as a whole after the Plan has been approved by the Governments and by the University Council.

They will form part of the annual submissions which will be in conformity with the Plan and which the University is required to make to the Technical Advisory Committees (TACs) and Campus Grants Committees (CGCs) to secure authorisation for the expenditures which it must incur to deliver the product which it is undertaking to do. The Strategic Plan must be read in this context.

The implementation of the several provisions will be kept under continuous review by the Management Committees of the Campuses and the University and the TACs/CGCs will have due regard to the state of implementation when they review the biennial budgets. In short, machinery is in place that can give the region the assurance that, force majeure excepted, the Strategic Plan which it approves for 1997/1998 – 2001/2002 will be implemented and used for the purposes set out in the document.

The 1997/1998 – 2001/2002 Strategic Plan is not a once and for all exercise. For the future, the University proposes to present to its stakeholders new five-year Strategic Plans which will embody the experience of the past and the required response to developments that loom ahead and which call for qualitative change in the action that it has been taking.

## **Preserving Regionality**

The new Governance structure which Council approved is the basis on which the Strategic and

Operational Plans are being developed. This structure assumes, indeed requires, greater Campus autonomy in the management of their affairs. At the same time Heads of Government have insisted that UWI is, and must at all times be, the regional University. The final governing system which is installed must be consistent with both directives and this principle provides a basic guideline in the development of the Strategic and Operational Plans.

The mandate given to the Board for Undergraduate Studies includes the preservation of the regional structure of UWI. It proposes to adopt a number of devices to this end, including:

- encouraging and facilitating student and staff mobility among Campuses;
- orienting University Subject Leaders to facilitate cross and inter-Campus discussion on matters relating to their discipline;
- ensuring, through the University Subject Leaders, the presence of a regional perspective on programmes where appropriate; and
- proposing and developing major initiatives in curricula (including Foundation and core courses) applicable to the University as a whole.

Over and above this, the management system in operation for the University ensures that action on a Campus or at the Centre is consistent with the concept of a single regional University.

**APPENDIX 1A: The University of the West Indies St Augustine Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**  
**(Including Allocated University Centre Costs and Revenues) TT\$**

Description	Budget Estimates		Projections		
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	218,941,773	228,400,106	241,079,983	255,237,713	270,299,263
Incremental Costs Arising from Additional Student Enrolment	8,858,617	9,383,547	9,947,656	10,551,467	11,192,558
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	7,136,453	7,540,661	7,973,560	8,435,122	8,924,010
Subtotal	234,936,843	245,324,314	259,001,199	274,224,302	290,415,831
Less Projected Efficiency Gains	(5,095,374)	(6,332,226)	(7,689,296)	(9,176,967)	(9,647,537)
Total Core Projections	229,841,469	238,992,088	251,311,903	265,047,335	280,768,294
Repayment of Long Term Loans: Instalments Due during the Year	396,962	10,328,868	11,575,670	11,552,015	11,524,053
Total Core Expenditure	230,238,431	249,320,956	262,887,573	276,599,350	292,292,347
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	189,447,443	201,282,163	214,065,337	227,790,296	242,360,789
Government Contributions towards Repayment of Long Term Loans	396,962	10,328,868	11,575,670	11,552,015	11,524,053
Tuition Fees	45,917,725	49,650,508	52,222,817	54,898,269	58,035,216
Other Income	2,473,000	2,452,054	2,437,085	2,428,031	2,424,844
Total Gross Income	238,235,130	263,713,593	280,300,909	296,668,611	314,344,902
Funds Available for Upgraded and New Programmes	7,996,699	14,392,637	17,413,336	20,069,261	22,052,555
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	5,533	5,983	6,433	6,883	7,333
Gross Economic Cost per FTE	41,612	41,672	40,865	40,186	39,860

<sup>1</sup>Does not include significant capital works.



**APPENDIX 1B: The University of the West Indies Cave Hill Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**  
**(Including Allocated University Centre Costs and Revenues) BD\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	50,284,461	52,067,439	53,850,747	55,728,990	57,893,516
Incremental Costs Arising from Additional Student Enrolment	860,088	876,495	892,050	909,225	933,108
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	706,784	727,825	748,636	770,679	797,136
Subtotal	51,851,333	53,671,759	55,491,433	57,408,894	59,623,760
Less Projected Efficiency Gains	(649,203)	(1,300,040)	(1,952,361)	(2,606,571)	(2,611,484)
Total Core Projections	51,202,130	52,371,719	53,539,072	54,802,323	57,012,276
Repayment of Long Term Loans:					
Instalments Due during the Year	563,055	2,201,279	2,278,881	2,290,634	2,305,736
Total Core Expenditure	51,765,185	54,572,998	55,817,953	57,092,957	59,318,012
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	42,626,778	44,136,458	45,644,741	47,232,809	49,060,116
Government Contributions towards Repayment of Long Term Loans	563,055	2,201,279	2,278,881	2,290,634	2,305,736
Tuition Fees	10,332,394	10,882,299	11,113,102	11,361,812	11,808,111
Other Income	530,000	600,000	650,000	650,000	650,000
Total Gross Income	54,052,227	57,820,036	59,686,724	61,535,255	63,823,963
Funds Available for Upgraded and New Programmes	2,287,042	3,247,038	3,868,771	4,442,298	4,505,951
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	2,578	2,653	2,686	2,719	2,820
Gross Economic Cost per FTE	20,080	20,570	20,781	20,998	21,035

<sup>1</sup>Does not include significant capital works.

**APPENDIX 1C:** The University of the West Indies, Mona Campus  
Gross Expenditure and Gross Income Projections – 1997/2002  
(Including Allocated University Centre Costs and Revenues) J\$'000

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	2,395,063	2,590,221	2,805,041	3,040,325	3,296,314
Incremental Costs Arising from Additional Student Enrolment	103,150	111,081	120,063	129,904	140,648
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	106,869	119,669	134,028	150,111	168,091
Subtotal	2,605,082	2,820,971	3,059,132	3,320,340	3,605,053
Less Projected Efficiency Gains	(28,928)	(32,747)	(37,378)	(42,650)	(47,756)
Total Core Projections	2,576,154	2,788,224	3,021,754	3,277,690	3,557,297
Repayment of Long Term Loans: Instalments Due during the Year	103,705	104,915	108,757	108,566	108,347
Total Core Expenditure	2,679,859	2,893,139	3,130,511	3,386,256	3,665,644
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	2,085,325	2,329,652	2,604,056	2,911,205	3,253,393
Government Contributions towards Repayment of Long Term Loans	103,705	104,915	108,757	108,566	108,347
Tuition Fees	534,758	576,675	622,918	673,528	729,445
Other Income	135,580	146,082	157,812	170,889	185,448
Total Gross Income	2,859,368	3,157,324	3,493,543	3,864,188	4,276,633
Funds Available for Upgraded and New Programmes	179,509	264,185	363,032	477,932	610,989
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	8,483	8,983	9,483	9,983	10,483
Gross Economic Cost per FTE	316	322	330	339	350

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students.

**APPENDIX 1D: The University of the West Indies, All Campuses and the University Centre**  
**Gross Expenditure and Gross Income Projections – 1997/2002 BD\$'000**

Description	Budget Estimates		Projections		
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	259,037	274,972	293,107	312,987	334,620
Incremental Costs Arising from Additional Student Enrolment	9,656	10,296	11,006	11,780	12,625
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	9,124	10,000	10,972	12,052	13,251
Subtotal	277,817	295,268	315,085	336,819	360,496
Less Projected Efficiency Gains	(4,006)	(5,293)	(6,666)	(8,124)	(8,575)
Total Core Projections	273,811	289,975	308,419	328,695	351,921
Repayment of Long Term Loans: Instalments Due during the Year	6,505	11,597	12,314	12,308	12,302
Total Core Expenditure	280,316	301,572	320,733	341,003	364,223
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	223,981	243,206	264,437	287,903	313,859
Government Contributions towards Repayment of Long Term Loans	6,505	11,597	12,315	12,308	12,302
Tuition Fees	56,063	60,315	64,147	68,201	72,844
Other Income	9,158	9,790	10,475	11,188	11,988
Total Gross Income	295,707	324,908	351,374	379,600	410,993
Funds Available for Upgraded and New Programmes	15,391	23,336	30,641	38,597	46,770
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	16,594	17,619	18,602	19,585	20,636
Gross Economic Cost per FTE – BD\$	17	17	17	17	18
Net Income from non UGC Income Generating Activities	2,466	3,048	3,637	4,302	5,160
Expenditure on Special Projects	26,316	23,033	21,630	20,088	18,692

Exchange rate used: BD\$1 = J\$17.85874 = TT\$2.93327

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students from the Mona campus.

**APPENDIX 2: Efficiency Gains as a Percent of Gross Core Expenditure**

	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Mona	1.19	2.19	2.88	3.56	3.90
St Augustine	2.00	2.52	2.89	3.26	3.25
Cave Hill	1.22	2.29	3.31	4.26	4.11

**APPENDIX 2A: The University of the West Indies, St Augustine Campus  
Gross Expenditure and Gross Income Projections – 1997/2002, TT\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	176,431,660	180,576,632	187,213,072	194,643,342	202,430,362
Incremental Costs Arising from Additional Student Enrolment	7,782,163	8,155,707	8,547,181	8,957,446	9,387,403
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	6,464,200	6,774,482	7,099,657	7,440,441	7,797,582
Subtotal	190,678,023	195,506,821	202,859,910	211,041,229	219,615,347
Less Projected Efficiency Gains	(5,035,254)	(6,195,082)	(7,454,652)	(8,820,868)	(9,244,269)
Total Core Projections	185,642,769	189,311,739	195,405,258	202,220,361	210,371,078
Repayment of Long Term Loans: Instalments Due during the Year	0	9,791,200	10,600,000	10,582,000	10,565,000
Total Core Expenditure	185,642,769	199,102,939	206,005,258	212,802,361	220,936,078
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	154,037,914	161,431,734	169,180,457	177,301,119	185,811,573
Government Contributions towards Repayment of Long Term Loans	0	9,791,200	10,600,000	10,582,000	10,565,000
Tuition Fees	37,128,554	39,820,588	41,201,052	42,560,472	44,187,216
Other Income	2,473,000	2,452,054	2,437,085	2,428,031	2,424,844
Total Gross Income	193,639,468	213,495,576	223,418,594	232,871,622	242,988,633
Funds Available for Upgraded and New Programmes	7,996,699	14,392,637	17,413,336	20,069,261	22,052,555
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	5,533	5,983	6,433	6,883	7,333
Gross Economic Cost per FTE – Based on Campus Costs	33,552	33,278	32,023	30,917	30,129
Net Income from non UGC Income Generating Activities	2,054,620	2,153,242	2,256,597	2,364,914	2,478,430
Expenditure on Special Projects	11,116,200	10,560,390	10,032,371	9,530,752	9,054,214

<sup>1</sup>Does not include significant capital works.

**APPENDIX 2B: The University of the West Indies, Cave Hill Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**

Description	Budget Estimates		Projections		
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	43,531,994	44,837,954	46,183,093	47,568,585	48,995,643
Incremental Costs Arising from Additional Student Enrolment	689,100	690,882	692,700	694,554	696,445
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	600,000	612,000	624,240	636,725	649,459
Subtotal	44,821,094	46,140,836	47,500,033	48,899,864	50,341,547
Less Projected Efficiency Gains	(639,653)	(1,279,307)	(1,918,960)	(2,558,614)	(2,558,614)
Total Core Projections	44,181,441	44,861,529	45,581,073	46,341,250	47,782,933
Repayment of Long Term Loans: Instalments Due during the Year	500,000	2,120,000	2,140,000	2,160,000	2,180,000
Total Core Expenditure	44,681,441	46,981,529	47,721,073	48,501,250	49,962,933
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	37,002,195	38,112,261	39,255,629	40,433,298	41,646,297
Government Contributions towards Repayment of Long Term Loans	500,000	2,120,000	2,140,000	2,160,000	2,180,000
Tuition Fees	8,936,288	9,396,306	9,544,215	9,700,250	9,992,587
Other Income	530,000	600,000	650,000	650,000	650,000
Total Gross Income	46,968,483	50,228,567	51,589,844	52,943,548	54,468,884
Funds Available for Upgraded and New Programmes	2,287,042	3,247,038	3,868,771	4,442,298	4,505,951
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	2,578	2,653	2,686	2,719	2,820
Gross Economic Cost per FTE – Based on Campus Costs	17,332	17,709	17,787	17,838	17,717
Net Income from non UGC Income Generating Activities	550,000	800,000	1,000,000	1,200,000	1,500,000
Expenditure on Special Projects	5,600,000	4,200,000	4,500,000	4,500,000	4,500,000

<sup>1</sup>Does not include significant capital works.

**APPENDIX 2C: The University of the West Indies, Mona Campus**  
**Gross Expenditure and Gross Income Projections, J\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	1,998,256	2,153,059	2,321,589	2,505,250	2,705,605
Incremental Costs Arising from Additional Student Enrolment	93,102	99,857	107,494	115,829	124,937
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	100,594	112,665	126,185	141,327	158,287
Subtotal	2,191,952	2,365,581	2,555,268	2,762,406	2,988,829
Less Projected Efficiency Gains	(28,367)	(31,493)	(35,272)	(39,505)	(44,246)
Total Core Projections	2,163,585	2,334,088	2,519,996	2,722,901	2,944,583
Repayment of Long Term Loans: Instalments Due during the Year	100,000	100,000	100,000	100,000	100,000
Total Core Expenditure	2,263,585	2,434,088	2,619,996	2,822,901	3,044,583
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	1,754,797	1,965,373	2,201,217	2,465,364	2,761,207
Government Contributions towards Repayment of Long Term Loans	100,000	100,000	100,000	100,000	100,000
Tuition Fees	452,717	486,818	523,999	564,580	608,917
Other Income	135,580	146,082	157,812	170,889	185,448
Total Gross Income	2,443,094	2,698,273	2,983,028	3,300,833	3,655,572
Funds Available for Upgraded and New Programmes	179,509	264,185	363,032	477,932	610,989
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	8,483	8,983	9,483	9,983	10,483
Gross Economic Cost per FTE – Based on Campus Costs	267	271	276	283	290
Net Income from non UGC Income Generating Activities	15,000	18,750	23,437	29,297	36,621
Expenditure on Special Projects	129,600	116,640	104,976	94,478	85,031

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students from the Mona campus.



**APPENDIX 2D: The University of the West Indies, University Centre**  
**Gross Expenditure and Gross Income Projections, BD\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	43,464,094	48,012,171	53,102,641	58,779,523	65,112,237
Incremental Costs Arising from Additional Student Enrolment	1,100,611	1,232,684	1,380,606	1,546,279	1,731,833
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	687,340	769,203	861,508	964,889	1,080,675
Subtotal	45,252,045	50,014,058	55,344,755	61,290,691	67,924,745
Less Projected Efficiency Gains	(61,468)	(137,689)	(231,318)	(345,434)	(386,886)
Total Core Projections	45,190,577	49,876,369	55,113,437	60,945,257	67,537,859
Repayment of Long Term Loans: Instalments Due during the Year	405,870	539,790	961,826	940,962	920,099
Total Core Expenditure	45,596,447	50,416,159	56,075,263	61,886,219	68,457,958
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	36,204,164	40,007,665	44,248,047	48,976,987	54,252,328
Government Contributions towards Repayment of Long Term Loans	405,870	539,790	961,826	940,962	920,099
Tuition Fees	9,119,289	10,083,232	11,215,053	12,377,243	13,691,592
Other Income	193,015	174,032	157,000	141,000	127,000
Total Gross Income	45,922,338	50,804,719	56,581,926	62,436,192	68,991,019
Funds Available for Upgraded and New Programmes	325,891	388,560	506,663	549,973	533,061
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	16,594	17,619	18,602	19,585	20,636
Gross Economic Cost per FTE – BD\$	2,748	2,861	3,014	3,160	3,317
Net Income from non UGC Income Generating Activities	376,000	464,000	556,000	656,000	764,000
Expenditure on Special Projects	9,669,000	8,702,000	7,832,000	7,049,000	6,344,000

Exchange Rate: BD\$1 = J\$17.85874 = TT\$2.93327

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students from the Mona campus.

**APPENDIX 3:** The University of the West Indies, St Augustine  
Faculty of Medical Sciences  
Gross Expenditure and Gross Income Projections – 1997/2002, TT\$

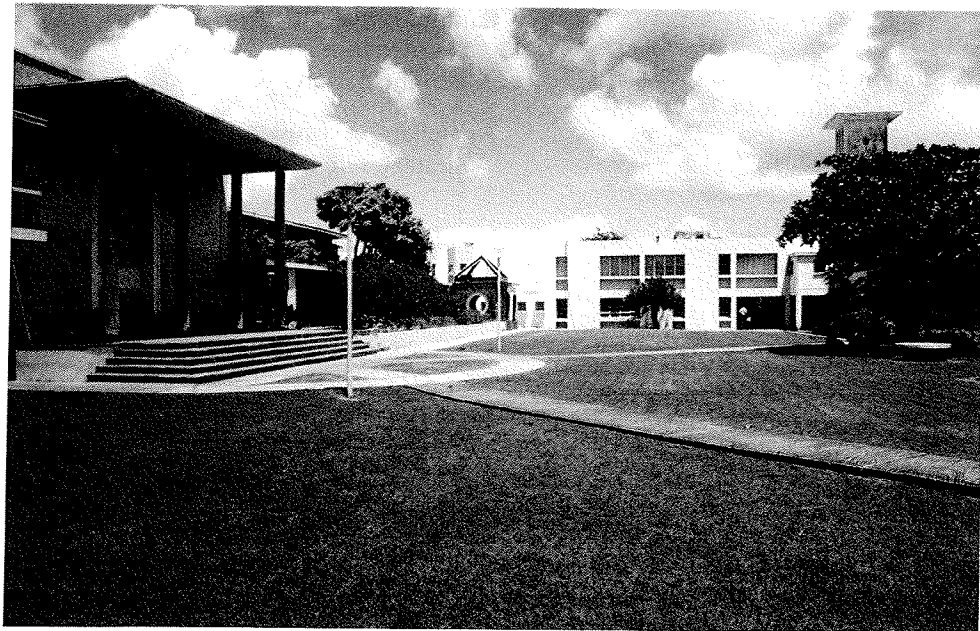
Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	58,044,579	60,801,319	63,690,382	66,718,120	69,891,190
Incremental Costs Arising from Additional Student Enrolment	1,369,523	2,612,783	2,769,390	2,830,321	3,394,176
Total Core Expenditure	59,414,102	63,414,102	66,459,772	69,548,441	73,285,366
<b>GROSS INCOME</b>					
Government Contributions	13,448,327	13,448,327	13,448,327	13,448,327	13,448,327
Tuition Fees	45,965,775	49,965,775	53,011,445	56,100,114	59,837,039
Total Gross Income	59,414,102	63,414,102	66,459,772	69,548,441	73,285,366
Funds Available for Upgraded and New Programmes	0	0	0	0	0
Projected Student Enrolment – Direct FTEs	804	874	944	1,014	1,084
Gross Economic Cost per FTE	73,898	72,556	70,402	68,588	67,606



A STRATEGIC PLAN FOR UWI 1997-2002

SECTION TWO

# CAVE HILL CAMPUS



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# CAVE HILL CAMPUS

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## CAVE HILL CAMPUS

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### THE MISSION

As one of the three constituent Campuses of the University of the West Indies, Cave Hill will be a centre for the generation and dissemination of knowledge for the benefit of the people of the region in general and especially for the people of Barbados and the Eastern Caribbean; a place of learning where students will be stimulated and enabled to develop themselves to the point where they are distinguishable by their academic competence, their character and their commitment to serve the community that has nurtured them; a partner to colleges and other tertiary institutions and research institutes in the Eastern Caribbean which aim to provide higher education, research and service of the highest quality to the people of the region.

### THE VISION

Functioning as a branch of the regional University of the West Indies, the Cave Hill Campus will be a friendly and stimulating intellectual centre, maintaining the highest standards of teaching, research and service to the region, and

distinguished by having a number of strategically developed areas of strength.

Based on the relevance and distinctiveness of its programmes and curricula, the richness of its social environment and an international reputation for excellence, it will be the University Campus of first choice for the people of Barbados and the Eastern Caribbean in particular, and will draw significant numbers of international students to its specialised programmes, particularly in the area of Caribbean studies and issues relating to the development of small states.

It will function in a dynamic, collaborative partnership with other teaching and research institutions in the subregion which share the common goal of making higher education accessible to larger numbers of people, utilising a judicious mix of teaching modes, conducting research and delivering consultancy services geared to solving the problems of the subregion and generally improving the quality of life.

### Vision for Teaching

The Campus will provide programmes in liberal arts, pure and applied sciences, and education,

and professional training in law and medicine at international standards. It will establish differentiation and distinction on the basis of its areas of strength: legal education and training, environmental sciences, alternative energy, biotechnology, popular culture, and executive management, among others.

Its programmes and curricula, emphasising education and training in other professional, career oriented or culturally developmental disciplines such as computer science, education, the humanities, theology and psychology, and meteorology will be designed to link knowledge with the improvement of human welfare and the social, cultural, economic and physical development of the Caribbean.

While maintaining the concept of majors in order to ensure that students leave the institution with knowledge deeply rooted in their chosen discipline, the Campus will dismantle the rigid boundaries between disciplines which have tended to restrict students' ability to take more than a few courses outside of the Faculty in which they are registered. The Campus will structure its programmes to ensure a profile of its graduates as intellectually stimulated, creative team players, possessed of a knowledge of the culture, history and dynamics of the Caribbean, of world affairs and of the requisite skills for functioning in the contemporary world.

The Campus will ensure that students have easy access to staff for academic and other forms of counselling.

### **Vision for Research**

The Campus' vision for research derives from the recognition of the fact that a vibrant research environment is vital for the stimulation of teaching; the need to provide future generations with the skills they will need in order to generate the knowledge and higher level skills which the society requires; the need to find solutions to the social and developmental problems facing the

region; and to create wealth, for the countries of the subregion, through the application of knowledge and, in particular, the application of science and technology.

The Campus will be distinguished by the strength of its research programmes, and its capacity to provide consultancy services in the areas of alternative energy, including solar energy; marine resource and environmental management; computational physics; the law and judicial systems; biotechnology; chronic diseases; and popular culture, hospitality and international services.

Its research activities will be largely interdisciplinary, both in terms of interdepartmental, inter-Faculty collaboration on research projects and in the delivery of training to postgraduate students; and will be enriched by opportunities for inter-Campus and international collaboration resulting from the maintenance of a vibrant network of links with leading institutions around the world.

As a result of its reputation for the quality and relevance of its research, and the maintenance of ongoing dialogue with its social partners, the Campus will provide a high quality consultancy and advisory service to Governments and the commercial and industrial sectors of the subregion.

### **Vision of Service**

The Cave Hill Campus will be seen to be a vibrant institution with active links to the island societies of the Eastern Caribbean. Public education programmes will be organised and planned for the benefit of the wider population. Programmes like "Leadership through Service" and other student development initiatives will be cradled in the wider society. It will utilise all opportunities to encourage students and staff to become involved in the search for solutions to the real problems faced by the neighbouring community. Public and community service will be an ongoing commitment.

## Vision of the Campus Environment

The Campus will be a student centered institution. It will support and encourage a range of extracurricular pursuits, providing an environment in which students are enabled and encouraged to develop and share cultural, artistic and athletic strengths. It will promote mutual respect and tolerance for diverse opinions and lifestyles, cultures and races. It will foster compassion and a sense of justice. It will exploit its relative smallness to create a friendly and personal environment.

## STRATEGIC ANALYSIS

The following section discusses some of the principal factors that should be taken into account in determining the shape and direction of the Cave Hill Campus over the next five years. These are grouped as external factors: global, regional and national/local; internal factors; and those that can contribute to its distinctiveness or give the Campus a comparative advantage.

### REGIONAL (EASTERN CARIBBEAN MAINLY) FACTORS

TRENDS/ISSUES	CHALLENGES/OPPORTUNITIES
<ul style="list-style-type: none"><li>• The slow or negative growth of regional (Eastern Caribbean) economies and their (potential) disruption as a result of the ending of agricultural and trade preferences.</li><li>• The increasing unavailability of external funding support for nationals to attend University.</li><li>• The reduction/stagnation of the flow of domestically generated funds to support attendance in other countries as available funds are diverted to pressing social problems of poverty, drugs, crime and violence, etc.</li><li>• The absolute small number of fully qualified applicants derived from the small populations and underdeveloped educational infrastructure.</li><li>• The delivery of a full law degree programme at the University of Guyana.</li><li>• The emergence or development of State Universities and Colleges, etc.</li><li>• Preference and support for distance education programmes of UWI and Overseas Universities.</li></ul>	<ul style="list-style-type: none"><li>• Develop collaborative links with TLIs in the Eastern Caribbean via joint programming, and other resources.</li><li>• Improve competitiveness via cost reduction, programme relevance and distinctiveness, attractive environment, social and recreational, housing, sports, culture, friendliness.</li><li>• Delivery of teaching and research and development programmes and services of <i>direct</i> relevance to needs of the Eastern Caribbean.</li><li>• Vigorously promote stepped up student recruitment and outreach activities to Eastern Caribbean countries.</li><li>• Increase efforts at local and regional fund raising to provide student aid.</li><li>• Reduce reliance on Government subventions and increase income generating activities.</li></ul>



## EXTERNAL FACTORS GLOBAL AND INTERNATIONAL

TRENDS/ISSUES	CHALLENGES/OPPORTUNITIES	CONSTRAINTS/THREATS
<ul style="list-style-type: none"> <li>• The globalisation of trade and services and finance, and the exposure of the small, fragile and primary economies of the Caribbean.</li> <li>• The globalisation and explosion of knowledge, information and communication.</li> <li>• The reduction of external financial aid to the contributing governments and of educational support to their nationals.</li> <li>• Competition from overseas Universities and colleges for Caribbean students (via face to face and distance programmes), and for providing consultancy services, etc. to the Caribbean.</li> <li>• The emergence of new corporate entities operating as virtual universities and using new technologies to achieve economies of scale; and capable of delivery on the spot and instant education and training.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision of teaching, research, advisory and consultancy services of excellence, distinctiveness and regional relevance, at competitive prices.</li> <li>• Unprecedented access to information and knowledge.</li> <li>• The rapid application of computing and information technology to all aspects of University operations: learning, teaching, research and administration, directed to improving efficiency and effectiveness.</li> <li>• Strategic alliances with local and regional TLIs for teaching and research, directed to widening and diversifying teaching and research programming; improving relevance and distinctiveness; and minimising costs, etc.</li> <li>• Strategic alliances with selected overseas universities and colleges for increased access to teaching and research resources, and students; and for name recognition, etc.</li> <li>• The marketing of UWI places abroad: for regular Summer Study Abroad programmes based on distinctiveness and excellence, etc.; and participation in competition for the sale abroad of consultancy services, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attractiveness of overseas institutions to West Indians and especially to national scholarship winners.</li> <li>• Reduction in the number of students from the non-Campus countries in residential attendance.</li> <li>• Limited/reduced funds available to Governments to support nationals at University.</li> <li>• Limited supplies and facilities for teaching and research (including books and teaching and research materials) with adverse consequences for quality.</li> <li>• Major deficiencies in the academic, social and cultural infrastructure of the Campus and University.</li> <li>• The high cost of acquisition of information technology: hardware and software, and of its rapid obsolescence.</li> <li>• The difficulty of reorientation of the existing collective and individual culture to an "export" and outward looking one; and the proper integration of international (and sometimes culturally different) students into the Campus and local communities.</li> </ul>

## LOCAL/NATIONAL FACTORS

TRENDS/ISSUES	CHALLENGES/OPPORTUNITIES
<ul style="list-style-type: none"> <li>• The small size of Barbados population, the already relatively high proportion of the relevant age-cohort already in tertiary level training, and the low conversion rate of secondary school graduates to university level; and preference of Barbadians (including Barbados Scholars and Exhibitioners) for overseas universities and colleges.</li> <li>• The aggressive marketing in Barbados by overseas universities (offering financial incentives) and corporate entities operating as "virtual universities" of university places and training for Barbadians.</li> <li>• Declining subventions (in real terms) in Barbados Government subventions to UWI due to moderate or weak economic growth.</li> <li>• Restricted sponsorship by the Barbados Government for postgraduate students.</li> <li>• A new emphasis on national TLIs for the delivery of university level programmes due to lower unit cost.</li> <li>• Greater scrutiny of UWI and the Cave Hill campus and the insistence on the integration or coordination of the University operations with other sectors of the educational system of Barbados.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish links and joint programming with other TLIs in Barbados and the Caribbean.</li> <li>• Re-establish distinctiveness and uniqueness via high quality teaching and research programmes and public service of relevance to national needs, and in a cost effective manner.</li> <li>• Reduce dependence on governmental sources via economies in the operations, earned income and fund raising.</li> <li>• Recruitment of significant numbers of fee paying international students.</li> </ul>

## INTERNAL ENVIRONMENT

TRENDS/ISSUES	OPPORTUNITIES
<ul style="list-style-type: none"> <li>• The small size of the Campus, along with the high exchange rate of the Barbados dollar, making for the absence of economies of scale and high per capita cost at Cave Hill.</li> <li>• Low throughput of students in the Liberal Arts and Science disciplines arising from a high percentage of lower level matriculants and modest quality of other entrants, and high ratio of part-time to full-time students.</li> <li>• Inadequate teaching and study spaces especially in the Faculty of Social Sciences.</li> <li>• Inadequate accommodation, sports, recreational, and cultural facilities for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive application of technology to teaching and learning.</li> <li>• The reduction in support/teaching and research staff ratios.</li> <li>• The elimination of small classes and an increase in contact hours.</li> <li>• Significant increases in student enrolment in the Faculties of Humanities, Science and Technology and the School of Clinical Medicine and Research.</li> <li>• Continuous review of programmes, curricula, pedagogies and scheduling to improve quality and efficiency of student performance.</li> <li>• Incentives to better qualified students: financial and other.</li> <li>• Significant improvements in social and recreational infrastructure including:               <ul style="list-style-type: none"> <li>– upgrading of Sherlock Hall;</li> <li>– upgrading and expansion of Students Union, outdoor courts, and gym and sports facilities; and the collaboration with other agencies to increase access to facilities, e.g. playing fields, etc., and the acquisition of additional playing fields;</li> <li>– the construction of a Creative Arts Centre.</li> </ul> </li> </ul>

## ADVANTAGES /DISTINCTIVENESS OF THE CAMPUS

(i) **Location:**

Geographic, historical and sociopolitical links with the Eastern and Southern Caribbean.

Located in a popular destination for international visitors.

Proximity to North and South America and easy access to Europe.

The presence of regional and international financial institutions and services.

Excellent local, regional and international communications and travel connections.

Excellent economic, physical and social infrastructure.

Proximity and historic and educational links to local, regional TLIs and research centres:

Codrington College; Erdiston College; the Barbados Community College (BCC); Bellairs Research Institute of McGill University; Caribbean Meteorological Institute (CMI); Caribbean Agricultural Research and Development Institute (CARDI); Caribbean Tourism Organisation (CTO); the Caribbean Conservation Association (CCA); the Barbados National Trust (in relation to tropical horticulture) and Community and Teacher Training Colleges in non-Campus countries of the Eastern Caribbean; the Queen Elizabeth Teaching Hospital.

(ii) **Existing and potential areas of Campus distinctiveness, separately or in conjunction with the above:**

*Humanities:* Caribbean Studies and Popular Culture (including the Centre for Cricket Studies); Language and Linguistics, Lexicography and West Indian Literature (see *Journal of West Indian Literature*); Creative Arts (especially West Indian drama and theatre studies); Education Policy Studies.

*Law and Legal Studies, Legislative Drafting, Justice Improvement and the Law Library services and data base* Clinical Medicine and Research (especially Chronic Disease Research) and Continuing Medical Education to the Eastern Caribbean.

*Science and Technology:* Biology (including Marine Biology and Biotechnology); Tropical Horticulture; Environmental Science (including Marine and Coastal Zone Management; Alternative Energy Studies and Climate Change Information Technology).

*Social Sciences:* Governance of Small States; Accounting, Finance and Management; and International Economic Relations; The Economics of Small Open Economies; Small Business Management and Entrepreneurship; Youth Studies.

*Collectively:* Multidisciplinary Studies; International Financial Services; (Eastern) Caribbean Studies; Hospitality and Cultural Studies; Environmental Protection.

*Interdisciplinary:* Education with Science and Mathematics and English; Management and Computer Science; Health Care Institutional Management, etc.; Criminology and Criminal Justice; Studies linked to Law.

*Teaching and Research Facilities:* Modern science teaching and research laboratories and equipment; up-to-date computer hardware and software.

*Academic Supports:* A network of computer laboratories to support Campus-wide computer access; and a well stocked Main Library; a premier law library with a unique collection of Caribbean legal literature; and a Learning Resource Centre.

## STRATEGIC GOALS AND STRATEGIES

### Target Enrolments

*STRATEGIC GOAL: Overall Targets – To increase the FTE student enrolment at an average annual rate of 2% to the year 2002 principally through increases in registrations in science and technology and clinical medicine, and in the humanities and legal studies. It is proposed that the current level in the Faculty of Social Sciences be maintained.*

The projected enrolment over the next five years is contained in Table 1:

The projected growth will be achieved through a combination of the following:

- (i) The repackaging of undergraduate and postgraduate distinctive and career oriented offerings in collaboration with other TLIs in the non-Campus countries, with the availability of improved teaching and research facilities, to respond to the changing needs and requirements of the region.
- (ii) Significant increases in international and Caribbean students through recruitment, promotions and competitive pricing.
- (iii) The creation of a distinctive, attractive, welcoming, learning and social environment for local, regional and international students.

### Graduate Student Enrolments

*STRATEGIC GOAL: To expand the proportion of postgraduate students from the current level of 9% to 15% in the first phase.*

- (i) The largest share of this increase will be Barbadian nationals in training and career oriented programmes at the Master's level in teaching and education, private and public sector management, health services management, legal training, the financial, hospitality and cultural services sector, and so on.
- (ii) The Campus will design new postgraduate programmes of direct relevance to regional needs. Such programmes will include Tropical Horticulture, Microbiological Studies, Plant Biotechnology, Alternative Energy and Information Technology; Language and Literature Studies, Cultural and Popular Culture Studies and Educational Policy; Caribbean Studies, International Financial Affairs Services; and Legal Studies, among others. The improved physical infrastructure in the form of fully equipped modern research and teaching laboratories will facilitate this thrust.
- (iii) The Campus will provide graduate fellowships (teaching assistantships and demonstratorships, etc.) to encourage an increased number of full-time students. This support will be linked to both teaching and research, and Deans and senior Faculty members will

TABLE 1: Enrolment over the Next Five Years

FACULTY/SCHOOL	FTE						
	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/2001	2001/2002
Humanities	502	512	522	538	549	560	580
Law	373	380	388	402	410	418	430
Science and Technology	541	552	563	585	597	609	640
Clinical Medicine and Research	69	75	77	100	102	104	140
Social Sciences	1,028	1,028	1,028	1,028	1,028	1,028	1,030
Total	2,513	2,547	2,578	2,653	2,686	2,719	2,820

drive campaigns to secure research grants and projects to sustain graduate study and research.

- (iv) It is expected the Board for Graduate Studies will contribute to the efficiency and effectiveness of the graduate studies machinery and facilitate these programmes through the promotion of collaborative links with specialised research centres and institutes abroad and across the three Campuses.

## International Students

*STRATEGIC GOAL: To achieve significant increases in the number of international students in regular, study abroad, and international summer programmes.*

A target of two hundred FTE students is considered attainable. These will mainly be in clinical medicine, in the first instance through the Mani-pal Twinning Programme in conjunction with the Eric Williams Medical School; in Legislative Drafting; and via Study Abroad and International Summer School programmes marketed in the USA, Europe and the Commonwealth countries. Where appropriate, special programmes will be designed for this purpose.

The strategic analysis set out above regarding the local conditions would suggest that the pre-conditions exist for successful expansion in this area. However, in view of the fierce competition among universities for these students, it is essential that professional studies are conducted and business plans instituted in order to direct these initiatives.

Other preparatory steps will include the fostering of a Campus-wide commitment at all levels for this change in institutional culture, and the provision and maintenance of an appropriate social, cultural and sports infrastructure.

## Caribbean Student Enrolment

*STRATEGIC GOAL: To significantly increase the number of Caribbean students.*

### Eastern Caribbean

The Campus will deepen and extend its special historical and geographical relationship with the Eastern Caribbean countries through a more focused and deliberate response to their training and research needs.

In close consultation with the Governments, other sections of the public sector and with the private sector, and in collaboration with the Office for Non-Campus Countries and Distance Education, the Campus will undertake an assessment of the training and research needs of the region and an evaluation of the most effective ways of responding. The current modes include face-to-face delivery of undergraduate and post-graduate programmes to resident students, delivery through Distance, through first (and second) year teaching in the Tertiary Level Colleges; and by project arrangement designed for the delivery of specific programmes.

The Campus will promote its programmes in a more systematic way in these countries and will collaborate with these Governments to secure and obtain increased financial support to the nationals of these countries. A direct area of focus will be the mounting of Joint Majors in Education and Science/Mathematics/English to respond to one of the areas of acute need which has been identified over the last several years. It is also expected that proposed training and research programmes in cultural studies and in international financial services will be of immediate interest to nationals of this region.

The Campus will strengthen its links with the TLIs of the region. It will work with them to develop degree and other programmes for joint delivery, and provide staff development and other supports.

The Campus will become a focal point for research initiatives for the management and development of the subregion that can be anchored in the framework of an Eastern Caribbean Studies Centre and Programme.

The Campus will encourage Faculties and Departments and its students to extend their outreach and public service programmes and activities more widely in the subregion.

### **The Wider Caribbean**

The Campus will seek to attract qualified students from the region to programmes that are offered exclusively at Cave Hill or that would otherwise be undersubscribed.

The Campus will rely on the attractiveness and uniqueness of its revised offerings at the undergraduate and graduate level, on appropriate pricing methods, and on recruitment drives.

The Faculty of Law will mount graduate and professional continuing education in the region utilizing a mix of delivery modes. The courses will be self-financing. Other programmes of a multidisciplinary nature designed to meet specific developmental regional needs will be mounted.

### **The Effective Graduate**

*STRATEGIC GOAL: To produce graduates with the critical life skills of effective communication, computer competence, functionality in at least one foreign language, an appreciation of their culture and history, and a critical world view. They will also be able to demonstrate analytical thinking and methodological skills.*

This objective will be achieved through a multifaceted strategy which includes the following:

- (i) Students will be required to take a common core of courses including a foreign language, computer literacy, communication, Carib-

bean and world affairs and the impact of science, technology and medicine on society in the twenty-first century;

- (ii) the multidisciplinary of curricula which will encourage the integration of knowledge and the development of multiple perspectives;
- (iii) the deliberate integration of the above common objectives in all departments, programmes and evaluations within the context of their particular diverse disciplinary and methodological perspectives;
- (iv) structured extracurricular activities; and
- (v) easy access to the learning resources of the language and computer laboratories. This foundation preparation may extend through the life of the students' programmes.

In this context, a clear mandate exists for the Student Services Unit to organise and manage Leadership Development Programmes for students, those actively involved in leadership positions, as well as others.

The Campus will implement an expanded programme of nonacademic counselling and career guidance and development, to supplement the academic tutorial system already partially in place.

A special unit will be established for international student relations.

Deliberate steps will be made to expand and extend the facilities and services available to the physically challenged, and the Campus Libraries will provide appropriate facilities for these persons.

Efforts will be made to attract the best of the region's students away from their traditional preference for overseas institutions, where appropriate, through a package of incentives which could include support for study abroad opportunities, inter-Campus attachments and financial support.

A regime will be established to address the special concerns of the large number of part-time students and those possessing modest abilities



and qualifications at the Campus; and the Learning Resource Centre will be expected, in conjunction with the Student Services Unit, to provide critical supports.

## **ACADEMIC PROGRAMMING QUALITY CONTROL**

*STRATEGIC GOAL: To fashion and deliver undergraduate programmes of distinctiveness and relevance to regional needs of the highest standards of scholarship and professional excellence.*

The Campus will institute a regime for monitoring and reviewing academic programmes with a view to determining whether they satisfy the criteria of having academic merit, are relevant and respond to clearly perceived student demands, whether they are cost effective and efficiently delivered. Courses that attract low registrations will be discontinued and teaching resources will be appropriately re-deployed.

Faculties will be required to give urgent attention to the task of rationalising class sizes and will satisfy the appropriate planning bodies that proposed new courses meet the established criteria and guidelines set by the Board for Undergraduate Studies and the Board for Graduate Studies and Research, respectively.

## **UNDERGRADUATE PROGRAMMING**

The rationalisation and renaming of Faculties and Departments at the Campus and the acceptance of greater Campus autonomy in the fashioning of academic programming resulting from the implementation of the Governance Report, have provided unprecedented opportunity for the Campus to repackage and redesign its teaching and research programmes in order to respond more effectively to the needs of the Caribbean society with a special focus on the Eastern Caribbean; and to this end to exploit more fully any strengths and advantages it may

possess as a result of both its location in relation to other TLIs and research centres and the teaching, research and other resources that are present at the Campus. In this regard, in refashioning its offerings much emphasis will be given to multi- and interdisciplinary programming. To facilitate this the Campus will seek to develop a multidisciplinary culture and will establish machinery to establish and support this. It will also establish and maintain continuous dialogue with the other TLIs and will do so in collaboration with the TLIs in the subregion especially.

The Campus will maintain the “teacher/scholar” model which holds that the most knowledgeable, enthusiastic, and effective teachers will be simultaneously committed to their pedagogical tasks and scholarly investigations.

Among the areas to which more attention will be given than hitherto include tourism and the hospitality studies; international business and marketing; cultural studies and the performing arts; environmental preservation and development; and legal and social policy issues relating to crime, justice and poverty, among others. At the same time, the Campus will develop teaching, research and consultancy programmes and services linked to those areas of strength, and so expand its operations in order to achieve cost reductions through economies of scale. In this regard, Faculties and Departments will offer new, innovative and marketable programmes at both the undergraduate and graduate levels. An important facilitating feature of this is the potential offered through linkages with the TLIs of the subregion with which it will develop joint programming and joint degrees.

The proposed undergraduate offerings of the Faculties are described below.

### **Faculty of Science and Technology**

The broad aim of the programmes of this Faculty will be:

- (i) to produce graduates well trained in scientific methodology having a specialisation in one or two disciplines whose courses have been designed with existing and potential employment opportunities in view; and
- (ii) to pursue research projects which not only advance scientific knowledge but reflect regional and local needs.

At the undergraduate level the Faculty will continue to offer its traditional majors in Mathematics, Physics, Biology, Chemistry, Computer Science, Meteorology and the recently introduced joint majors in Computer Science and Management, and Computer Science and Accounting. The new and innovative degree majors will be in the following areas:

- Environmental Science
- Biochemistry
- Microbiology
- Analytical Chemistry
- Natural Products, Information Technology
- Computational Physics, and
- Electronics

In addition to the above cross-disciplinary programme in Information Technology, others will be offered, including, where possible, joint Majors in Chemistry and Management, Mathematics and Spanish, and Mathematics and Biological Sciences with Education.

The Faculty will design and seek to offer a limited first year programme in the Earth Sciences and Psychology, the first in collaboration with the Caribbean Meteorology Institute (CMI), and the other in collaboration with the Faculty of Social Sciences.

The Faculty also proposes to develop joint programmes with the Barbados Community College, the Faculty of Social Sciences and the School of Clinical Medicine and Research, including programmes in Health Management in such areas as Pharmacy, Medical Laboratory Sciences, and Health Institutional Management.

## **The School of Clinical Medicine and Research**

The School notes the significant numbers of non-UWI trained doctors of nonregional origin employed by CARICOM Governments and feels strongly that there is no good evidence that the UWI's Faculty of Medical Sciences is training too many doctors. The School will therefore seek to expand its training of CARICOM nationals as well as the training of non-CARICOM nationals.

In this regard, the School and the Faculty as a whole will seek to establish itself convincingly as a Centre of learning for an international clientele through making the most effective use of spare, current, projected and new capacity and as a pre-eminent south-south player in medical education.

It will continue its efforts to increase the proficiency of the delivery of clinical training to undergraduates as follows:

- Until a satisfactory solution is found for the problem it will provide an introductory clinical course for transfers from Mount Hope to take account of the problems with the level and nature of preparation of these transferees.
- In collaboration with the other Schools it will integrate the programmes offered across the University.
- From the academic year 1996/1997 it will organise the delivery of the second clinical year to permit students to choose or "elect" to do certain of the specialist clerkships in core sub-specialities and to do additional elective clerkships of their choice.

The School will seek to increase the intake of clinical students to reach 135 to 140 by the year 2002.

It will seek to achieve this through:

- (i) An increase in the annual intake from 25 to 55.
- (ii) Increases in the proportion of nonregional students admitted to Cave Hill through the

Manipal Twinning Programme, in collaboration with the School at Mt Hope.

- (iii) The introduction of the teaching of the first clinical year.
- (iv) The provision of library and other academic supports, adequate accommodation and facilitation arrangements, and effective business and marketing policies and strategies. These will be developed in close collaboration and coordination with the other Schools of the University, the Barbados Government and the Management of the Queen Elizabeth Teaching Hospital, and the Barbadian society.
- (v) This expansion will be self-financing in relation to teaching and physical supports.
- (vi) Through consultation with the Governments of the Region, the school will seek to secure for its graduates a sufficient number of internship posts funded by the Governments to absorb an increased number of CARICOM nationals in relevant and legitimate primary and secondary health care providers at all points in the health care delivery system.

### **Faculty of Humanities (including the School of Education)**

Recognising the enduring legacy of the strong intellectual contribution of Caribbean peoples to world civilisation, and in particular the distinction they have achieved in the creative and academic disciplines that constitute the Humanities, the overall Mission of the Faculty is stated as follows:

to generate and promote by its teaching and research and other academic activities, the intellectual excellence and creativity of the Caribbean people through an understanding of their educational and social needs, and by active engagements with the scholarship of other cultures.

The Faculty notes that its products are regarded as 'low cost-high value' and that it has in recent times operated in an environment in which it has not been accorded high priority by funding agencies for infrastructural and capital

grants as has been the case in the area of science and technology; and that its programmes have not been first choice for potential students. Notwithstanding this, the Faculty has continued to grow, to make a significant contribution to research and knowledge generation, and to enlarge its output of graduates over the years, though this has been hampered by the dominance of part-time/evening students among its registrants.

Against this background, the goals of the Faculty include the following:

- (i) To increase its throughput of graduates without further negative impact on staff morale and research output through a rationalisation of courses and day-night programmes.
- (ii) The creation of new innovative and marketable academic programmes.
- (iii) To improve and expand its Foreign Language training especially at the higher levels as well as in the areas of translation, language arts consulting and cultural training.

In this connection, the Faculty proposes to establish in the newly configured Department of Language and Linguistics and Literatures, a core grouping concerned with the following:

- (a) The study of English and selected Creole varieties as media of oral and written communication.
- (b) The scientific study of these other languages.
- (c) The study of applied Linguistics including:
  - Language acquisition studies and
  - Issues of language learning and teaching that emerge as a natural consequence of foreign language instruction and English as a second language within a diverse socio-linguistic context of the region.
- (d) The study of sociolinguistics and applied linguistics.

### **The Faculty of Social Sciences**

As the Faculty of first choice for the majority of students seeking admission to the Campus, the

Faculty proposes to cap the total intake at existing levels, consolidate its programmes in Management Studies and Accounting, and reallocate resources in support of developing postgraduate programmes. Within these limits it will focus on qualitative improvement in curricula, and identification and introduction of new, relevant courses in response to changing demands.

The Faculty aims to consolidate efforts at delivering top quality Social Science education and equip its graduates with adequate and appropriate analytical and methodological skills, and to achieve this through interdisciplinary programming in a climate and culture that will allow students to maximise their potential, and through collaborative links and arrangements with other TLIs.

The development of interdisciplinary programmes within and between Faculties, collaboration with TLIs, and designing programmes around majors and minors will enable the Faculty to deliver majors in a number of new areas, including: Caribbean Studies, International Affairs, Cultural Studies, Psychology and Hospitality Studies, while consolidating and strengthening its programmes in Economics, Sociology, Political Science, Social Work, Business Studies and Accounting.

### **The Faculty of Law**

The Faculty of Law recognises its role and responsibility as a unique resource and service at the Cave Hill Campus, in the University and the region. It proposes to contribute to the distinctiveness of the Campus and the University in a variety of ways. In the first place, it intends to continue as the Centre of Excellence for legal education and training in the Caribbean, and as a world centre of excellence for Caribbean legal material, knowledge and jurisprudence.

It proposes to do so through the sustained excellence of its teaching and its research and

publication programmes and the maintenance of a legal library of the highest quality.

Over the last five years in response to the opportunities provided by the semester system to reform and provide a wide and flexible curriculum, the Faculty has extended its curriculum to relevant developmental areas of law especially those relating to commerce and economic development. The Faculty proposes for the next five years to consolidate these developments and utilise its flexible machinery to respond to the explosive changes stimulated by the revolution in information technology.

Taking advantage of the new governance structures, the Faculty will expand its involvement in and contributions to interdisciplinary programmes in collaboration with other Faculties at the Cave Hill and other Campuses thereby adding to their distinctiveness. These will be at the undergraduate and graduate levels.

### **POSTGRADUATE STUDIES AND RESEARCH**

*STRATEGIC GOAL: To increase the level of postgraduate training and significantly increase and improve the level and quality of research at the Campus.*

Several critical considerations apply in determining the most effective strategies to pursue to achieve this goal. They include the not so well appreciated constraint of the very small size of the Campus and therefore of its capacity for extensive postgraduate training and expansive and diversified research; its regional governments have no tradition of endowing research; the alternative financial implications for graduate programming and research of different categories of postgraduate students, i.e. those in professional or vocationally oriented programmes such as Law, Medical Sciences, Education, etc., and those in other nonprofessional research; the conduct of research of direct relevance to local and regional needs as well as research that relate to wider international or global issues, including

pure research; and current or potential human and physical endowments of the Campus in collaboration with local and regional institutions and other Campuses.

The Campus will seek to achieve a judicious mix of postgraduate and research activity that takes these considerations into account.

The Campus will continue to discuss with the Government of Barbados and other Governments which have an interest in supporting postgraduate training and research, ways and means of securing adequate sponsorship for specific programmes. There is some indication that the Government of Barbados is prepared to sponsor limited numbers of postgraduate students taking Master's degree programmes in priority areas. At the same time the Campus will expand the number of self-sponsored students in professional programmes such as Law and Medical Science. A significant expansion in the number of postgraduate students will foster and promote a research culture at the Campus.

It will ensure that its research agenda addresses immediate regional needs within the limits of its resource endowments. In this regard, the concerns of the Eastern Caribbean will be explicitly included. However, the agenda will also address issues of international or global importance in the form of both applied and pure research. This UWI tradition must be maintained and strengthened if the international acceptance of UWI students is to be sustained. It will develop or expand the institutional mechanism that is most appropriate to this strategy, and can serve as the mechanism for collaborative arrangements with other Campuses, with partner institutions in the region, and with overseas universities and research centres.

It will place great emphasis on the quality as well as the quantity of research. It will therefore seek to attract into research high quality students, beginning with its own graduates, and promote postdoctoral research programmes where

research grants are available. It will also seek to link research grants to graduate training, and graduate training with teaching through a system of expanded Fellowships and Research Assistantships, etc. An important task of the new system of Deans will be the leadership they will provide in acquiring research grants and institutional consultancies, and the Campus will engage actively in marketing and promoting research proposals to the private sector, to public sector bodies and to regional and international donor agencies and foundations. Similarly, the funding of research units or centres will be assisted through linking these research centres to teaching. In this way funding can be found for core staff. The research agenda will inform the fund-raising campaign of the Campus.

Research programmes and research areas already identified by the Faculties are as follows:

### **Faculty of Science and Technology**

The Faculty proposes to increase its postgraduate enrolment to at least 15% of its student body. It will place strong emphasis on the MPhil and PhD degrees since the major research output of Departments depends on the recruitment of good graduate students. At the same time, the Faculty will maintain and expand taught Master's directed to specific objectives. These include the successful Master's in Marine Resource and Environmental Management Programme (MAREMP) and the projected Master's in Computer Science.

The approaches to be utilized in achieving these will include:

- (i) expanding the number of demonstratorships or other forms of graduate assistantships at the Campus;
- (ii) collaboration with other Campuses in specific programmes. Areas under consideration include Microbiology (also in conjunction with the School of Clinical Medicine and Research), Alternative Energy, Tropical Horticulture, Plant Biotechnology and Fluid Dynamics.

A third approach will be multidisciplinary research. Efforts will be made to capitalise on the opportunities for research provided through the amalgamation of the Departments in the Faculty, especially in the areas of Computational Physics, Computer Science and Mathematics; similarly in Chemistry and Biology and in cross disciplinary studies in the revitalized CERMES.

### **School of Clinical Medicine and Research**

The postgraduate and research thrust of the School will be anchored and maintained in The Chronic Diseases Research Centre (CDRC); in Microbiological Research; in the areas of Family Medicine and Accident and Emergency Medicine pioneered in the Faculty at Cave Hill, and finally in response to, and arising from current discussions in CARICOM, on areas in need of specialists. The School will of course maintain its current programmes in existing areas.

The School will continue its local, regional and international efforts to secure funding to put the CDRC on a permanent footing and will seek to institutionalise within the School, the core staff of Director and Biostatistician. The Centre completed the Barbados arm of a CCMRC/UMDS/ODA study on the adequacy of the health care delivery in chronic diseases in the Caribbean and already these results are being translated in health care practice in the management of high risk cases for developing diabetes. It possesses a sound case for grant/loan funding.

In the area of microbiological research, significant activity in collaboration with overseas partners is taking place in molecular microbiology, leptospirosis, etc.

It is expected that the income generating teaching activities of the School will provide some support for the maintenance of these and other research programmes. However funding is urgently required for physical and other infrastructural facilities.

### **Faculty of Humanities**

The Faculty of the Humanities proposes to establish research centres designed as multidisciplinary networks to articulate teaching, research and publication, and for research and consultancy.

In the area of Language and Literatures, the Faculty will establish a Centre for West Indian Literature as the home of the prestigious Journal of West Indian Literature to build upon and support the global recognition of West Indian Literature in English as well as in other languages such as Hindi, Garifuna, Dutch, French and Spanish. It will, through its Department of Language and Linguistics, conduct research in the special areas of undergraduate teaching described above.

In the area of Cultural Studies and Popular Culture, the Faculty will be pursuing two particular projects, the first, the consolidation of the Centre for Cricket Research inaugurated in 1994 with an active programme of teaching, research, publication, and public programmes in close relationship with regional cricket bodies and interests. Further development will require the funding of critical infrastructural supports for its formal institutionalisation. The second project is the Humanities Festival begun in 1993 as a celebration of the creative and performing arts and enabled by the diversion of internal Faculty resources to theatre studies and practical drama. With the Festival now considered part of the national cultural calendar and as a major improvement in the cultural life of the Campus it needs to be taken forward with the urgent provision of a Creative Arts Centre.

### **School of Education**

With respect to the School of Education, the Faculty plans to develop and design joint degree offerings that will not compete with the Teacher Training Colleges, and will combine Linguistics,

Literature, History, Mathematics and Science with Education as joint degrees.

## **Faculty of Social Sciences**

The research thrust of the Faculty will draw heavily on the resources of the Institute of Social and Economic Research (ISER), the research arm of the Faculty. The staff of ISER and other Departments in the Faculty will collaborate in the development of policy oriented, multidisciplinary research projects, thereby providing greater opportunities for graduate teaching and research.

A special effort will be made to promote and support studies relating to the needs of the member countries of the Organisation of Eastern Caribbean States (OECS).

The Faculty will seek to achieve a doubling of its postgraduate registrations over the plan period. In view of its share of Campus registrations this will also result in a significant expansion for the Campus as a whole. A number of approaches will be used to achieve this. In the first place it will seek to establish a taught Master's degree in each discipline of the Faculty. It will seek in conjunction with other Faculties to establish across the Campus a structured system of assistantships that will permit a larger number of full-time graduate students and at the same time contribute to teaching. This will also facilitate the Faculty's goal of interdisciplinary postgraduate programmes in such new areas as International Affairs and Marketing, and in Crime and Criminal Justice and related areas now being developed as a Centre in the Faculty in conjunction with the Faculties of Law and Humanities and the School of Criminology and Criminal Justice of Florida State. It will also seek to mount Master's programmes in conjunction with funded research projects. An example of this will be a Master's degree in Project Planning, Monitoring and Evaluation in collaboration with the Caribbean Development Bank and IDB. It is expected

that similar opportunities will become available under the Lomé Protocol. Steps will be taken to forge even closer linkages with ISER at Cave Hill for the raising of research and consultancy grants and collaborative research with the involvement of graduate students.

An important emphasis in all of these initiatives will be a focus on areas of research of particular significance to the Eastern Caribbean and the Faculty will seek to utilise a model that has proven effective in the MAREMP Programme in recruiting into its postgraduate and research programmes a significant number of students from the Eastern Caribbean.

## **Faculty of Law**

The Faculty will also extend its reach through the delivery of graduate and executive training programmes in a format that will be more convenient to the legal and other practitioners in the region. This will be through distance programmes, where appropriate, or along the lines of the modern executive training programmes.

It will build on the solid reputation of the Caribbean Law Institute in the provision of advisory and consultancy services. A vital area of this involvement will be offshore services and the financial sectors that are emerging and expanding in the region. This will be in close collaboration with regional governments and linked to other relevant university research and teaching units. The Centre is expected to assume outreach developmental roles performed by the Caribbean Justice Improvement Project and its successor in Guyana in relevant areas.

The programmes and activities proposed and the strategies that will be followed will enable the Faculty and the Law Library to generate income for their further development and expansion.

## **STUDENT SERVICES AND THE LEARNING ENVIRONMENT**

*STRATEGIC GOAL: To achieve a significant improvement in the quality of student campus life at the Cave Hill Campus.*

This goal is fundamental to those above in so far as it will enhance the possibilities of the recruitment of the best available local, regional and international students.

### **Student personal development**

The Campus and University will develop students who have mutual respect and tolerance for diverse points of view, lifestyles, culture and races; who subscribe to the values of compassion and civility and demonstrate a sense of justice; and who appreciate the importance of healthy lifestyles and participate in and benefit from organised sports. They will also foster a sense of Caribbean community.

### **Quality of the living environment**

The location of the Campus in close proximity to the capital city of Barbados as well as within one mile of the attractive west coast tourist zone with its excellent beaches and shopping facilities, is a considerable advantage for the recruitment of international students especially.

The strategy aims to overcome major urgent and critical deficiencies in facilities at the Campus for:

- student housing, and food and other cafeteria services;
- sports and games;
- the creative arts; and
- student government, etc.

### **Cultural facilities**

Funds will be sought as a matter of urgency to construct and outfit a Creative Arts Centre on a

site earmarked in the Campus Master Plan. The Centre will accommodate the performing arts of drama, dance and music, as well as the visual arts, including photography. It will contain offices for writers and other artists in residence.

This project is one of the priorities in the current Capital Campaign.

### **Accommodation**

Sherlock Hall, now partially decommissioned, will be redesigned and repaired to provide self-catering housing units and meeting and conference facilities. The redevelopment will facilitate the construction of a new and improved Campus cafeteria, the expansion of the Students Union Building and an expanded students health facility.

The Students Services Unit will establish an advisory service to help students obtain off-campus accommodations, and advise them on landlord and tenant arrangements.

### **Sports and Recreation**

The limited number of outdoor courts: tennis, netball/volleyball and basketball will be upgraded, and gym and keep-fit facilities will be expanded.

The Campus administration, through the Students Services Unit, will assume more direct responsibility for the management and maintenance of these facilities at the same time widening access to other members of the Campus Community within a regime of user fees to assist with upkeep.

It has long been accepted that additional land will have to be acquired to accommodate expanded sports and recreational facilities including a playing field and an indoor auditorium. A site for this has been identified and the Barbados government authorities will be approached to help in its acquisition. In the short run steps will be taken to forge cooperative arrangements with



other local organisations and institutions in order to expand the range of facilities through sharing arrangements.

## CAMPUS SECURITY

The Campus will implement a comprehensive list of measures designed to improve security on Campus and its environs. These include the construction of a perimeter fence, upgrading competencies of the security personnel and sensitising the University community to the need to contribute to the effort of improving security, using the modalities of the islandwide Neighbourhood Watch Scheme.

## LIBRARY AND INFORMATION SERVICES

*STRATEGIC GOAL: To enhance the provision and impact of Library and Information Services on the Campus.*

The Libraries, Learning Resource Centre(s), Computer Centre and other information services at the Campus will be strengthened. These services and the resources allocated to these units will be closely coordinated.

Every opportunity will be taken to apply state-of-the-art technology for the improvement of operations and services and to enhance networking capabilities across the Campus, among Campuses and internationally.

There will be a stronger client focus in order to ensure that the information needs of all users are adequately met. Ways and means will be found to extend the opening hours in order to meet the needs of the student body, more than half of whom comprise persons with regular jobs.

## DISTANCE EDUCATION

*STRATEGIC GOAL: To participate fully in the delivery of distance education initiatives and programmes of the University.*

The Cave Hill Campus and Faculties at the Campus will cooperate fully with the Distance Education Unit in designing and delivering high quality academic programmes to students across the region. Programmes will include undergraduate, postgraduate and continuing education courses.

Members of staff will benefit from training in the use of appropriate technologies for Distance Education and in pedagogy.

The Learning Resource Centre at the Campus will continue to be used to assist in the production of learning materials for students on and off campus.

The Campus has participated in earlier initiatives by the University to offer distance programmes mainly to students in the Eastern Caribbean and is fully committed to the University's move to expand this aspect of programme delivery.

In the design and development of new undergraduate programmes and courses, continuing education programmes by the Faculties and Units of the Campus will endeavour wherever possible, to provide for the delivery of those programmes via distance modes. The Faculty of Law and the School of Clinical Medicine and Research have articulated plans to utilise the programme.

## STAFF DEVELOPMENT

*STRATEGIC GOAL: To improve the quality and effectiveness of all categories of staff.*

The strategic goals of the Campus in teaching, research and training and in improving cost efficiencies as described in other sections of the document will require high quality and effective staff at all levels. The Campus presently provides a variety of staff development supports designed to assist in this regard. These include study grants, study leave, research assistance to facilitate attendance at regional and international conferences to present papers, etc., and to publish research work, a system of sabbaticals, and

modest staff development grants. These will be maintained and where possible expanded.

These supports are complemented by institutional mechanisms that include a Staff Development Committee for academic and senior administrative staff and a Training Committee for support staff.

The new initiatives will be as follows:

- The expansion and strengthening of the Staff Development Unit through the expansion of its professional staff and the provision of increased funds to support its programmes. The Unit will draw on the skills of the School of Education and other professionals at the Campus to support its activities in pedagogic and other training.
- The expanded and modernised facilities of the Learning Resource Centre under a new management arrangement.
- Additional funding for the training for support staff.
- The expansion of appraisals systems to include all categories of staff.
- The upgrading of the Appointments and Personnel Section of the Registry through the provision of additional professional and other personnel resources, and computerised systems, to support modern approaches to human resource management at the Campus.
- The institution of succession planning to all departments.

## SCHOOL FOR CONTINUING STUDIES

*STRATEGIC GOAL: To extend the unique resources of the University and the Campus to the wider community through closer collaboration between the School and other academic departments.*

A School for Continuing Studies will facilitate the involvement of Faculties and Departments at Cave Hill in continuing education programmes. The target population for these programmes is

adults already in the workplace or those who are preparing themselves to enter the work force. The School already offers a wide variety of programmes to a clientele willing to acquire new competencies and skills, upgrade their knowledge and in other ways better prepare themselves for the workplace and for leading meaningful lives.

The Faculties and Departments have a key role to play in maintaining contact with the relevant professional bodies, interpreting the changing human resource developing needs, and helping to design appropriate programmes which the School will deliver in response to those needs. The Campus aims to mount these programmes throughout the year, and taking advantage of the intersessional period June-August, integrate them into the annual Summer Programme.

## ALUMNI

*STRATEGIC GOAL: To strengthen the relationship between the Campus and its alumni.*

The Campus will continue to forge strong relationships with its graduates and other alumni of the University who are within its reach.

The Campus will set up an Alumni Office to be used by the Guild of Graduates. It will participate in the update of the Directory of UWI Graduates. It will create opportunities for members of the Guild of Graduates to assist in areas of student development, public relations, fund raising, curriculum review, career guidance and job placement.

Together with the St Augustine Campus, Cave Hill will liaise with the branches of the Guild in Barbados and the Eastern Caribbean.

## PUBLIC INFORMATION

*STRATEGIC GOAL: To enhance public understanding of and support for the work of the Campus through a structured and dynamic programme of public information.*

The Office of Public Relations will be strengthened and its mission and work more clearly defined and structured to allow it to function as a strong, dynamic and proactive Public Information Office in keeping with the recommendations of the Chancellor's Commission on Governance.

The resources of the Office will be strengthened in two major areas:

- (i) Recognising the power of the electronic media, particularly television, in modern mass communication, the Office will be provided with resources which would enable it to utilise the upgraded production facilities in the Learning Resource Centre to produce regular television and radio programmes highlighting the work of the University in teaching and research, the achievements of its students and alumni, and its contribution to regional development.

This will also enable the Office to provide audio and video news clips to local and regional stations (via the CBU) thereby enhancing its ability to function as a Campus news service beyond the print media.

- (ii) The capacity of the Office to offer publication services to the Campus will be enhanced with the provision of necessary resources. An adequately staffed publications unit will enable the Office to lead the development and maintenance of a common graphic image for the Campus. Such a unit will produce the much needed printed materials – prospectuses, view-books, posters, expert books, newsletters/newspapers, annual reports, etc. – that are necessary to support the Campus's thrust in the area of regional and international recruitment, marketing of services, international communication, etc., and its other outreach efforts. Such a unit will offer its services to the entire Campus and be paid for its services.

Recognising that "publication" is no longer restricted to the printed page, this unit will also be responsible for the Campus' "publication" on the Internet.

## **CAMPUS INFRASTRUCTURE, MAINTENANCE AND CAMPUS ADMINISTRATION**

*STRATEGIC GOAL: To improve the efficiency and effectiveness of Campus infrastructure, Maintenance and Administration.*

The Physical Development Plan of the Campus last revised in 1988 will be updated to reflect more accurately the recent physical expansion and land use change, and to guide future use of the almost exhausted forty-eight acres of the Campus. As part of this review, a new space audit will be undertaken to assist with the management of our facilities and ensure optimum use of our built space.

The Campus will also renew its application to the Barbados Government for additional land for the future expansion of the Campus in the twenty-first century. At the same time, it will seek assistance for the acquisition in the near future of additional land in close proximity to the Campus for sports and recreational facilities for its students.

A Campus landscape plan will be immediately commissioned and implemented over the next few years.

While teaching and research space now being completed will be adequate for the programme of activities of the Faculty of Science and Technology, there remains an acute shortage of teaching and space for the Faculty of Social Sciences. Similarly, office space and facilities for the central administration remain inadequate, dispersed and in many ways inappropriate to their function, especially for student and personnel administration. An urgent need also exists for a dedicated cultural centre and quiet spaces

for students to study and engage in self reflection as part of their learning and growing experience at University.

The plan therefore calls for the following improvements and additions to the Campus infrastructure not already provided for or under construction:

- Additional administrative and teaching space in the Faculty of Social Sciences;
- The provision of a Creative Arts Centre;
- Administration: a central administrative building to house the Principal's Offices, the Central Secretariat, the Bursary and Student and Personnel administration, among others. The provision of study spaces and a day facility for part-time (evening) students;
- Additional teaching and office space for the School of Continuing Studies (including WAND);
- Accommodation and food services: The re-design and repair of Sherlock Hall and the provision of a Campus cafeteria and other lunch room facilities;
- Additional space for the Students' Union;
- An indoor sports auditorium;
- The installation of emergency water and electricity services;
- Road improvements and the extension of car parks;
- The completion of the perimeter fencing of the Campus and the upgrading of the Main Entrance to assist with security and the traffic management, etc. and
- The beautification of the entire Campus.

To cope with the significant expansion in buildings and equipment, the Maintenance Department will be reorganised and its management resources strengthened.

The Campus will implement the following measures to improve the efficiency and effectiveness of its administration and complement the institutional changes recommended by the Commission on Governance:

- (i) The appointment of a professional or professionals to remedy longstanding deficiencies in the areas of human resource management and personnel administration, maintenance services, and planning, in particular. In this regard it is clear that from a comparative examination staffing in these units at the professional level is already inadequate. Increased administrative demands in recent years have made an expansion of staff or at least the unfreezing of vacant posts in these areas an imperative if the Campus and University strategic goals must be met;
- (ii) The introduction of continuous training and staff development, and an improved staff appraisal system; and
- (iii) The continuous upgrading of equipment and facilities, and the maintenance of a safe and healthy work environment, a widening of opportunities for interdepartmental transfers, and increased access to sports and recreational facilities.

The Campus will complete its application of modern information technology to all aspects of its operations. It will implement a Campus-wide Management Information System incorporating human resource management, financial administration; and Student Information Management systems. It will utilise the technology to improve and upgrade its internal and external communication systems.

## FINANCIAL GOALS AND STRATEGIES

*STRATEGIC GOAL: The broad goal of the Campus is to continue to improve its cost effectiveness and to reduce its dependence on governmental sources of income.*

As outlined above, because of its small size, the Campus is unable to benefit in any significant way from economies of scale. At the same time, it must maintain a minimum core of activities and disciplines (and achieve minimum mass in

these) consistent with its role and mission as a university-level institution in the Eastern Caribbean. The first thrust of its financial strategy must therefore be to emphasise improvements in efficiency rather than a reduction in its overall operations.

The institution of the inter-Campus Management Audit will strengthen considerably the University's capacity to be more cost effective. This, combined with the regime for performance audits, will result in the realisation of efficiency gains in all areas of activity.

Considerable progress has been made in the last several years in this regard. Thus the per capita cost of operations of the Campus has fallen in successive years since 1992 by over 20% in nominal terms, and more than 25% in real terms. At the same time, output performance has improved in several areas, including student performance and student enrolment, which has risen from 2,090 FTEs in 1992 to 2,503 in 1995/1996 or by 20%.

These improvements driven largely by declining financial subventions from the Governments over this period have been achieved at the cost of unacceptably high student/staff ratios in all Faculties, other than in the Faculty of Medical Sciences, and particularly so in the Faculty of Social Sciences where the required ratio is exceeded by more than 200% (1:36 vs. 1:15), and the excessive use of part-time staff, as Faculties and Central Administration have been forced to forego the filling of vacancies on a permanent or full-time basis.

The scope for further reductions in the overall cost of operations at the Campus is therefore quite small. On the other hand some efficiencies are possible in the use of resources in specific areas even as deficiencies exist in others.

The areas in which some economy is possible is through an increase in contact hours of full-time staff in some areas, a reduction of the ratio of support staff to academic and professional

administrative; through more extensive use of information technology, among other devices, and in the elimination of small classes in some instances. Such efficiency gains or cost savings in these specific areas are projected at 5% of the nonacademic staff costs for 1997/1998 onwards.

On the other hand the efficiencies identified or the improvements needed as described in the strategic goals and objectives contained in the plan will require a similar level of expenditure. As described above, the deficiencies and improvements include programmes to ensure improved communication, foreign language and computer competence across the board, as well as increased support for graduate training, among other things. Most critically, they will involve an improvement in staff/student ratios especially in the Faculty of Social Sciences. The overall benefits will be more than proportionate, in the form of a better quality and more effective graduate, and improved throughput rates.

The strategy for achieving a reduction in reliance on direct fiscal contributions from Governments is to be achieved through several approaches. We estimate that tuition fees will rise as a share of economic cost, from 15% in 1996/1997 to 20% for the remainder of the plan period. At the same time we project income from fund-raising activities, from international student enrolment and summer school and conference activities, and from institutional consultancies, etc., to rise from \$300,000 in 1996/1997 to \$1.5 million in the year 2002.

On the basis of the above we estimate that increments in student enrolment as projected will be accommodated at the current levels of direct fiscal government contributions adjusted only for inflation at the rate of 3% per annum, and that per capita cost at the Campus will be maintained at the 1996/1997 level.

The financial forecast for the plan period as contained in Appendix I therefore calls for the following:

- (i) Total Campus Expenditure to rise from BDS\$42.3 million in 1996/1997 to \$50 million in 2001/2002 representing an annual increase of approximately 3% to reflect the annual salary increments and expanded student enrolments as set out in the plan.
- (ii) Direct Government subventions to rise from \$35.9 million in 1996/97 to \$41.6 million in 2001/2002 reflecting annual inflation rates of 3%.
- (iii) Tuition fee income to rise from \$6.3 million in 1996/1997 to \$10 million in 2001/2002 reflecting an increase from 15% at the beginning to 20% in subsequent years; and total income to rise from \$42.7 million to \$54.5 million, and
- (iv) Per capita cost (to the contributing Governments) to remain constant in money terms at about \$14,000.

**APPENDIX 1: The University of the West Indies, Cave Hill  
Summary Financial Forecasts – Five-year Strategic Plan**

INCOME	BD\$					
	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Other						
Investment Income	400,000	530,000	600,000	650,000	650,000	650,000
Revenue Generating Activities						
Research and Consultancies	200,000	300,000	390,820	395,650	405,000	429,300
Summer School	100,000	103,000	109,180	115,000	122,675	130,400
Continuing Studies	90,000	97,000	100,000	103,000	106,090	109,300
International Students	–	50,000	200,000	386,350	556,235	831,000
Subtotal	390,000	550,000	800,000	1,000,000	1,190,000	1,500,000
Total Income	790,000	1,080,000	1,400,000	1,650,000	1,840,000	2,150,000

**APPENDIX 2: The University of the West Indies, Cave Hill Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002**

Description	Budget Estimates		Projections		
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	43,531,994	44,837,954	46,183,093	47,568,585	48,995,643
Incremental Costs Arising from Additional Student Enrolment	689,100	690,882	692,700	694,554	696,445
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	600,000	612,000	624,240	636,725	649,459
Subtotal	44,821,094	46,140,836	47,500,033	48,899,864	50,341,547
Less Projected Efficiency Gains	(639,653)	(1,279,307)	(1,918,960)	(2,558,614)	(2,558,614)
Total Core Projections	44,181,441	44,861,529	45,581,073	46,341,250	47,782,933
Repayment of Long Term Loans: Instalments Due during the Year	500,000	2,120,000	2,140,000	2,160,000	2,180,000
Total Core Expenditure	44,681,441	46,981,529	47,721,073	48,501,250	49,962,933
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	37,002,195	38,112,261	39,255,629	40,433,298	41,646,297
Government Contributions towards Repayment of Long Term Loans	500,000	2,120,000	2,140,000	2,160,000	2,180,000
Tuition Fees	8,936,288	9,396,306	9,544,215	9,700,250	9,992,587
Other Income	530,000	600,000	650,000	650,000	650,000
Total Gross Income	46,968,483	50,228,567	51,589,844	52,943,548	54,468,884
Funds Available for Upgraded and New Programmes	2,287,042	3,247,038	3,868,771	4,442,298	4,505,951
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	2,578	2,653	2,686	2,719	2,820
Gross Economic Cost per FTE – Based on Campus Costs	17,332	17,709	17,787	17,838	17,717
Net Income from non-UGC Income Generating Activities	550,000	800,000	1,000,000	1,200,000	1,500,000
Expenditure on Special Projects	5,600,000	4,200,000	4,500,000	4,500,000	4,500,000

<sup>1</sup>Does not include significant capital works.



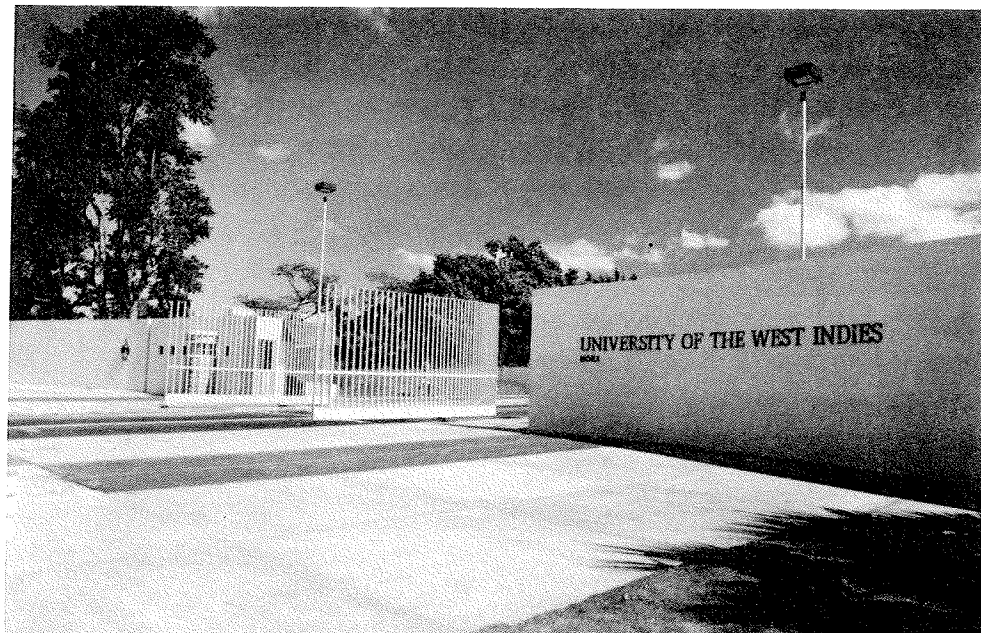




A STRATEGIC PLAN FOR UWI 1997-2002

SECTION THREE

# MONA CAMPUS



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# MONA CAMPUS

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# MONA CAMPUS

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## INTRODUCTION

The University of the West Indies has been for nearly fifty years, the only university of the anglophone Caribbean, a region rich in potential and distinguished by its cultural diversity. Mona is the largest and oldest of its three main Campuses and enjoys a national, regional and international reputation for academic excellence and contribution to the development of the region and the wider community. It benefits from the rich, cultural heritage of Jamaica and the other Caribbean countries and this informs the educational experience which it offers through the study of arts and education, medical sciences, pure and applied sciences and the social sciences. Outstanding research from the Campus among others, include sickle cell and glaucoma, natural products and social policy such as poverty alleviation. However, the Campus is cognisant of the environment in which it now operates, future trends in education and in the market place and above all, of the needs of its stakeholders. Therefore, the imperative for a review of policies and strategies is both critical and unavoidable if the Campus is to remain the principal source of uni-

versity education in the region and to face the twenty-first century with renewed purpose.

The Mona Strategic Plan outlines the policies and strategic directions of the Campus for the next five years and suggests the means for achieving them. It is taken as a datum that "University strategy reflects the needs of the region as a whole and that UWI policies are incorporated within regional development strategies".<sup>1</sup> The recent Industrial Policy of the Government of Jamaica is an example. The emphasis will continue to be on the provision of an excellent teaching, learning and research environment, a vibrant student body, and a highly motivated staff. The necessary technological support, *esprit de corps* and well-managed infrastructure are essential in this regard.

## OVERALL VISION

The Mona Campus will be positioned to face the future, as a high-quality institution that is able to provide a substantial portion of the tertiary educational needs of the region. Its teaching and

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<sup>1</sup>UWI Governance Report, paragraph 4.2.

research programme in the Humanities and Science and Technology will continue to grow in excellence and relevance. The aim is that studying through the Mona System will be a modern and intensive educational experience, with greater emphasis on graduate work and self-learning through distance education and other means. Knowledge and information resulting from research at Mona, which will increasingly satisfy the needs of the basic academic disciplines, business and industry, the supporting governments and Caribbean society generally, will be coming principally from multidisciplinary centres. The Campus will be working in partnership with the other Tertiary Level Institutions (TLIs) towards a better articulation of the education system in Jamaica and the wider Caribbean, and to provide increased and easier access to students from these institutions. The aims encompassed in the above can be encapsulated as follows.

The student population will grow to 10,860 FTE by the year 2002, from a base of 8,360 in 1995 to provide the work force in strategic areas of the Jamaican and regional economies. Twenty percent of this number will be graduate students.

1. Research will be focused on themes within strategic areas that seek to promote and stimulate increased interdisciplinary collaboration. The alignment of research and development endeavours with commercial and industrial enterprises will be an important feature, taking account of the need for technology transfer and the industrial base of the region. The Campus will be seeking, and be responsive to, opportunities for collaboration with other institutions both regionally and internationally.
2. The basic services and experiences provided for extracurricula activities will better integrate learning with the personal growth of the student and employment or entrepreneurial opportunities in the Caribbean. In this way, the Mona Campus will better facilitate the development of graduates with the personal and leadership skills that will contribute to informed decision making and productive citizenship.
3. Personnel and remuneration policies will, within available resources, ensure the recruitment, training, motivation and retention of high quality staff. It is recognised that as a result of the financial difficulties of the Campus, greater sacrifice and contributions will be demanded of the staff. Strategically, information technology will be a very important factor. Further, efficiency improvements will be demanded in all areas and monitored by means of objective indicators, throughput rates, and the tracking of achievement levels of both students and all staff.
4. The Campus will initiate frequent and meaningful consultation with the stakeholders, particularly in reviewing and implementing developmental policies.
5. The Science Park concept will be promoted and seen as an important vehicle to spearhead technological development and to provide an industry-research link.
6. Research, particularly in support of public policy formulation and enrichment, will be emphasised and quickly communicated to the supporting Governments and the public. The Campus community's involvement in public affairs and concerns will be encouraged and the Public Relations and Information Services will be active in the dissemination of information concerning the fulfilment of the mission.
7. The Campus will attempt to provide the infrastructure to support the necessary quality of the learning and research environment. Appropriate support services and amenities will be provided for all students including commuting students, subject to available resources.

8. Additional accommodation will be sought to increase the number of resident students on Campus to at least 2,000. The physical resources of the Campus will be maintained and developed in keeping with its natural environment, future needs and in the knowledge that funds for capital replacement are not easily accessed and that proper maintenance is an investment. The Mona Campus will secure value for money through the efficient and effective use of all its resources.
9. The business activities and financing of the Mona Campus will reflect existing financial realities and projections for future funding. A business plan for the Campus will follow a comprehensive review of its cost recovery philosophy and system. The formula for charging tuition fees, the manner in which special projects are costed and charges for Campus services and rentals, will all be taken into account. In essence, the Campus will be more aggressive in its sourcing of alternative methods of funding.

## MISSION STATEMENT

The Mona Campus sees as its mission the provision of a vibrant and resourceful teaching and learning environment in an economically efficient manner that facilitates the full development of the people of the region, while ensuring that the student is the focus of its activities. Special emphasis will be given to the sciences, information technology and to the business and public sectors as vehicles of this mission.

The Mona Campus will engage in research and developmental activities that support the social and economic growth of the Caribbean region, the provision of community service and the enrichment of the academic experience. Research findings will be readily available to all sectors of the society.

Close collaboration with other regional TLIs to assure the attainment of the prescribed goals will also be pursued.

## ANALYSIS OF THE ENVIRONMENT

### The External Environment

As the Mona Campus approaches the end of the twentieth century and the beginning of the twenty-first, it is faced with hitherto unknown challenges. These are national, regional and global and in order to survive and fully participate in the increasing globalisation of the society and the world at large, these challenges must be met head-on. The activities of the Campus, in both its teaching and research activities, will fully reflect the reality that Caribbean society is exposed to international developments and therefore must ensure that, through its teaching and research, its students and the society at large are well informed of international developments that will impact on the opportunities available to them.

Eighty-three percent of the student enrolment at the Campus is Jamaican and the Government of Jamaica is by far the largest financial contributor. Seventy-eight percent of the Campus' budget is provided by contributing Governments through the UGC and of this 85% is from the Jamaican Government. Given the realities of the Jamaican economy, the demands on it for ever shrinking resources and the need for the Government to prioritise its beneficiaries, the Campus now has to be more transparent and accountable than ever before and convince its shareholders – external and internal – that it is worth the investment made in it. This includes the student population. Now that they are asked to pay 20% of the economic cost of their education, they will have greater expectations and will demand more from the Campus in terms of consistent

academic quality and reliable support services.

Part of the answer to these expectations is being provided by the new Competitiveness Centre in the Faculty of Social Sciences which seeks to demonstrate the conjunction of intellectualism and practicality. Knowledge, and the ability to put it to use in the qualitative and quantitative development of the society will be one of the priorities and the Campus intends to emphasise this as an indispensable input in the country's long-term development.

A further challenge is to respond to the pressure for admission to the Campus and to satisfy the legitimate aspirations for University education among the many whom the Campus now cannot admit. Increasing the numbers of students, while one of our goals – currently only 1.7% of the 18–24 age cohort – can not be an end in itself. What has to be increased concurrently is the quality of the graduate and his or her role in and impact on the society so that the 66% of the Government's tertiary budget which the Campus now receives (and which is not likely to be increased), can be justified; this is in a context where there is a proliferation of external courses offered by foreign based institutions of varying quality and the establishment of the University of Technology.

These are some of the external conditions which have an impact on the institution and which are taken into consideration in seeking to satisfy the target markets for graduates.

### **Internal Factors**

The Campus is known internationally for its training of medical doctors and for medical research in areas such as sickle cell disease and nutrition; for its research and teaching in the Social Sciences as it relates to social policy, in West Indian History and West Indian Literature; in natural products chemistry, in environmental

geochemistry; in the marine sciences and in geology. In other areas such as management and computerisation the Campus is growing in strength and is setting out to capitalise on the increasing demand for these skills.

The Mona Campus is beautifully set on approximately 600 acres of prime land near the famous Blue Mountains from which the internationally renowned Blue Mountain Coffee takes its name. It is sufficiently removed from the City of Kingston to allow for the creation of a unique campus environment yet within easy reach of the city. This creates a serene and stimulating environment, in addition to having income earning potential for the hosting of international conferences and a pull factor for an international summer school. It is within walking distance (less than two km) from UTECH and about ten minutes (by car) from the Edna Manley College of the Visual and Performing Arts, two important tertiary institutions in Jamaica.

Jamaica has a strong international identity in music (reggae) and athletics. As a result Jamaica is well known among North American Universities which regularly send scouts to the international sporting events in Jamaica. These two factors create enormous opportunities for the Campus in terms of international collaboration and as a venue for special international events. The Mona Campus is one of the main seats of culture in Jamaican society, and benefits from its location in the midst of Jamaica's dynamic and complex culture, in addition to which it is exposed to influences from the rest of the Caribbean through the many staff and students who come from the other territories. It is indeed a major seat for the teaching, research and expression of West Indian culture.

In recent years the Campus has established stronger links with the community, the Government and the private sector. Increasing numbers of students are involved in community projects, and there is increased dialogue with the Govern-

ments and the private sector, the latter providing much needed financial assistance in a range of areas through its Century Club membership. The Campus has ongoing training for senior public sector workers, academic staff and postgraduate students in policy techniques and quantitative research so that it can transmit to the population the consequences of developments in science, technology and medical sciences on the way they work and earn their living.

Jamaica has relatively good infrastructure and excellent international telecommunications and satellite links. The Campus owns a Super computer, through which good access is maintained on the Internet. The basic library facility of the Campus has been improved although the capacity is still limited, but with current technologies a number of possible actions can be taken to increase access and therefore the overall capacity. On-Campus bookshop and banking facilities are available.

There are however several weaknesses and constraints which impair the effectiveness of the Campus and which will have to be overcome or circumvented.

Faculties and Departments to a large extent are not sufficiently interdisciplinary in their approach and consequently graduates do not attain the level of flexibility required in today's world of work which is characterised by career changes and multidisciplinary teamwork. There is a need as well for the rationalisation of course offerings among Faculties and departments to minimise duplication and small enrolment, and it is necessary to continually align the curriculum to meet the training requirements of the public and private sector. Many of the courses offered at UWI in two-year postgraduate degree programmes for example, are not sufficiently modular to facilitate short-term specialised training for employees. Further, when the modularity exists the system is not sufficiently accommodating. As a result persons are sent abroad to North America,

at very high cost for courses which are available locally.

Though the Library has been physically expanded twice in recent years, its stock has not kept up with increased enrolment due mainly to the relatively high (Jamaican dollar) cost of books and journals. Up-to-date teaching and research equipment is also lacking and though the Campus possesses a supercomputer, very few staff and students currently have easy computer access.

Young staff entering the classroom are to a large extent unprepared for the challenge facing them and existing staff need to be exposed to new teaching techniques such as computer assisted learning. Some attempt has been made at staff development, but this activity suffers from irregular funding.

Many of the students entering the Mona Campus matriculate with certification from other tertiary level institutions. Nevertheless there is limited cooperation and articulation with these institutions. There are few existing arrangements for accreditation in a situation where, as in the case of Social Sciences, 66% of qualified applicants are not offered places.

The Campus had a broad cultural mix in its earlier years due to the wide origin of its students. This has been lost to a large extent for several reasons. As a result, the vibrancy provided by on-Campus residence life is weak and important centres of student activity such as the Students Union are largely inoperative. Universities take pride in and encourage an international student mix. Seeking international (non-Caribbean) students was not a priority in the past due to shortage of space. Though there has been increased attention to international collaboration in recent years, there is no facilitating organisation and together with shortage of funds for staff and student exchanges, limited benefits are reaped from our many links.

Student accommodation on-Campus is insufficient with more than 80% of the student body being forced to reside off-Campus, in a situation where the public transportation system is poor and there is limited housing in close proximity to the Campus. Students are forced to spend numerous hours simply getting to and from the Campus. At the same time there are inadequate facilities on-Campus, such as lounges, lockers, dining rooms and washrooms for the large number of commuting students.

The last physical development plan for the Campus was completed in 1971 and now requires updating. Except in Pure and Applied Sciences and Distance Education (IDB/CDB Project) there is need for a significant injection of capital funds as the physical plant and infrastructure are old and need expansion and upgrading to deal with the growth in enrolment. This is most clearly manifested in the electrical supply system which has not kept pace with the physical development of the Campus. The situation has reached crisis proportions with frequent power outages, and low voltages. This has very serious implications for the large-scale provision of computers or other delicate electrical equipment on the Campus. The sewage works and solid waste incinerator have long ago exceeded their design capacities. The Campus infrastructure for waste disposal generally, needs to be overhauled to satisfy present demands and the additional environmental burden that will be occasioned by an increase in population.

The Lomé IV Regional University Programme opens opportunities for collaboration with universities in the Dominican Republic, Haiti and the DOM. The Campus must build on this base both by broadening and deepening the collaboration; barriers of language and culture will have to be overcome, but this should only be seen as a challenge which the Campus must take up.

The Campus will take advantage of its location and Jamaica's high international profile globally.

Coupled with an increasing involvement in tourism activities, excellent opportunities exist for broadening the Campus population mix and earning revenue. This again calls for early initiatives for collaboration with the three TLIs mentioned above and others. The opportunities for increased student intake are numerous in all Faculties.

Alumni of the Mona Campus are spread in various parts of the Caribbean and also in North American Universities. Programmes such as the Super Lions Awards have brought many back to the Campus. The Campus must grasp the opportunity for collaboration with these Alumni (particularly those in Universities abroad) and their institutions. The Caribbean Historians have set an example in this regard. Each Faculty needs to identify its present and future opportunities for such groupings.

The principal threat to the Campus comes from the current arrangements for its financing. The Campus has been operating under serious financial stress for several years leading to a deterioration of its infrastructure and general services. Ways have to be found for the Campus to address the several demands made on it from different sectors of the society. Failure to provide a suitable response could result in a severe weakening of the institution with the attendant consequences for regional development.

## GOALS AND STRATEGIES

### Enrolment Targets

The Campus aims at an enrolment of 10,860 FTE students by the year 2001/2002. This is an increase of 500 FTE per annum, representing 50% of the planned growth of the University. FTE data by Faculty by year are given in Appendix 1A.

As shown in the Table 1, the largest relative increase, 1,244 FTE, will be in the Faculty of Pure



and Applied Sciences which will move from 17.6% of FTE students in 1995/1996 to 25% at the end of the Plan period. The Faculty of Arts and Education will then account for approximately 20% and the relative numbers in the Medical Sciences and the Social Sciences show a marginal percentage decline.

Sixty percent of the Campus' FTE will be in the science, technology, entrepreneurship and managerial disciplines, including some aspects of agriculture and engineering, and 35% in the Social Sciences. Currently Management Studies account for over 70% of the enrolment in the Social Sciences.

Graduate enrolment will increase from the current 11% FTE enrolled to 20%, which will be an estimated 2,172 FTE students.

### Strategies For Enrolment

1. Distance education which is being funded through the UWI/CDB Agreement and by community groups and the UWI Development and Endowment Fund. More programmes will be offered through this mode.
2. Strengthening relations with tertiary level institutions and collaborating in the granting of associate degrees and accrediting these degrees.
3. Collaborating with the University Council of Jamaica (UCJ) in the accreditation of programmes.

4. Collaborating with schools and the Ministry of Education to assist in strengthening the secondary school system particularly in areas of science. A summary of the June 1994 A-level results is presented in Appendix 2 for reference.
5. Improving throughput rates which will allow additional students to gain admission.
6. Extending and deepening programmes in self-learning and continuing education.
7. Developing closer relations with the other Campuses of UWI and other Universities in order to improve the opportunities for joint research and postgraduate teaching.
8. Establishing machinery to ensure:
  - accountability to students and their sponsors and supporters;
  - improvements in the image of the University as a student-friendly institution responsive to community, national and regional needs;
  - that the Campus is an attractive and competitive place for study and research.

The Campus intends to ensure that the quality of its graduates is such that they will be poised to assume positions of responsibility in the public and private sectors, to begin post-graduate work, start their own businesses and help the society move confidently into the twenty-first century.

The Campus recognises that in order to achieve its goals it must develop closer relations with the Governments and with the private sec-

TABLE 1: Planned Enrolment of Full-time Equivalent Students In Year 2002

Faculties	1995/1996		2001/2002		
	FTE	% Distribution	FTE	FTE Increase	% Distribution
Arts & Education	2,100	25.1	2,139	38	19.7
Law	28	0.3	32	4	0.3
Med Science	756	8.0	870	114	8.0
Pure & Applied Sciences	1,471	17.6	2,715	1,244	25.0
Social Sciences	4,005	48.0	5,104	1,100	47.0
Total	8,360	100.0	10,860	2,500	100.0

tor. Institutional arrangements already exist, through the Campus TACs, the UGCs and the University Council for ensuring that Governments are fully aware of the developments taking place on the Campus and to incorporate into its activities and programmes the feedback which comes from these interchanges. The interaction with the private sector, although less institutionalised, is equally strong, but there is room for improvement. During the plan period the Campus will intensify its contacts with the private sector and to this end the Principal will expect to receive from each Dean the progress which he or she has made in this regard.

### Targets For Graduates

This has already been covered in the section on enrolment targets and the relevant tables indicate the figures aimed at.

Mona Campus has stated publicly that it will secure a 5% improvement in the throughput rate by 1998 and a 15% improvement over the plan period. It is, however, determined that the improvement in the throughput rate will not impair the drive to enhance academic standards.

The computerisation of the Campus; the increased access by the students to state-of-the-art technology; the expansion of the Main Library; the upgrading of the UWIDITE Centres – these are all part of the general thrust to produce and create more accomplished, aware and sought-after graduates whose knowledge and skills will not be confined to the boundaries of their specific degrees and Faculties.

### Enrolment in Continuing Education

The business of a university is the business of knowledge. Knowledge is by its very nature dynamic, hence the need for professionals and practitioners to keep up-to-date. The Mona Campus already has well-established institutions and

mechanisms for updating technical knowledge and these are highly regarded. Some of them are as old as the University itself and at least one predates the University as currently configured.

The School of Continuing Studies; the Social Welfare Training Centre; UWIDITE; MIND; CARI-MAC and the Institute of Business (IOB) are but some of the means whereby the Campus illustrates its belief in the ongoing process of the human learning experience and these will be strengthened as will the interaction which they now enjoy with the general public.

### Academic Programming

The Campus is refashioning undergraduate, postgraduate and research programmes to better support the development needs of the region. To this end Mona will give greater attention to:

- the industrial policy of the Government of Jamaica;
- administration of educational institutions;
- industry and commerce;
- agriculture, food security, environmental enhancement and rural development;
- tourism, hotel management and the hospitality industry;
- the international business environment;
- cultural studies, the performing arts and the entertainment industry in general;
- issues related to the formulation of social policy, e.g. crime, health, medical, justice, poverty, cultural studies;
- multidisciplinary research programmes involving closer collaboration at the levels of inter-Faculty, inter-Campus, research centres and national and regional institutions;
- equipping its graduates to function better as team players in the world of work by offering foundation courses for all disciplines and self-learning activities such as team project presentations as a feature of the curriculum. Consideration will be given to setting

aside a semester for the delivery of foundation courses.

The University will equip its graduates to function effectively in the information/knowledge economy by requiring curriculum changes which incorporate a combination of skills, knowledge and values. To this end all students will take courses in a foreign language, computer literacy, communication, Caribbean and world affairs, and the impact of science, technology and medical science on society in the twenty-first century.

The Mona Campus currently offers the largest choice of certificates, diplomas and degrees in the University and these have been assessed with a view to making them more in tune with the changing needs of a society which is becoming more global and more competitive. Several Faculties have devised initiatives designed to make the graduates more effective in the increasingly technical and global market as well as more easily adaptable to different environments.

The acquisition of a foreign language, in fact, general communication skills, is one such initiative as it is recognised that this is a prerequisite not only for some forms of research, but given the growing links (in the academic, business and economic arena) with the non-anglophone Caribbean, for any kind of cultural or economic activity with those parts of the region. CARIMAC and The Latin American Centre will be two of the centres to facilitate this.

In order to be more proactive in the provision of guidance and consultation to the society and the Government, several of the traditional activities of the Campus will be strengthened: for example the School of Education's interface with Colleges and the Ministry of Education will involve the articulation of its programmes with those of the TLIs and producing an increased number of competent science teachers through collaboration.

In a practical response to stated needs in health the core curriculum in Medicine will in-

clude the teaching of ethics and care of the terminally ill and more emphasis will be placed on attitudes and approach to patient and family.

The emphasis of the University is on Science and Technology and the Campus is cognisant of this but science graduates are among those to benefit from the acquisition of language and communication skills and the general thrust towards a more multidisciplinary approach in keeping with the trend towards generalisation the world over.

A major thrust will be to support the Government's National Industrial Policy, particularly in Information Technology. But emphasis will also be given to agriculture, the environment and to courses strengthening the entrepreneurial skills and abilities of the graduate i.e., combining creativity, intellectualism and cultural breadth in as many offerings as possible.

## Distance Education

The Campus is gearing itself to play an active role in the distance education which is being developed for the University. It has already installed a large part of the infrastructure needed for the purpose and further initiatives are underway. Some of these initiatives are mentioned by way of illustration hereunder:

1. CDB funding has increased the number of sites both in Jamaica and in the non-Campus territories for which the Mona Campus has responsibility.
2. Staff training in methods of distance teaching have been intensified.
3. Upgrading of the telecommunications network for distance is planned.
4. Instructional designers are currently involved in helping the staff to produce printed materials for students studying at a distance.
5. Fourteen texts for the Certificate in Public Administration have been produced through

funding from the Government of the Netherlands as well as mini resource libraries in the non-Campus UWIDITE sites.

6. The existing staff at UWIDITE is actively engaged in offering support to the Distance Education Unit at the Cave Hill Campus.

### **Review of Degree Programmes and Reduction in Number of Courses**

There is need for continuous review of programmes to achieve:

- Quality assurance
- Pertinence of course content and research
- Cost-effectiveness

A major focus will be the overall reduction in costs. This involves both administrative and academic. Consequently, there will be a university-wide emphasis on reviewing the major cost centres and part of this will be to increase the number of contact hours for staff (while not diminishing the quality of the academic output) as well as the rationalising of courses – both content and numbers. The Mona Campus has already reduced the Faculties from five to four and the number of Departments from 42 to 26. This process of rationalisation is expected to result in a smaller number of service and support staff assigned to the Faculties.

### **“Divestment” of Academic Programme**

The divestment of the Campus will be two-pronged. One prong will take the form of discontinuing courses which are either non-profitable or which could just as effectively be delivered by other institutions. In keeping with the goal of the Campus to be partners with other TLIs, Mona will work with Community Colleges to develop Associate Degrees for articulation with the Campus.

Medical Sciences, for example, will not only discontinue the certificate in nursing but will im-

plement courses to facilitate people not resident in Jamaica – particularly those in Belize, Bahamas and the Cayman Islands. Preliminary courses in Natural Sciences will be divested to Community Colleges as will certificate courses in Social Sciences.

### **Research and Postgraduate Programmes**

The Campus is committed to research and particularly to work which promises local or regional impact. This varies from basic theoretical concepts to highly applied and survey-based research already considered of high quality and in demand. The Campus is the largest and best-known producer of research in the country and will continue to attract funds to underwrite its research as it has already done with considerable success.

The aims and objectives of the Campus's research programmes are to:

1. Encourage research which is of highest quality and relevant to present and future needs of Jamaica and the region. The research that will be undertaken will assist the society in moving into hitherto unthought of directions;
2. Attain international renown in selected areas partly through the mechanism of Centres of Excellence;
3. Provide information which will be a foundation for further development and material for good publications;
4. Generate knowledge which will give the region a competitive advantage and provide job opportunities;
5. Help build the human resource base and provide opportunities for training for higher degrees;
6. Promote closer interaction between post-graduate training and the research thrust.

It is to be noted that research on the Mona Campus is not just Faculty-based but involves

the use of existing specialised Centres and Units as well as Units which have a largely practical focus and combine research with income-generating activities. Most of the research is interdisciplinary and the main components are set out below.

## **A.**

### **ARTS:**

Caribbean Culture; Gender Studies; Caribbean History.

### **EDUCATION:**

Administration of educational institutions; Underachievement in Education in Jamaica; Literacy; the Economics of Education; Education policy and science education – all to be aligned with the Ministry of Education's Five-year Plan.

### **MEDICAL SCIENCES:**

Epidemiological research; HTLV-1, HIV and AIDS; environmental issues; establishing the Mona Institute of Medical Sciences (MIMS) via the Science Park.

### **PURE AND APPLIED SCIENCES:**

Bauxite; disaster studies; environmental geochemistry; marine sciences; pest control; applied chemistry; food security.

### **SOCIAL SCIENCES:**

The major thrust will be via five Research Centres which will be responsible for developing research in critical fields of regional demand.

1. **Centre for Population, Community and Social Change**  
Population studies; migration; urbanisation; community development; crime and violence; family patterns; living standards and labour markets.

2. **The Cultural Centre**

Inter-Faculty research; Caribbean Culture; the impact of globalisation and regionalisation on Caribbean culture and the global impact of Caribbean culture.

3. **The Centre for Governance and Public Policy**

Issues of governance of particular concern to the Caribbean involving such diverse groups as NGOs and trade unions and develop expertise in the use of quantitative policy analysis techniques.

4. **The Competitiveness Centre**

Economy and business at the macro and micro levels – International Trade and Law; International Finance; International Business, Marketing and Manufacturing Management.

5. **The Centre for Innovative Systems Development (CSID)**

Design of innovative information systems.

In addition to the above, the Social Sciences Faculty includes the Arthur Lewis School of Research and Graduate Studies; the Consortium Graduate School and ISER. The practical side of the research will be spearheaded by the Institute of Business (IOB).

At the student level, the emphasis will be on, strengthening the Master's programmes.

## **B.**

The Campus's Research Centres will play a pivotal role in the expansion and strengthening of research and the strategy will be, for the most part, interdisciplinary and centred in areas in which the Campus has developed certain strengths internationally and locally. These Centres are:

1. **Biotechnology Centre**  
Tissue culture; fermentation processes; production of microbial fertilisers; training.
2. **Centre for Nuclear Sciences**  
Applications of geochemistry and geographical information systems (GIS) particularly for

use in agriculture, rural development, health and the environment.

3. **Centre for Marine Sciences (CMS)**  
Resource development and management in Jamaica's coastal zone; training; oceanography.
4. **Medical Research Council Laboratories, MRCL (Sickle Cell)**  
Sickle cell disease; management and prevention of the disease and strengthening of the database.
5. **Centre for Gender and Development Studies: Mona Campus**  
Gender and youth: the feminist instincts of a new generation.  
  
Gender and popular culture: the construction of masculinity and femininity in the popular culture of the Caribbean.

## **Student Services**

Student Services at Mona will complement the Campus Mission through the fostering of student learning and development. The approach is informed by the holistic philosophy of student learning and an awareness that much learning in higher educational institutions takes place outside the formal classroom. Thus while Faculties provide the knowledge base for personal goals associated with career and professional choices, Student Services is concerned with the social goals that prepare the student to function effectively in the wider society.

The following strategies will be used to achieve these goals:

1. **Involvement.** The Departments will seek to create a learning environment that will invite students and Faculty members to be actively engaged in development organisations, clubs and societies that will enhance self-esteem, appreciation of differences and a commitment to service.

2. **Challenge.** Student Services will seek to structure the environment so that students are placed in challenging experiences that will elevate them to higher functional levels. This will be realised through programmes such as "Mentorship", the University Leadership Programme, Community Service and Outreach.
3. **Support.** An environment based on the ethic of care will be provided. This includes programmes for students with disabilities; financial assistance; lunch subsidies and improved transportation facilities for commuting students.
4. **Service.** Student Services aims to achieve improved levels of satisfaction among all its clients.
5. **Student security** on the Campus will continue to be given the most careful attention. Additional security staff will be hired, lighting on the Campus will be enhanced and students will be counselled on matters relating to their personal security.

## **Library and Information Services**

The University Library will support the mission and strategic aims of the University by providing materials and services in the Main, Science and Medical Branch Libraries in a manner that facilitates effective teaching, learning, research and administration in a dual mode institution committed to the development of undergraduate and postgraduate programmes of study. The library system needs to be upgraded and expanded to meet the present and growing needs of instruction and research. The increased cost of books and journals place acquisitions in jeopardy at present funding levels. The projected increase in enrolment to 10,860 (by the year 2002) will necessitate even further increases in resources and expansion of facilities. The Library will focus on:

1. Acquiring new technology to computerise services for effective information access and retrieval including Internet links.
2. Developing adequate and appropriate collections of material in all formats with emphasis on strong West Indian, technical and post-graduate collections and also in new areas of study.
3. Providing a comfortable environment conducive to study and research and including provision for students with disabilities.
4. Optimising opening hours with due regard to demand, resources and security.
5. Expanding audiovisual facilities to include multimedia provision.
6. Providing support for distance education programmes.
7. Developing facilities and systems to preserve and conserve deteriorating collections.

## **Administrative and Financial Services**

The Campus plans to improve its administrative services while at the same time rationalising its staff complement. It will modernise its practices by upgrading the staff and automating as fully as possible the administrative and bursarial functions. It is intended to complete the upgrading of the Campus' telephone system, the effect of which will be felt in all operations.

As recommended by the Commission on Governance, the Campus will focus on operational management, implementing the strategies which have been agreed, utilising the advice of its own management and other specialists. A Planning Unit will be the Centre of these operations. The planning function will also involve the monitoring of large special projects.

The Bursary will respond to the requirement for more cost-effective operations at the projected levels. In doing so, the Bursary will also position itself to participate more effectively in the overall management of the Campus through:

- improved stewardship of funds;
- improved operational efficiency;
- improved customer service.

Essential to the achievement of these goals are initiatives in the following areas:

- the successful completion of the implementation of the banner finance system;
- the revision of the bursary's organisation structure;
- the review and realignment of the Bursary's management structure; and
- in the longer run, the upgrade of the physical layout of the Bursary to facilitate better customer flow and efficiency of operations.

Another factor that will enhance the achievement of improved financial and operational controls will be the expected support from the University Management Auditor. In this regard, the objective review and advisory facility afforded by this group will assist the Bursar in maintaining control and performance standards at the required level.

The Registry is being overhauled. New software has been introduced to improve the management capability of the Registry Staff inter alia to respond more promptly to students' concerns, to take the hassle out of the registration process, to provide transcripts and other publicly available student records with a minimum of delay and generally to make the students' stay at the University a more enjoyable one. The Campus recognises that the development of a supportive alumni body depends on the experiences of the student while he or she is enrolled and will tailor its activities to ensure that the student recognises that he or she is a very important person.

## **External Communication and Information**

The importance of goodwill and public relations as emphasised by the Commission on Governance will be addressed in three major ways.

## 1. Public Relations

Public Relations will market the University locally and internationally. The Public Relations Office will help ensure that the Campus community is fully informed of the goals of the Campus and the various activities and achievements of the staff.

The Public Relations Office will work closely with the Office of the Principal in marketing the Campus by:

- organising a programme of outreach to high schools to give information on the Mona Campus activities to encourage the brightest students to choose UWI for their tertiary education;
- ensuring that the Jamaican public is kept abreast of changes and developments on Campus by timely news releases, radio and television programmes;
- ensuring that there is a slate of speakers who can represent the institution to discuss the University's vision and contributions;
- mounting programmes to recognise the achievement of Mona graduates locally and overseas.

## 2. Alumni

The Campus will continue its efforts to forge strong relationships with its graduates and with the other alumni of the University who are within its reach.

It will establish an *Alumni Office* to be used by the Guild of Graduates. It will participate fully in the maintenance of a live directory of graduates. It will launch programmes of activities that will convince alumni that there are important benefits to be gained by playing an active role in alumni affairs. It will call upon the alumni to counsel students about the world of work and it will devise an "honour roll" to recognise the achievements of those of its alumni who show excellence in their working and private lives.

## 3. Public Service

Over the Plan period the Campus will focus on promoting further and strengthening ties with the public and private sectors, NGOs and the community.

### a. Private and Public Sector

The Campus recognises that there are important gains to be achieved through developing umbilical links with the public and private sectors. These links will help the Campus tailor its academic programmes to meet the needs of the world of work; they will also be influential in shaping the Campus research programme to meet the requirements of the users of the research output; and, of course, it will enable the Campus to earn income through undertaking research contracts for both the public and the private sectors.

As was pointed out earlier, the contacts with the private sector will, initially, be of an informal nature but the Campus will be prepared to give careful consideration to institutional arrangements which the private sector may propose to strengthen the bonds between the Campus and its stakeholders.

Over and above this, the Campus will seek to promote more collaborative training with the public and private sector. This programme would be similar to the Social Policy Analysis Programme in the Faculty of Social Sciences whereby senior public sector employees, academic staff and postgraduate students are being trained in policy analysis techniques and quantitative research.

The Campus will seek to establish a programme of Inward Sabbaticals to the University whereby senior members of the private and public sector, such as persons in banking or industry, can spend a semester or two on the Campus doing research and teaching. There will need to be a drive to obtain funds to finance this programme.



Members of academic and senior administrative staff will be encouraged to contribute as members of Boards and Committees, providing expertise in diverse areas necessary for economic and social development.

#### **b. Nongovernmental Organisations (NGOs)**

The Campus, with the assistance of the Public Relations Office will liaise more effectively with NGOs through their umbrella bodies. Academic and Senior Administrative staff will lend their skills and work in areas such as fund raising, management and research. Departments and individuals will share with them their research findings on studies such as nutrition for the elderly, domestic violence, child abuse, crime and poverty and other areas, so that they may be better informed in their work. Student involvement will also be sought through the Guild of Undergraduates.

#### **c. The Community**

The Campus will also be increasing its involvement with communities through the leadership programme, in which students will be carrying out development projects. The Halls of Residence and the Guild of Undergraduates will also continue to mobilise students to give assistance and participate in community projects and also teach in schools.

### **Campus Security**

The security and well-being of both staff and students are at the forefront of the improvements being planned for the five-year period. It is self-evident, therefore, that the security of the Campus which is essential to the success of many of the plans, will be strengthened. Recommendations for changes in the structure and mode of

operation of the security forces on Campus will be pursued.

The use of security technologies will receive added attention.

### **Staff Development**

Given the increase in enrolment over the plan period, the expansion of distance education, the increased staff student ratios and the reduction in clerical support staff together with tighter budgetary constraints, the Campus will place an even greater emphasis on staff training and development at all levels.

The recently established Staff Development Unit, which is administered mainly by staff in the School of Education, will be strengthened and funds sought to finance it, to provide the necessary teaching and resource materials and to introduce computer assisted learning. Academic staff at certain levels will also be provided with basic training in business practices as they will be required to manage Faculties and budgets as well as solicit private funding for research.

The system of sabbaticals and study leave will continue to provide staff with the time and opportunity to keep abreast of developments in their fields and to upgrade their areas of expertise. International collaborative links will be utilised and active staff exchange programmes and other means of collaboration will be encouraged. The Campus will seek to keep alive the international fellowship programmes from which UWI staff benefit. In addition a small number of academic and senior administrative staff will continue to be seconded for limited periods to enterprises and international organisations.

For the nonacademic staff, facilities will be made available, according to set guidelines, to attend courses and programmes which the University delivers to students. In addition there will be on-the-job training programmes which the administration will organise on a systematic basis.

## Office Accommodation

This is woefully inadequate on the Campus except for those Faculties and Departments where the IDB loan is funding additional space. The Faculties of Arts and Social Sciences are particularly poorly served but through the Lomé IV programme additional space requirements are being addressed as well as through the Capital Campaign.

## Campus Infrastructure

Even at prevailing enrolment levels, much of the Campus infrastructure requires significant upgrading and refurbishing. The enlarged enrolment projected over the plan period will require that urgent attention be given to the provision of additional classrooms for all Faculties with the Social Sciences being given priority, catering facilities for students and the upgrading of the utilities – water, sewage treatment, electricity and telephone. Further, the increased attention being given to student amenities will call for additional on-Campus housing accommodation, improved health and recreation amenities and greatly increased computer facilities.

## INCOME EARNING ACTIVITIES

A. Project funding for research and special programmes will be of increasing importance. This could include funds for research, salaries and scholarships, institutional strengthening, curriculum development, publication, and outreach activities.

The strategy to be employed to promote research and compete internationally and locally for funds is basically to:

- expand the research organised around themes which are already in a fair state of development and are likely to attract cross-

campus collaboration with, and funding from, Government departments and private sector institutions;

- study and keep abreast of the research trends and needs of the public and private sectors and suggest cooperative programmes where appropriate;
- support the fund raising efforts directed to overseas institutions;
- encourage projects and programmes which offer multi- and interdisciplinary potential;
- strengthen infrastructure and equipment maintenance.

Special courses for private and public sector members including policy makers and national planners will also be introduced. Consultancies for research and special projects will be increased. Recent initiatives such as the ERC (Education Research Centre) will be strengthened.

### B. Self Financing Units

The Halls, Central Laundry and the Health Centre are service units on the Campus which will probably never be seen as profit generators and carry a historical burden of debt. However, steps have been taken to bring income more in line with expenditures. Changes in fees, staffing levels and duties promise a more favourable outturn. The aim is self-support rather than profit.

### C. Profit Centres

Some of these units, notably the Bookshop and SCR Hotel, already post a profit. There are plans to increase the range of items in the Bookshop and to expand the facilities through a loan. Upgrading and expansion of SCR hotel are also being considered. The Printery is currently being relocated to new premises and has identified funds to upgrade its equipment. During the course of this five-year plan period, the operations of other

profit centres will be reviewed and improvements will be implemented.

For all business operations, profitability could be enhanced by better business interaction with the Faculties and Departments and improvements in the ordering and billing systems. The Bursary will provide assistance in these areas.

#### **D. Science and Business Park**

This is the only Campus investment of this type. The single company already established is performing reasonably well and there is a very significant market. Other companies and leases offer some potential but this has to be developed further.

#### **E. Summer Schools**

*International Summer Schools* – The ISS aims to be a substantial profit centre by 1998 contributing to the University's general operating income by the increased use of University students as supporting staff, summer employment for faculty and encouragement to offer innovative and experimental programmes.

Over the next five years it is planned to: (1) increase the enrolment of students, professionals and practitioners from outside the Caribbean by 20% annually, (2) increase charges by 10% annually, and (3) package annual "Summer Specials" aimed at 50 participants; this is being structured as a profitable operation.

The courses in greatest demand are: Caribbean Culture and Society, Caribbean Peoples and Cultures, Gender in Caribbean Society, Literature and Ideas in the Caribbean, Reggae, Rastafari and Jamaican Culture, Social Work with the Caribbean Families. Most of these are done in conjunction with The Institute of Caribbean Studies and the Reggae Studies Institute.

## **FINANCIAL PROJECTIONS AND TARGETS**

The implementation of the projected enrolment programme and the enlargement of research partly related to the greater number of postgraduate students call for a significant increase in financial resources. Indeed, taking into account only the increase in FTE enrolment, allowing for annual inflation rates of 12% for the Mona Campus and based on costings accepted by the UGC for 1996/1997, the funds that the Campus would require amount to \$3.1 billion in the year 2001/2002. These funds have in the past come from Government subventions, from tuition fees and from resources raised by the University. The Campus has been mandated to take specific steps during the planning period to reduce the claims that it makes on Governments and students for the finances it requires.

The Council has already agreed that tuition fees will be set at 20% of economic costs with effect from the academic year 1997/1998; it is expected that the ratio of tuition fees to tuition costs will not be increased during the planning period.

The University has played a major role in devising and negotiating student loan schemes which are operated by commercial banks with Government guarantees. The Jamaican Government, through a programme funded by the World Bank, has introduced a new scheme commencing in the 1996/1997 academic year which is administered by the Students Loan Bureau. This scheme is based on a means test and is geared to providing loan financing for tuition fees only. Some students, based on the means test, will be provided with grants-in-aid to contribute to their other costs.

Whilst the outcome of this scheme is not yet fully known, it is likely that many of Mona's students will not be fully funded. Strategies are, therefore being evolved to provide payment plans and other facilities for such students.

In order to reduce the financial burden on the Governments, the Strategic Plan incorporates the assumption that Government subventions in real terms will be based on the core funding approved for 1996/1997, plus the amount which the Governments agreed to subscribe to the Sinking Fund required under the IDB loan and which must be established during the planning period.

Based on the parameters incorporated into this Plan, by the year 2001/2002 the Mona Campus will have increased its 1996/1997 enrolment by 25%. Over 90% of this increase will be in Science and Technology, subjects which are about twice as expensive as the Arts and Humanities. In addition, a larger proportion of the students will be postgraduates.

Given the constraints on student and Government funding noted above, a significant funding deficit will exist and which will be closed by cutting costs and by earning income from other sources.

The Campus has already reduced the number of Faculties from five to four and the number of Departments from 42 to 26. This process of rationalisation is expected to result in a smaller number of service and support staff assigned to Faculties.

Steps are being taken to make the teaching departments more cost effective. Among continuing strategies are the following:

- the ratio of technicians to academics will be brought in line with norms prevailing in leading universities in the UK and North America;
- the Campus uses qualified non-University personnel to deliver lectures and hold seminars; this will be expanded;
- extensive use is now made of postgraduate students to hold tutorials and act as demonstrators for undergraduate students, and every effort will be made to enlarge this practice for the benefit of both the University and its graduate students;

- greater use will be made of new instruction technology such as computer aided instruction which will reduce lecturing time and enable the student to develop at his or her own pace.

UWI will conclude formal arrangements with the TLIs under which the latter will be enabled and assisted to deliver up to second year level teaching in certain disciplines. Distance education will be significantly enlarged.

The Campus will introduce an arrangement under which the minimum class size will be about 25 students at undergraduate level.

Budgetary allocation of staff will be made to a Faculty on the basis that lecturers will deliver an average of 15 hours of contact time per week to their students.

It is proposed that core staff in the Research Centres/Institutes should deliver an average of seven hours per week of contact time in teaching students and in supervising postgraduates.

The Campus is introducing new software systems to deal with financial management, project management, human resource management and student registration. This will facilitate the decentralisation to the Faculties of some bursarial and registrarial functions. It is therefore planned that the number of staff in the relevant sections of the administration at the end of the planning period will be 20% lower than it was in 1995/1996.

The UGC-approved expenditure budget for the Mona Campus for 1996/1997 is \$1.6 billion. Using this base and applying 12% annual inflation, the core funding for the year 2002 will be \$3.1 billion, including an allowance for increased FTE. Financial projections are given in Appendix 4.

The guidelines provided indicated that the student's contribution will be capped at 20% and by the end of the five-year period, the Government's contribution will represent 70% of the budget. This will mean that the funding deficit

referred to earlier will represent 10% of the UGC core budget by 2002.

Major initiatives will have to be evolved to fill this funding deficit. In 1995/1996 it is likely that there will be earnings just short of

J\$30 million from the Campus' consulting and other revenue-generating activities. New initiatives will be pursued in order to cover the gap. The cost and revenues for the Campus are given at Appendix 4.

#### APPENDIX 1A: Planned FTE Enrolment by Faculty, 1997/1998–2001/2002

Faculty	FTE						
	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Arts & Education	2,100	2,100	2,141	2,305	2,337	2,248	2,139
Law	28	28	28	28	30	31	31
Medical Sciences	756	756	756	756	789	830	870
Pure & Applied Sciences	1,471	1,471	1,682	1,778	2,070	2,382	2,715
Social Sciences	4,005	4,005	4,253	4,493	4,634	4,869	5,104
Total	8,360	8,360	8,860	9,360	9,860	10,360	10,859

#### Notes

1. Enrolment in 1996/1997 is held at the 1995/1996 level.
2. Mona will increase by 500 FTE per annum, i.e. 50% of total 1000 per annum; Mona currently has 54% of UWI's enrolment.

#### APPENDIX 1B: Planned UGC Funded FTE Enrolment by Faculty, 1997–2002<sup>1</sup>

Faculty	FTE						
	1995/1996	1996/1997	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
Arts & Education	2,100	2,100	2,141	2,305	2,337	2,248	2,139
Law	28	28	28	28	30	31	32
Medical Sciences	692	692	692	692	725	766	806
Pure & Applied Sciences	1,471	1,471	1,682	1,778	2,070	2,382	2,715
Social Sciences	3,692	3,692	3,940	4,180	4,321	4,556	4,791
Total	7,983	7,983	8,483	8,983	9,483	9,983	10,483

<sup>1</sup>Excludes self-financed students.

#### APPENDIX 1C: Number of Courses by Enrolment by Faculty – 1994/1995

Enrolment	AGS	Edu	Law	Med	Nat	Soc	Total
>200	12	1	0	0	9	38	60
100 – 199	6	4	0	7	16	20	53
50 – 99	29	5	1	3	29	28	95
20 – 49	71	29	6	2	50	81	239
10 – 19	53	41	0	6	35	33	168
1 – 9	33	64	0	6	29	25	157
Total	204	144	7	24	168	225	772

## APPENDIX 2: June 1994 A-level Results for the UWI Members States

	Country	Candidates	Candidates Passing in ( ) Syllabuses							
			O Syl	1 Syl	2 Syl	3 Syl	4 Syl	No. ≥ 1	No. ≥ 2	No. ≥ 3
Totals for Candidates Taking 1 or More	Jamaica	3,601	1,898	801	477	375	50	1,703	902	425
	Trin-bago	2,901	436	592	736	1,114	23	2,465	1,873	1,137
	Barbados	601	123	170	140	145	23	478	308	168
	Other	1,285	580	316	222	151	16	705	389	167
	Total	8,388	3,037	1,879	1,575	1,785	112	5,351	3,472	1,897
Percentages for Candidates Taking 1 or More	Jamaica									
	Trin-bago		53%	22%	13%	10%	1%	47%		
	Barbados		15%	20%	25%	38%	1%	85%		
	Other		20%	28%	23%	24%	4%	80%		
			45%	25%	17%	12%	1%	55%		
Total		36%	22%	19%	21%	1%	64%			
Totals for Candidates Taking 2 or More	Jamaica	2,360	904	554	477	375	50	62%	38%	
	Trin-bago	2,875	422	580	736	1,114	23	85%	65%	
	Barbados	481	75	98	140	145	23	84%	64%	
	Other	855	265	201	222	151	16	69%	45%	
	Total	6,571	1,666	1,433	1,575	1,785	112	75%	53%	
Singapore								98%	93%	

### APPENDIX 3: Projected Capital Investments and Projected Sources of Funding

Capital Items	Costs (US\$M)	Finance
1. Upgraded Infrastructure – Roads, Electricity, Water, Telephone Services, Parking Facilities, Fencing	\$4.0	Donor and funds from CGC
2. Student Housing	\$8.5	Donor
3. Computerisation: Laboratories, Network Infrastructure, Software	\$3.2	Donor and CGC funding
4. Faculty of Arts and Education Offices, Furnishing and Equipment (including CARIMAC and Multimedia Centre)	\$5.2	Donor and CGC funding
5. Social Sciences – Offices, Classroom and Equipment	\$5.0	Donor and CGC funding
6. Medical Sciences – Offices, Classroom and Equipment	\$6.0	Donor and CGC funding
7. Faculty of Natural Sciences (including Science Library)	\$2.2	Donor and CGC funding
8. Library – Equipment and Computerisation	\$5.5	Donor and CGC funding
9. Fitness Centre and Equipment	\$4.0	Donor and joint venture
10. Upgrading of Printery	\$0.5	Donor and reinvested profits
11. Conference Facilities and Equipment	\$2.0	Donor
12. Security Equipment and Vehicles	\$2.0	Donor and CGC funding
13. Catering Facilities	\$2.0	Private sector investment

**APPENDIX 4: The University of the West Indies, Mona Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002, J\$'000**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	1,998,256	2,153,059	2,321,589	2,505,250	2,705,605
Incremental Costs Arising from Additional Student Enrolment	93,102	99,857	107,494	115,829	124,937
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	100,594	112,665	126,185	141,327	158,287
Subtotal	2,191,952	2,365,581	2,555,268	2,762,406	2,988,829
Less Projected Efficiency Gains	(28,367)	(31,493)	(35,272)	(39,505)	(44,246)
Total Core Projections	2,163,585	2,334,088	2,519,996	2,722,901	2,944,583
Repayment of Long Term Loans: Instalments Due during the Year	100,000	100,000	100,000	100,000	100,000
Total Core Expenditure	2,263,585	2,434,088	2,619,996	2,822,901	3,044,583
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	1,754,797	1,965,373	2,201,217	2,465,364	2,761,207
Government Contributions towards Repayment of Long Term Loans	100,000	100,000	100,000	100,000	100,000
Tuition Fees	452,717	486,818	523,999	564,580	608,917
Other Income	135,580	146,082	157,812	170,889	185,448
Total Gross Income	2,443,094	2,698,273	2,983,028	3,300,833	3,655,572
Funds Available for Upgraded and New Programmes	179,509	264,185	363,032	477,932	610,989
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	8,483	8,983	9,483	9,983	10,483
Gross Economic Cost per FTE – Based on Campus Costs	267	271	276	283	290
Net Income from non UGC Income Generating Activities	15,000	18,750	23,437	29,297	36,621
Expenditure on Special Projects	129,600	116,640	104,976	94,478	85,031

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students from the Mona campus.

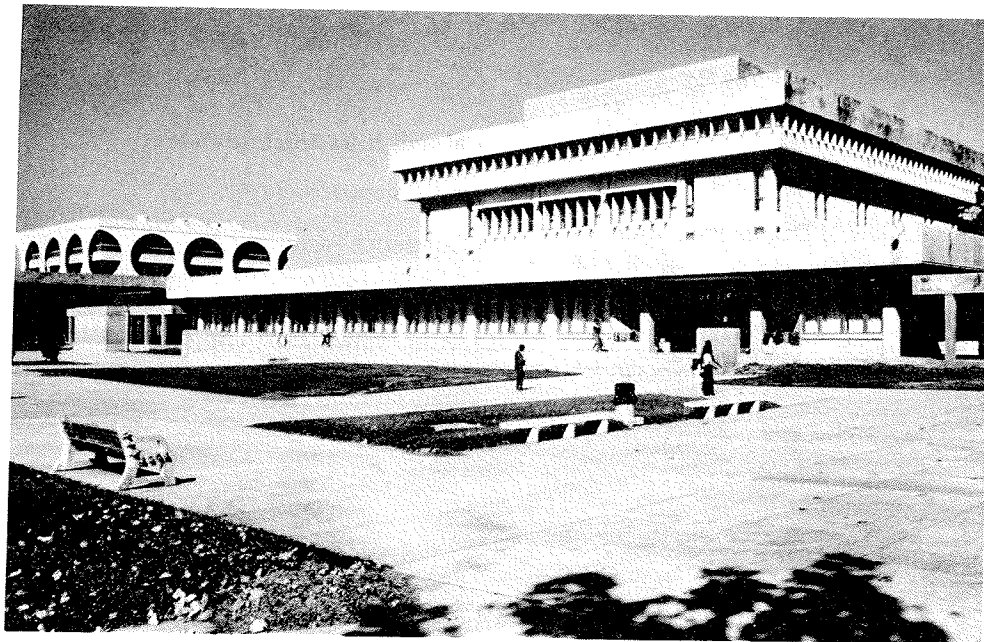




A STRATEGIC PLAN FOR UWI 1997-2002

SECTION FOUR

# ST AUGUSTINE CAMPUS



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## ST AUGUSTINE CAMPUS

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# ST AUGUSTINE CAMPUS

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## INTRODUCTION

On 1 August 1996, the University of the West Indies will start to implement a comprehensive set of fundamental reforms in its governance structure and policies. These reforms, which are recommended by a distinguished Commission appointed by the Chancellor in 1993, have the following objectives:

- (a) Achievement of the greatest possible cost effectiveness in the operations of the University;
- (b) Faster decision-making processes;
- (c) Assignment of well-defined lines of responsibility to the principal officers and organs of the University;
- (d) Clarification of the relationship between the Centre and the Campuses;
- (e) Achievement of greater transparency in, and accountability for, the University's operations, including specific identification of the financial implications of decisions made and projects being undertaken, as well as more adequate and timely financial reporting;

- (f) Improvement in communications between central administration and other parts of the University community;
- (g) Greater provision for the increasing importance of outreach activities in the work of the institution;
- (h) Greater participation in the management of the University, and by outside persons.

The reforms are the latest in a series of sustained efforts by the University, started in 1990 to bring about greater developmental salience, efficiency, and effectiveness in its work as an education, training and research institution serving all countries in the Caribbean Community.

The St Augustine Strategic Plan will guide the operational plans and their implementation at the St Augustine Campus of the University of the West Indies during the 1997-2002 period. It is the outcome of an intensive interactive process of assessment, proposals, review and reformulation involving all academic departments and units, administrative departments and units, and the Guild of Undergraduates. Written comments by several academic staff on earlier drafts were

particularly useful. The strategic plan also reflects the inputs of Deans and senior administrative management of the Cave Hill and Mona Campuses. The plan has benefited from discussions held with a small representative group of persons drawn from the public and business sectors.

## OVERALL VISION

The Strategic Plan of the St Augustine Campus for the five-year period 1997–2002 is informed by the challenges and opportunities presented by the environment external to the University and by a sober assessment of the strengths and weaknesses of the Campus' own internal environment. The Strategic Plan is intended to be a succinct statement of the principal goals and objectives to be pursued over the next five years and the means to be adopted in accomplishing them.

The essential elements of the strategic vision are a greatly expanded flow of graduates and research output closely harmonised with the development requirements of the Caribbean, the advancement of the Campus as a centre of academic excellence, major improvement in the quality of learning experiences and student life, and the achievement of financial stability and strength. The Campus sees itself as a central part of the tertiary and higher education system of Caribbean countries assisting in the development of the system and cooperating as fully as possible with other institutions in satisfying the region's human resource development requirements.

These broad goals can be subdivided into the following ten specific goals and objectives:

1. An expanded flow of graduates better equipped to make contributions to the development of Caribbean countries in the fields of (a) agriculture, (b) science and technology, (c) health, (d) environmental management, (e) poverty alleviation, security and social justice, (f) public governance, (g) regional and global understanding, (h) business management and entrepreneurship, (i) foreign languages, (j) education and educational administration, and (k) cultural studies and the creative arts.
2. Instilling in graduates and staff a high level of social commitment and social values of respect and tolerance for differences in beliefs, philosophy, ethnicity and culture.
3. Expansion of research activities that address urgent and major requirements of Caribbean development while providing for the development of expertise and international repute through graduate training, international collaboration, and dissemination of knowledge.
4. Advancement of the St Augustine campus as a centre of academic excellence, attractive to international scholars and students, and capable of successful international competition for research grants and contracts.
5. Substantial improvement in the quality of student life and in the learning experiences of students.
6. Increased accessibility of academic programmes to mature students and off campus students, and increased opportunities for lifelong learning.
7. Minimisation of the costs of study and research through greater efficiency and through articulation with other tertiary level and University level institutions.
8. Close articulation and partnership with national TLIs.
9. Fuller involvement of the community and alumni in the identification and pursuit of University goals and objectives.
10. Diversifying the sources of funds to the Campus, with a greater emphasis on income from research grants and contracts.

## MISSION STATEMENT

The St Augustine Campus of The University of the West Indies is committed to the development of Caribbean countries. At all times, it will seek to contribute to that development by producing graduates and research of high quality, relevance and usefulness in sufficient quantity and at minimum cost.

The St Augustine Campus, by the conduct of its own staff and students as well as by the content of its academic programmes, will strive towards the inculcation of social values of shared communal responsibility, social justice, and respect and tolerance for differences in beliefs, philosophy, ethnicity and culture.

The St Augustine Campus aims at being an intellectual bridge to the wider Caribbean region and the rest of the world, assisting its member countries to benefit from the rapidly growing and constantly changing world stock of ideas, knowledge, and expertise and itself contributing to that stock in ways that enhance the international standing of the Caribbean.

## THE EXTERNAL AND INTERNAL CONTEXT

### The External Environment

Strong, persistent trends in the environment external to the Campus present serious challenges to its survival and growth and to the quality and value of its work. At the same time, many opportunities are created which if acted upon with determination, efficiency and speed can redound to the benefit of the Campus.

The strong demand for higher education by residents of the UWI member countries constitutes both a challenge and an opportunity. Population census data indicate that the proportion of the relevant age cohorts in higher education is

less than 5%. The number of qualified applicants to each Faculty at St Augustine substantially exceeds the number admitted. The emergence of private colleges and the spread of distance education programmes delivered by United Kingdom and North American universities and colleges is further evidence of the strong demand for higher education.

The Campus as a provider of higher education and research services must take cognisance of several factors which define the agenda for education and research. First is the fact that the intensification of development efforts as countries strive to accelerate the pace of economic and social development expands the societies' needs for knowledge, expertise, and educated human resources. Secondly, it is imperative that teaching and research address urgent social problems such as crime and violence, substance abuse, etc., which threaten the well-being of Caribbean societies. Thirdly, there is the need for the University as an institution for the creation and dissemination of knowledge to assist the countries in discovery, rediscovery and communication of inner sources of strength, social stability and creativity in the communities. Fourthly, regionalisation and globalisation have increased the premiums placed on knowledge and mastery of the regional and international environment. The academic programmes of the University must take into account the likelihood that many of its graduates may be employed in fields requiring such knowledge and that to a lesser extent some of its graduates may be employed in foreign countries and in international agencies.

The continuing technological revolution is another major element in the external environment. The speed of technological change has shortened the shelf life of knowledge, skills and techniques, thereby requiring universities to constantly review and revise academic programmes and to update their research agenda in order to ensure continuing relevance and usefulness.

Technological change also makes equipment obsolete and adds to the capital costs of teaching and research. On the positive side, technological change especially with respect to electronics has opened significant opportunities to universities for access to information and data with speed on a globally diversified basis and for substantial improvements in pedagogical and learning experiences.

The St Augustine Campus faces a competitive challenge from new suppliers of specialised education services in the several Caribbean countries. Local private and public sector educational institutions acting on their own or more often in concert with nonregional universities of varying quality and repute now offer academic programmes in management and business studies, accountancy, law, engineering, and education. Other fields of study are likely to be added to the list. Moreover, overseas universities seek to recruit students directly from the secondary schools, and often succeed in getting the brightest and the best. The St Augustine campus must therefore proceed, as never before, on the basis that it is in a competitive environment with all the implications such a recognition carries for student recruitment policies and practices, the quality of student services and education, and tuition costs.

A major external constraint is presented by the fiscal difficulties of the governments which contribute to the finances of the campus. "Fiscal fatigue" seems to characterise the governments in their financial dealings with the university. Thus while many factors make a strong case for greater expenditures on personnel, materials, equipment and plant, the uncomfortable reality is slow or no growth in the governments financial contributions. Measured in 1985 prices, expenditures financed by the Campus Grants Committee decreased from TT\$105.1 million in 1990/1991 to TT\$94.9 million in 1994/1995. The decrease was much sharper on a per student basis

– from \$34,052 per FTE student in 1990/1991 to \$21,970 per FTE student in 1994/1995.

The University must strive to maintain or win a greater degree of fiscal support while seeking to supplement the fiscal resources with funds raised internationally, from the local community and from alumni. But its efforts must be informed by the realisation that the public sector and the donor community are more insistent than previously on full accountability. The campus must recognise squarely the requirements for performance accountability and for financial accountability. Both are inescapable.

The final external factor that warrants identification in this document is the community's scepticism about the fullness of the University's response to its needs. The University must seek to continuously revalidate its claims on the loyalty and support of the Caribbean countries by demonstrating its own commitment and contributions to the national and regional well-being.

## INTERNAL FACTORS

The St Augustine Campus has tradition and considerable strength in the fields of science and technology. Of particular note are the disciplines of Engineering, Chemistry, Physics, Plant Science, Crop Science and Soils Science. The Campus is also strong in the Medical Sciences and in Veterinary Sciences and in some areas in the humanities such as History and Caribbean Literature, in Teacher Education and in Economics. It is building strength in Sociology and Social Policy, in Management Studies and Accountancy, in Computer Science, in Seismology, and in Dentistry. In addition, the Library's West Indian Collection is a rich and unique resource which is the repository of the works and manuscripts of the Nobel Laureate Derek Walcott and many other distinguished novelists and the collected papers

of Dr Eric Williams, the first Prime Minister of Trinidad and Tobago. The Collection is the largest known collection of primary and secondary source material on Trinidad and Tobago. The campus will be able to capitalise on these present and emerging areas of strength while it strives to either boost or discard fields where the prospects for development are not as good.

Also in favour of the St Augustine Campus is its locational advantage situated as it is near the tip of the Latin American mainland and in easy proximity to North America, and the international reputation of Caribbean men and women of letters.

Despite these areas of strength, there is scope for internal changes to address some points of weakness. It is evident that the prevailing tradition of academic compartmentalisation and limited articulation between disciplines and Faculties is a serious handicap to multidisciplinary approaches in teaching and research which are increasingly required to address matters of major concern to society. It is also turning out to be a severely limiting influence on the marketability of graduates and on their preparation for a world of work characterised by career changes and interdisciplinary teamwork. Moreover, academic compartmentalisation has resulted in costly duplication of courses as well as underutilisation of staff and plant and equipment in some Departments and Faculties coexistent with acute shortages in others.

The Campus does not exhibit sufficient efficiency and speed in its decision making processes. On the contrary, decision making is protracted and change comes slowly. Reforms already started with respect to the number, size, composition and roles of committees, and also with respect to the authority and role of academic administrators (i.e. Heads of Departments and Deans), offer the prospect of considerable gains in efficiency and should bring greater flexibility and responsiveness in academic programming.

Any objective assessment of the St Augustine Campus would also point to the need to strengthen the links between the University as a provider of education and research services and the community of users of those services. The Campus has organic links with the public sector through membership or participation in some national specialist committees and boards and in the CARICOM Standing Committees of Ministers of Agriculture, Health and Education. Links with the business community have only recently been formalised through the creation of an Institute of Business and are still in a nascent phase. Much greater attention has to be paid to the mechanisms and channels by which the Campus seeks to benefit from the potential contributions of all major segments of its member countries to the shaping of the University teaching and research agenda.

Relationships with local and regional research institutions need to be strengthened. The development of cooperative relationships could serve to reduce duplication of effort, research equipment, and expertise. Likewise there are gains to be had from closer working relationship with regional quasi-public sector organisations such as the Caribbean Community Secretariat and with the more specialised development institutions such as the CDB and the CTO.

The final set of issues in relation to internal factors are articulation and cooperation with other educational institutions. Both articulation and cooperation with TLIs in the Caribbean are weak, even though some action has been taken with respect to delivery of UWI degree programmes by distance education. As far as cooperation with foreign universities is concerned, there are quite a few cooperative agreements but they tend to be insufficiently motivated by the goals and objectives of the Campus and make little contribution to its development. These clearly are areas for attention in the strategic plan.

## GOALS AND STRATEGIES

### Enrolment targets

The St Augustine Campus will aim at increasing its FTE student enrolment by an average of 450 per year over the five-year plan period. This represents 45% of the projected increases for the University as a whole. The annual targets for each Faculty are set out in Table 1.

Most of the additional enrolment in social sciences is planned to be in the field of management studies, while most of that in Agriculture will be agribusiness. The combined fields of Sciences, Medical Sciences, Technology, Management and Entrepreneurship will comprise approximately 70% of total enrolment, with the sciences and technology alone comprising 61% of the total.

Postgraduate enrolment is planned to reach 20% of total enrolment by the year 2002. This represents an increase of 773 FTEs or 128% on the 1996 enrolment of 604 FTE students.

### Strategies for Enrolment

The Campus will adopt the following strategies to achieve its enrolment targets:

1. Increasing the ratio of admitted students to qualified applicants especially in the Faculties of Agriculture, and Natural Sciences and Engineering where the capital investment programme conducted between 1993 and 1996 has expanded physical capacity, and in the Faculty of Social Sciences where physical constraints will be partially alleviated by planned investments in plant and equipment.
2. Student recruitment drives aimed at increasing the number of applicants for study of agriculture, veterinary medicine, dentistry and pharmacy.
3. Introduction of degree options which are not only academically attractive but enhance the prospects of graduates for gainful employment.
4. Proactive development and conclusion of articulation arrangements with TLIs which would permit their graduates to enter UWI undergraduate programmes with advanced standing and expand the pool of potential entrants. These agreements should be concluded by all Faculties but would initially have the greatest salience for the Faculties of Agriculture and Natural Sciences and Engineering.

TABLE 1: Planned Enrolment of Full Time Equivalent Students in Year 2002

Faculty	1995/96 Actuals	Annual Change 1996/1997– 2001/2002	Enrolment in 2002	Percent Composition 2002
Agriculture and Natural Sciences	1,075	130	1,855	25.3
Engineering	887	100	1,487	20.3
Medical Sciences	664	70	1,084	14.8
Subtotal	2,626	300	4,426	60.4
Social Sciences	1,188	50	1,488	20.3
Humanities and Education	819	100	1,419	19.4
Total	4,633	450	7,333	100.00



5. Active recruitment of international students in selected fields of study, principally through cooperative and partnership agreements, and the development and marketing of summer schools.
6. Improvement in the policies and procedures governing student application and entry particularly to give early decisions, helpful advice, and facilitate forward planning and second and third choices by applicants.
7. Expansion of the schemes for financial assistance for needy students and provision of more opportunities for part-time work on campus by students.
8. Expansion of facilities and programmes and restructuring of programme delivery arrangements for part-time students attending courses on campus or studying at a distance.
9. Financial assistance to graduate students through fellowships, teaching assistantships, and research assistantships on research projects.

## TARGETS FOR GRADUATES

It is important not to lose sight of the fact that enrolment is not a goal in its own right. The ultimate goal is the supply of graduates. The St Augustine Campus graduated 1,459 students with first degrees, higher degrees, certificates and diplomas in 1995. First degree graduates numbered 1,008 and higher degree graduates 320. The overall ratio of graduates to enrolment was 28%. Although this ratio is influenced by the mix of programmes, it is considerably lower than warranted. The Campus will attempt to increase the ratio to 35% by the end of the plan period which would result in the number of graduates increasing to 2,409 in year 2002.

Furthermore, efforts will be made to raise the throughput rate i.e. to reduce the number of years a student takes to graduate from the 3.7 years to 4.4 years for three-year degree

programmes and 5.7 years to 6.2 years for four-year degree programmes. The minimum target is a 5% improvement in the throughput rate by 1998 and 15% improvement by 2002.

In all Faculties, the following actions will be taken to achieve the planned improvements in academic throughput rates:

- (i) Increased allocation of full-time staff time to guidance and counseling of students.
- (ii) Focused efforts of the newly established Instructional Development Unit towards the upgrading of instructional skills and improvement of systems for grading students.
- (iii) Expanded student access to learning materials and electronic aids.
- (iv) Improved selection of learning materials which will be facilitated by the materials production activities now in train on a University-wide basis.
- (v) Increased provision of reading room space by expansion of the Main Library, construction of the Students Activities Centre, and commissioning of the Learning Resource Centre.

## ENROLMENT IN CONTINUING EDUCATION

Continuing education or lifelong learning has a very important place in human resource development. It provides a means for both upgrading intellectual capacity and retooling technical knowledge and skills at all levels of education. The central role of the University in lifelong learning is to provide opportunities for tertiary level education and training for adults already in the labour force, or desirous of entering the labour force, or merely wishing to improve themselves. The School of Continuing Studies is the fulcrum of the Campus' strategic thrust in lifelong learning. It is planned that enrolment in tertiary level programmes at the School will be expanded from 1,350 in 1995/1996 to 2,560 in 2002. This growth in enrolment will be comple-

mented by increased enrolment in lifelong learning courses offered at a distance by the Faculties and by the School of Continuing Studies.

## ACADEMIC PROGRAMMING

The St Augustine Campus will continue to actively seek to offer academic programmes that address the current and evolving human resource development requirements of its member countries. A large number of undergraduate degree, higher degree, certificate and diploma programmes are presently offered in the Faculties of Agriculture, Arts and General Studies, Education, Law, Medical Sciences, Natural Sciences, and Social Sciences. Several new programmes will be introduced or consolidated. These new programmes address areas of great importance such as environmental management and enhancement, social policy especially in relation to health and crime, pharmaceutical medicine, the hydrocarbon industries (including downstream processing), international business and marketing and sports education, coaching, and management. The campus will also strengthen its programmes in agriculture and food security, cultural studies and the performing arts, and in foreign language education and training. All students will be exposed to foundation courses in foreign languages, computer literacy, communications, and Caribbean and world affairs. In addition, all students will have an opportunity to participate in specially conducted orientation programmes in library instruction and information literacy which are designed to increase students' efficiency in the use of electronic and nonelectronic information and data systems.

The academic programming attaches great importance to the teaching of foreign languages as a highly desirable part of communication skills in the global market place for St Augustine graduates. The main focus initially will be on Spanish and French. The aim is to provide opportunities

for each student, preferably in their first year of studies, to pursue two semester courses targeted at basic proficiency in either Spanish or French. To give effect to this objective, the Campus will establish a Centre for Language Learning whose primary purpose would be the teaching of foreign languages. It is intended that language teaching by the Centre would be complemented by courses on Francophone and Hispanic countries or societies offered by the School of Humanities and the Faculty of Social Sciences.

The strategic emphasis of the St Augustine Campus will continue to be Science and Technology. However, increased attention will be paid to the interlinkages between Science and Technology and the Humanities and Social Sciences, and to cross-disciplinary work within the sciences and technology themselves in properly equipping graduates for work in the integrated economies of the Caribbean and the world. This would entail, for instance, making courses in foreign languages, management and entrepreneurship available to science and technology students, and courses in basic science available to social sciences and humanities students.

The University will develop for all students a programme of foundation studies to include study of foreign languages, computer literacy, communications, Caribbean affairs, world affairs, and the impact of science, technology and medical sciences on society.

Complementing the developments in undergraduate programming will be heightened activity at the graduate level. The core strategic elements will be: (i) the formulation of research programmes often with a high degree of multidisciplinary; (ii) the creation of consultative mechanisms for ensuring that the University's research programmes are fully informed by the development requirements of the region and receive the support of important entities in the private, public and nongovernmental sectors and in the international development assistance

community. The research programmes will have inbuilt attributes of teamwork, shared responsibility, financial support for graduate students, and performance evaluation and accountability.

## DISTANCE EDUCATION

The St Augustine Campus intends to give full effect to the University's goal of expanding educational access through the expansion and qualitative improvement of distance education services. It is intended that distance education services will be offered throughout Trinidad and Tobago and in all non-Campus countries. Distance education programmes will be geared to undergraduate and postgraduate students as well as to continuing education students wishing to pursue degree level or subdegree level courses of study. The principal strategies to be adopted with respect to distance education are:

- (i) Creation of more classroom facilities at each distance education site and expansion of the number of sites.
- (ii) Expansion and upgrading of the telecommunications and computer systems for use in distance teaching.
- (iii) Production and provision of specially designed learning materials.
- (iv) Training of academic staff in distance education pedagogy.
- (v) Curriculum development.

The St Augustine Campus will establish a St Augustine Distance Education Unit as a branch of the University-wide Distance Education Unit located at the Cave Hill Campus.

## REVIEW OF DEGREE PROGRAMMES AND REDUCTION IN NUMBER OF COURSES

To achieve cost effectiveness and to facilitate reallocation of resources consistent with the strategic

goals, objectives and emphases, the University will undertake comprehensive reviews of all programme offerings with the intention of eliminating or restructuring programmes, reducing the number of degree options within any broad field, and reducing the number of courses.

The general target is to eliminate courses which have fewer than twenty-five students registered in a manner consistent with preserving degree options in the short term. In the medium term, that is, by the end of the planned period, some degree programmes will be revised or eliminated, consistent with the target set for minimum class sizes. Approximately 122 courses or 20% of undergraduate courses offered in 1995/1996 will be reviewed in the short term. All Faculties will be required to undertake the reviews.

Faculties will be required to give urgent attention to the task of rationalising class sizes, and must in future satisfy the academic planning and approval bodies that any new course will satisfy minimum enrolment criteria.

## DIVESTMENT OF ACADEMIC PROGRAMMES

The Campus will attempt to divest or offload some of its programmes to other institutions. These would generally be those below undergraduate degree level. Several factors will guide divestment policy. One is the goal of academic selectivity and cost efficiency. A second consideration is the evolving role of TLIs in delivering subdegree level programmes which may be used as a basis for entry into UWI undergraduate degree programmes. Thirdly, the decision to divest would also be informed by the potential of such programmes for generating income in support of teaching, research, student bursaries and staff development, and by consideration of other ways of reducing the demands of the programmes on academic staff resources.

The St Augustine Campus, where appropriate, will adopt models in which initially the programmes are designed, owned and managed by the Faculties but delivered with teaching resources specially recruited for the purpose and financed outside the normal operating budgets of the Faculties.

The medium term objective, however, is to transfer responsibilities for subdegree level programmes to the School of Continuing Studies whose staffing, management and finances will be fully integrated into the operations of the Campus. This latter development would facilitate the smooth transference of the School of Continuing Studies graduates into undergraduate degree programmes.

## RESEARCH

Research will be given heightened prominence at the St Augustine Campus. The philosophy guiding all research activities sponsored, promoted and conducted by the Campus has several cardinal elements:

- (i) The academic freedom of the researcher and his or her rights to professional and financial benefits deriving from the particular research activity except where otherwise circumscribed by agreement.
- (ii) The sponsored research activities of the campus must relate to identifiable developmental needs of the UWI member countries.
- (iii) The University will continue to encourage pure research, i.e. research not directly or immediately related to a practical issue, convinced of the demonstrated long-term value of pure research to the development of economies and societies.
- (iv) The University will encourage multidisciplinary research programmes which combine the insights and expertise of more than one academic discipline in the broader conceptu-

alisation of research problems and approaches to the solution.

- (v) The research agenda of the Campus should not be parochial and should instead also address topics and issues of broader regional and global significance. Such research will be directly relevant to development planning in the region since regional economics, being highly open and extensively dependent on international trade will be affected by developments taking place in the wider world.
- (vi) Research must be an integral part of graduate training and staff development serving to provide opportunities for selection of topics, guidance, financial support and intellectual partnership to graduate students and junior faculty.
- (vii) Most of the research will be financed by grants and contracts negotiated by the University.

Areas of research focus identified by Faculties include the following:

- (i) **Medicine, Dentistry and Veterinary Science:** molecular biology; protein chemistry; neuro-sciences; respiratory medicine; oral health and disease; animal health and nutrition; chronic diseases; noncommunicable diseases; health systems; reproductive health.
- (ii) **Natural Sciences:** materials science including asphalt and ceramics; solar energy; medical physics; enzyme technology; plant materials based on biotechnology; pan; computer design and software development; environmental issues; semiconductors; biologically active natural products from the terrestrial and marine environment.
- (iii) **Humanities:** West Indian literature and history; Caribbean biography; gender studies.
- (iv) **Education:** early childhood education; development of assessment instruments; achievement inhibitors and motivators in the lower secondary school sector; education policy analysis and reform; curriculum reform.

(v) **Engineering:** hydrocarbons, including downstream operations; computer software; communications; agricultural engineering; food technology; wood products; water resource management; environmental pollution; geographical information systems; small electrical power systems; construction engineering and management.

(vi) **Social Sciences:** sustainability of small island economies; environmental accounting; monetary and financial studies; crime and criminal justice; health economics and policy; nontraditional exports including exports of cultural products; export marketing; music; tourism; small business development; trade and the environment; national unity and the restructuring of the political system.

The strategies for advancing the research agenda include the following:

1. Development of research projects, some within disciplinary boundaries and others of a multidisciplinary nature, requiring a great deal of teamwork and extending over two to four years.
2. Explicit design of components for graduate education and training, including financial assistance, in sponsored research projects.
3. Encouraging Deans and Heads of Department to arrange teaching loads and sequences in ways facilitatory of staff research.
4. Creation of research centres and other units for initiation, management and report on research activities.
5. Collaboration with scholars in regional and extraregional universities and institutes.
6. Promotion of a culture of grant seeking, performance accountability and financial accountability within the academic community.
7. Training of academic staff in preparation and negotiation of projects for grant funding and research contracts, and in project accounting.
8. Focused active marketing of research proposals among corporations, governments,

regional institutions, bilateral aid agencies, multilateral agencies, science foundations and charitable foundations.

9. Dissemination of results of research not only in scholarly outlets but in popular forums in order to maximise their influence on socioeconomic development and to increase potential support for future funding efforts.

The Campus will seek to establish mechanisms whereby it can benefit from the advice of the public and private sectors and NGOs in the formulation of its research agenda and in sourcing of research funds. Although these mechanisms will operate at the level of research centres, Faculties and the Campus, it is essential that each and every member of the academic staff be involved in interfacing with the community.

It is intended that all research staff undertake graduate instruction and supervision or participate in the teaching of undergraduate programmes. This will help to augment the teaching resources of Faculties and will serve to invigorate academic curricula. The norm for teaching and graduate supervision by full-time research staff should be seven hours per week.

## STUDENT SERVICES

A sustained effort must be made to extend the range and improve the quality of student services. In addition to the improvements in the quality of educational services expected to ensue from changes in academic programmes and greater allocation of academic staff time to teaching, supervision and counselling, the strategic plan calls for attention to classroom space, study room facilities, library, computational and information facilities, recreational facilities, housing, financial assistance, career guidance and job placement. There is scope for positive change in each of these areas.

The Campus has already adopted strategic measures to deal with several of the needs. Construction of buildings already in progress will add significantly to the availability and quality of on-Campus residential accommodation for students, as will a programme of maintenance and refurbishment expenditures on existing Halls of Residence. It is also intended that the Campus administration will be of more active assistance to students in obtaining private off-Campus accommodation. The completion of the Learning Resource Centre and additional buildings in the Faculties of Agriculture, Natural Sciences, Engineering and Social Sciences will augment classroom, lecture room and study room space. The physical extension of the Main Library scheduled for completion in the last quarter of 1996 and investments in information technology will provide more reading room space and facilities and will improve access to library materials and data banks. Computational facilities will be expanded and enhanced by the completion of investment programmes for the wide area and local area networks in academic departments and in the administrative services units. These will help to modernise educational technology, increase computational power and accessibility, and considerably improve student registration, payment and transcript services. The Campus is in the process of constructing a student activities centre which will house the guild offices, some student recreational facilities, and the Office of Sports and Physical Education while also providing study room facilities and other amenities primarily intended for students not resident on Campus. A further development with respect to student recreational facilities is the planned construction of a sports hall for which funds are currently being sought. A development plan for sports, recreation and physical education which was prepared in 1993 will continue to guide operational activities for the next five years.

The Campus has made major progress in expanding the sources of financial assistance to stu-

dents through the funding efforts of the UWI Development and Endowment Fund and the design of an enlarged student loan programme financed and administered by commercial banks. However, more will be attempted during the Plan period. Specifically, the Campus will seek to further enlarge the amount of funds available for bursaries and scholarships and will attempt to provide more scope for part-time employment of students as teaching and research assistants, laboratory assistants and demonstrators, and in non-teaching departments such as the library and the office of student services.

Some organisational restructuring will be actively considered with a view to more effective integration of registration and payment services, counseling, career guidance and job placement services.

## INSTRUCTIONAL DEVELOPMENT UNIT

The quality of student performance is partly dependent on the quality of instruction. The University recognises that there is scope for improvement in the pedagogical skills of its academic staff. Significant efforts will be made to upgrade instructional skills by a combination of guidance, counselling, workshop and curriculum development activities coordinated by a newly established Instructional Development Unit. The Unit which will have a very small core staff will draw upon expertise in the School of Education and upon foreign technical assistance as appropriate.

## LIBRARY AND INFORMATION SERVICES

The broad aim of the library and information system is to be the primary provider of high quality library and information services to meeting the

changing needs of teaching, research and outreach programmes of the University. The principal strategies for the library and information system are:

1. Provision of information through a combination of access to external sources and collection building.
2. Widening the resource bases of the library through developing cooperative mechanisms and alliances with other UWI Campuses and tertiary institutions inside and outside the Caribbean region.
3. Reorganisation of the acquisitions programme in keeping with the new strategic directions in academic work.
4. The development of a stronger client focus to ensure that information needs of all users are adequately met.
5. The effective conservation of heritage collections for posterity.
6. The progressive application of state of the art technologies for the enhancement of operations, services and networking capabilities. The intention is to have a library and information system fully oriented towards computerised information accessing, storage and retrieval, and with the capacity for full networking with international libraries and information centres.
7. Provision of learning opportunities for users for the enhancement of their information literacy skills.

There is a persistent demand for longer opening hours by both students and staff. It has been accentuated by the adoption of the semester system which results in the tight ordering of teaching and study timetables. The library and information system must respond positively to this demand.

Growth in student enrolment and semesterisation have also placed pressures on library stocks of textbooks and assigned reading materials. Although an appropriate response must include

some increase in holdings of basic titles, provision to fully meet the textbook requirements of courses is not an affordable option. Students must be prepared to invest in essential and highly recommended texts, and academic staff must make such investments more affordable by greater selectivity and cost consciousness in the preparation of course reading lists.

The library and information system, like other parts of the Campus, is subject to financial constraints on its staffing, computerisation, and materials acquisition expenditures. Selectivity in collections development and maintenance and a search for innovative ways of economising on full-time staff resources will have to be prominent features of library operations during the plan period.

## ADMINISTRATIVE AND FINANCIAL SERVICES

In keeping with the principal recommendations of the Chancellor's Commission on the Governance of UWI as well as in response to concerns of staff, students and academic departments, a major effort at restructuring the operations of the Registry and Bursary is underway. Many changes will come into effect in the 1996/1997 financial year.

With respect to the Bursary, the main strategic goals are:

- (i) Modifying its budgetary control functions to accommodate the planned devolution of financial responsibility to Faculties and Departments;
- (ii) Becoming a permanent and dependable source of support and assistance to Faculties, Departments and Units in their financial management, accounting and reporting functions;
- (iii) Providing for and maintaining the highest standards of probity and accountability in

the management of the Campus' financial affairs and ensuring the availability of accurate and timely financial and accounting reports;

- (iv) Ensuring that Governments on a timely basis accurate information on the costs and finances of the Campus;
- (v) Undertaking an active Treasury function in relation to the Campus funds.

Pursuit of these goals will entail some restructuring of the Bursary. The establishment of a management audit department responsible for financial and performance audits is a further step towards cost efficiency and cost effectiveness in all aspects of the University's operations.

The introduction of an enhanced computerised financial management system will result in cost reduction in the Bursary. It is projected that costs will decrease by 5% in 1997/1998 and 15% over the plan period. Management will explore the scope for cost-effective redeployment of redundant staff to nonadministrative sections of the Campus.

The Registry has four main sections: (a) student admissions; (b) examinations; (c) human resource management; and (d) secretariat and records management. The broad objectives set for the 1997–2002 period include strengthening the operations of these sections with a view to enhancing:

- (i) the quality of the encounter between the University and potential or actual students and their families, friends and associates, thereby promoting the competitive position of the campus, the extent of future support from alumni, and the willingness of the community to assist and support the University in pursuit of its mission; and
- (ii) the services provided to Faculties, Departments and Units in the discharge of their new responsibilities and, in particular, in the performance of their human resource management functions including industrial relations matters, in order to achieve and maintain harmonious

working relationships and to motivate staff to perform to their greatest potential.

The above objectives will be pursued through improvements in:

- (i) systems, procedures and practices pertaining to advertisement for students, enquiries about and applications for study places, conduct of registrations and examinations, reporting of results, and issue of transcripts and other records; and
- (ii) staff recruitment, appraisal and reward systems and procedures so as to establish and maintain good prospects for recruitment and retention of staff in national, regional and international competitive markets.

As in the case of the Bursary, some restructuring and further computerisation of activities will be undertaken. It is projected that cost reductions on existing activities will average 5% per annum in 1997/98 and 15% over the Plan period.

## EXTERNAL COMMUNICATION AND INFORMATION

The Commission on Governance stressed the importance of internal communication and communication with the Caribbean and international publics to the advancement of UWI. Several aspects will receive particular attention in the developmental activities for St Augustine Campus. First, the Campus will seek to strengthen its systems for assembling, presenting and disseminating information on the many facets of the University's operations of significance and interest to staff members. Secondly, it will do likewise with respect to the national, regional and international community. Thirdly, the campus will attempt to put in place better and more effective systems for monitoring changes in the external environment of actual or potential significance for the University.



## CAMPUS SECURITY

It has become evident that considerable efforts have to be made to make persons and assets safer and more secure on Campus within a national context of increased crime and violence. Unless students, staff and visitors enjoy a sense of security for their persons and possessions and unless the University's own physical assets are safe from theft and wilful destruction, many of the other development initiatives outlined in this document will be compromised.

The strategic plan envisages a phased programme of expenditures and activities which will increase the strength and quality of the security department. These include increased staffing and better training of security personnel, greater provision for vehicular mobility, acquisition of electronic control devices, and improved street lighting on Campus.

## STAFF DEVELOPMENT

The quality and range of knowledge and skills of all categories of staff are critical to the achievement of the education, research and training objectives of the University, and to the success of attempts at cost optimisation. It is necessary that the Campus continue to make provision for staff development and improve upon the efficiency of its staff development schemes. These arrangements should be closely harmonised with programmes for succession planning whereby vacancies arising through retirement are anticipated and managed.

For academic and professional staff, these strategic goals will be pursued by:

- (i) Review of the system for sabbatical and study leave and staff development grants with a view to increasing opportunities for a larger number of staff and ensuring close consistency with the development goals of the Campus.

- (ii) Academic cooperation agreements with overseas universities which include provisions for placement of UWI staff and study visits.
- (iii) Continuous interfacing with external donors and scholarship and fellowship awarding agencies.
- (iv) Inclusion of training, conference and workshop opportunities in research projects.
- (v) Systematic teaching performance evaluation combined with opportunities for pedagogical skills training.

For nonacademic and nonprofessional staff, the Campus will seek to expand opportunities for participation in its own academic and training programmes and will finance partially or wholly participation in courses conducted by other institutions where such participation is adjudged to be in the interest of the Campus.

## OFFICE ACCOMMODATION

The construction programme financed by the IDB will provide much needed additional office space in the science and technology faculties. However, office accommodation is woefully inadequate in the Faculty of Humanities and Education, in the Faculty of Social Sciences, in the Office of the Principal, and in the Registry and some other administrative departments. Provision must also be made for new activities central to the overall academic mission of the Campus for which no provision is currently made. These include the Instructional Development Unit and the Distance Education Unit. The strategic plan must attempt to increase the number of staff offices and ancillary facilities in addition to refurbishing existing offices. Details of projected capital expenditures are provided in the appendix on Projected Capital Investments and Financing.

## CAMPUS INFRASTRUCTURE

The growth in student enrolment and staff size which has occurred over the last twenty years has placed enormous burden on the existing physical infrastructure of the St Augustine Campus, especially with respect to electronic communication services and electricity supply. Advances in telecommunications technology and in systems for information transfer necessitate investments intended to modernise and expand the communications systems of the Campus. There must therefore be a considerable infrastructural investment programme if the goals set in relation to academic efficiency and quality as well as those for improvement in the quality of student and staff life on Campus are not to be compromised.

## STAFF AMENITIES

Academic and nonacademic staff will share some of the sports and recreational amenities provided on the Campus. However, there is a need for improved facilities for academic and senior administrative staff who above all require lounges and common rooms where intellectual exchanges can take place informally and which can serve as places for meeting and entertaining visitors. Construction plans for new buildings will incorporate staff lounges. The Senior Common Room will be modified, refurbished, and furnished in better keeping with its original purposes as an academic and senior administrative staff facility. It is planned that nonacademic staff who are not in the senior administrative category will benefit from their own Junior Common Room or Staff Club which will provide a range of recreational facilities and services.

## CONFERENCE FACILITIES

The Campus does not have enough conference facilities at present. The only dedicated facility is a relatively small conference room in the Institute of Social and Economic Research. For the most part, workshops, seminars and conferences when held on Campus take place in large lecture rooms with such uses being seriously circumscribed by the teaching timetable. A start will be made to add to existing conference facilities by converting and expanding buildings which presently house the Students Guild Office and the Students Guild Cafeteria when these are transferred to the newly constructed Students Activities Centre.

## ALUMNI

The alumni of the University should play a much stronger and larger role in its future development. They should be its eyes and ears in the community of employers, advisers on the development of new academic programmes, revision of existing programmes, and initiators of special projects and activities. They should be a source of financial support, either directly through their own contribution and fund raising efforts, or indirectly by encouraging Governments and other entities to support the University. The St Augustine Campus, acting in close concert with the Office of the Vice Chancellor, intends to strengthen its relationship with its alumni and to collaborate with alumni associations in their plans to assist the University.

## INCOME EARNING ACTIVITIES

Conscious of the fiscal difficulties confronting the governments of contributing countries, the Campus will seek to increase its funding from other sources both in absolute magnitude and as

a proportion of total financial resources. Major emphasis will be placed on activities which generate income additional to regular tuition incomes.

There are several revenue centres on the campus which will be set break-even or profits targets. These include the Bookshop, the University Agricultural Field Station, Halls of Residence, and the Multimedia Production Centre. Complete audits on each centre are being conducted; business plans will be formulated; and management structures will be modified to achieve greater efficiency and financial viability.

Several initiatives have recently been taken or are projected in relation to consultancies, and commercialisation of research and development. Consultancies and commercially oriented research and development in the field of engineering are being organised within the framework of the Engineering Institute. The recently established Office of Technology Transfer will have responsibility for patents and marketing of other forms of intellectual property in science and technology. The University has been able to take steps to enact policies and operating guidelines for consultancy and research and development activities which should serve to advance the University's financial interests as well as to confer equitable returns to members of staff.

Summer schools are another income generating set of activities to be emphasised during the plan period. Each Faculty will be expected to introduce summer programmes which aim at both local and regional participants as well as nonregional participants. Summer programmes aimed at the latter group will capitalise on the expertise of Faculty in Caribbean affairs, development studies, and the creative arts and the Campus' specialist collections of manuscripts and papers such as the Derek Walcott, Samuel Selvon and Eric Williams collections.

## FINANCIAL PROJECTIONS AND TARGETS

The Campus is conscious of the tightness of the fiscal constraints facing its member countries now and likely to prevail during the next five years. It is also cognizant of the shifting priorities of governments with respect to claims on public finances and the emerging view that the University must reduce costs while maintaining or expanding its teaching and research programmes. Accordingly, the strategic plan is designed with very conservative assumptions about prospects for growth in the direct fiscal contributions of governments. Core budget expenditures, i.e. expenditures directly related to teaching programmes other than in Medical Sciences, Campus central services and administration and debt repayments, are projected to increase from \$185.6 million in 1997/1998 to \$220.9 million in 2001/2002. These are shown in Column 1 of Table 2. The following assumptions underlying the projections are:

- (i) Student enrolment will grow at the rates planned for each Faculty. These will cause total costs to increase even though average costs per student will decrease significantly;
- (ii) The annual inflation rate is 4.8%. This is also cost increasing;
- (iii) Cost savings or efficiency gains will be in the order of 2.8% of core budget projections in 1997/1998 and rise gradually to 4.6% in 2001/2002, giving a cumulative percentage efficiency gain of 19.4% of core budget projections.

In addition, expenditures for programme improvement, i.e. new and upgraded programmes are projected to be \$8.0 million in 1997/1998 rising to \$22 million in 2001/2002, as shown in Column 2 of Table 2. The latter set of projections is heavily dependent on the extent to which governments absorb the cost of debt service and amortisation payments on long term loans.

The University will make efforts to obtain a level of funding in current prices which maintains the real value of Government contributions budgeted for 1996/1997. The budgeted contribution for 1996/1997 for the St Augustine Campus is TT\$147.0 million. The projected average annual inflation rate is 4.8%. The corresponding required level of Government fiscal contributions presented in Column 3, Table 2 increase from \$154.0 million in 1997/1998 to \$185.8 million in 2001/2002. In addition, Government contributions towards repayment of long term loans are projected to be \$9.8 million in 1998/1999, rising to \$10.6 million in 2001/2002.

Tuition fee incomes projected at 20% of core budget expenditures are reported in Column 5, Table 2. The projection for 1997/98 is \$37.2 million. It increases to \$44.2 million in 2001/2002. Investment income and common service fees (Column 6) are expected to add \$2.4 million annually to total income.

It should be noted that the financial projections do not include the University Centre. These are contained in a separate overview document.

The St Augustine Campus will undertake other activities which will not be funded from the core budget. These include teaching and research in the Faculty of Medical Sciences, special projects, and income generating projects.

Financial projections for the Faculty of Medical Sciences are detailed in Appendix 5. Expenditures for maintaining current level of operations are projected to rise from \$58.0 million in 1997/1998 to \$69.9 million in 2001/2002 allowing solely for the effect of a 4.8% annual rate of inflation. However, there will also be incremental costs associated with the planned growth in student enrolment. Most of these will be expenditures on consumable scientific materials and supplies and on teaching equipment and instruments. Because the increases in enrolment

will bring the Faculty to the point of full capacity utilisation of plant and equipment and to some extent will also lower the ratio of staff to students, incremental costs do not rise as substantially as in other Faculties. In effect, there are inbuilt efficiency gains as enrolment increases to the optimal level. The incremental costs total \$1.4 million in 1997/1998 and \$3.4 million in 2001/2002. Total core expenditures thus are projected to increase from \$59.4 million in 1997/1998 to \$73.3 million in 2001/2002. Gross economic costs per FTE students would decrease from \$73,898 in 1997/1998 to \$67,606 in the final year of the Strategic Plan.

The income projections for the Faculty of Medical Sciences assume that the direct contribution by the Trinidad and Tobago Government is kept at approximately \$13.4 million per annum in current prices, which is the amount budgeted for 1996/1997. In constant prices, the Government contribution would cumulatively decrease by 21.8% between 1996/1997 and 2001/2002. Tuition fees are projected to generate incomes of \$46 million in 1997/1998, rising to \$62 million in 2001/2002. The sum of tuition fee income and Trinidad and Tobago Government contribution constitutes total gross income which is projected to increase from \$59.4 million in 1997/1998 to \$75.4 million in 2001/2002. In the last three years of the Plan, funds became available for substantially upgrading academic programmes and for introducing new academic programmes.

The expenditure projections for other special projects and net income from income generating projects are stated in Table 3. Expenditures for activities not within the core budget are strictly constrained by the funds mobilised from grants and earnings. The ability of the Campus to realise the expenditure targets is therefore entirely conditional upon the success of its funding efforts with respect to grants and earnings.

**TABLE 2: Expenditure and Revenue Projections, TT\$ Million**

Year	Core Budget Expenditure	Expenditure for Programme Improvement	Government Fiscal Contribution	Government Loan Repayment	Tuition Incomes	Investment Income and Fees
1997/1998	185.6	8.0	154.0	0	37.2	2.5
1998/1999	199.1	14.4	161.4	9.8	39.8	2.4
1999/2000	206.0	17.4	169.2	10.6	41.2	2.4
2000/2001	212.8	20.1	177.3	10.6	42.6	2.4
2001/2002	210.4	22.1	185.8	10.6	44.2	2.4

**TABLE 3: Financial Projections of Net Income from Special Projects and Income Generating Activities, TT\$ Million**

Year	Special Projects	Income Generating Projects
1997/1998	1.8	2.0
1998/1999	1.7	2.1
1999/2000	1.6	2.3
2000/2001	1.5	2.4
2001/2002	1.4	2.5

**APPENDIX 1: The University of the West Indies, St Augustine Campus**  
**Gross Expenditure and Gross Income Projections – 1997/2002, TT\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	176,431,660	180,576,632	187,213,072	194,643,342	202,430,362
Incremental Costs Arising from Additional Student Enrolment	7,782,163	8,155,707	8,547,181	8,957,446	9,387,403
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	6,464,200	6,774,482	7,099,657	7,440,441	7,797,582
Subtotal	190,678,023	195,506,821	202,859,910	211,041,229	219,615,347
Less Projected Efficiency Gains	(5,035,254)	(6,195,082)	(7,454,652)	(8,820,868)	(9,244,269)
Total Core Projections	185,642,769	189,311,739	195,405,258	202,220,361	210,371,078
Repayment of Long Term Loans: Instalments Due during the Year	0	9,791,200	10,600,000	10,582,000	10,565,000
Total Core Expenditure	185,642,769	199,102,939	206,005,258	212,802,361	220,936,078
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	154,037,914	161,431,734	169,180,457	177,301,119	185,811,573
Government Contributions towards Repayment of Long Term Loans	0	9,791,200	10,600,000	10,582,000	10,565,000
Tuition Fees	37,128,554	39,820,588	41,201,052	42,560,472	44,187,216
Other Income	2,473,000	2,452,054	2,437,085	2,428,031	2,424,844
Total Gross Income	193,639,468	213,495,576	223,418,594	232,871,622	242,988,633
Funds Available for Upgraded and New Programmes	7,996,699	14,392,637	17,413,336	20,069,261	22,052,555
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs	5,533	5,983	6,433	6,883	7,333
Gross Economic Cost per FTE – Based on Campus Costs	33,552	33,278	32,023	30,917	30,129
Net Income from non UGC Income Generating Activities	2,054,620	2,153,242	2,256,597	2,364,914	2,478,430
Expenditure on Special Projects	11,116,200	10,560,390	10,032,371	9,530,752	9,054,214

<sup>1</sup>Does not include significant capital works.

**APPENDIX 2:** The University of the West Indies, St Augustine  
Targeted Efficiency Gains – 1997/2002, TT\$

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>SAVINGS IN STAFF COSTS:</b>					
Academic and Senior Administrative Staff					
Savings from Increased Teaching Load					
Savings from Enhanced Contributions of Research Staff to Teaching					
Savings from Reduction of Courses with Less than 25 Students Enrolled	4,159,170	4,358,810	4,568,033	4,787,299	5,017,089
Savings from Reduction of Degree Programmes					
Savings from Transfer of Courses to TLIs					
<b>Total Savings for Teaching Staff</b>	4,159,170	4,358,810	4,568,033	4,787,299	5,017,089
<b>Total Savings for Nonacademic Staff</b>	876,084	1,836,272	2,886,619	4,033,569	4,227,180
<b>Total Savings in Staff Costs</b>	5,035,254	6,195,082	7,454,652	8,820,868	9,244,269
Savings in Non-staff Costs Arising from the Above					
<b>TOTAL SAVINGS</b>	5,035,254	6,195,082	7,454,652	8,820,868	9,244,269
<b>INCOME GENERATED BY UWI</b>					
Income from Summer Schools, Contract Research, Consultancies, Business Operations, etc.	4,527,620	4,605,296	4,693,682	4,792,945	4,903,274

**APPENDIX 3: The University of the West Indies, St Augustine**  
**Income Generated by the University, 1997/2002, TT\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>INCOME</b>					
Investment Income					
Interest and Dividend Income	628,800	658,982	690,614	723,763	758,504
Rent Income					
Other Investment Income	419,200	439,322	460,409	482,509	505,669
Other Miscellaneous Income					
<b>Total Investment Income</b>	<b>1,048,000</b>	<b>1,098,304</b>	<b>1,151,023</b>	<b>1,206,272</b>	<b>1,264,173</b>
<b>Admin. and Common Service Fees</b>	<b>1,425,000</b>	<b>1,353,750</b>	<b>1,286,063</b>	<b>1,221,759</b>	<b>1,160,671</b>
Income from Summer Schools	1,222,382	1,281,056	1,342,547	1,406,989	1,474,525
Income from Contract Research					
Income from Consultancies					
Income from Business Operations	832,238	872,185	914,050	957,925	1,003,905
<b>Total Revenue Earning Activities</b>	<b>2,054,620</b>	<b>2,153,242</b>	<b>2,256,597</b>	<b>2,364,914</b>	<b>2,478,430</b>
<b>Total Income Generating Activities</b>	<b>4,527,620</b>	<b>4,605,296</b>	<b>4,693,683</b>	<b>4,792,945</b>	<b>4,903,274</b>



**APPENDIX 4:** Infrastructure Requirements for the University of the West Indies  
St Augustine Campus for the Period 1997-2002  
Sources of Financing (TT\$M)

	Total Cost (Millions of TT\$)	University Development Bonds (for Private Placement)	National Loan/Grant Programmes	Regional Loan/Grant Programmes	Private Donors	Multiple Source Funding
Upgrading of Basic Infrastructure to Accommodate the Expansion of the Campus	7.80		7.80			
Infrastructure for Improvements the Teaching and Wider Learning Environment Including Technology	61.40	21.35		30.55		9.50
Infrastructure with Respect to Administration Support and Services	14.80	4.00			10.80	
Infrastructure Required to Support Initiatives for Improved Student Services	10.10				10.10	
Infrastructure Requirements to Improve Campus Security Services	2.00		2.00			
<b>Total</b>	<b>96.10</b>	<b>25.35</b>	<b>9.80</b>	<b>30.55</b>	<b>20.90</b>	<b>9.50</b>

**NOTES:** The sources of finance shown in the table are purely indicative:

1. **University Development Bonds.** The University will approach member Governments to guarantee, or support in other ways, the issue of bonds on the local markets for financing certain income earning capital assets.
2. **Private Donors.** These are funds for capital expenditure which the University hopes to raise from the private sector nationally and internationally.
3. **National Loan/Grants.** These are funds which Governments may be persuaded to make available for expenditures which will benefit the wider national community as well, e.g. connecting roads, sewerage schemes, expansion of electricity and water supply, etc.
4. **Regional Grants/Loans.** These are loans or grants which will be solicited from regional funding agencies such as the European Union.
5. **Multiple Source Funding.** These are funds which the University hopes to raise from several donors for a particular project. An example of this is the automation of the libraries where a variety of sources of funds will be approached.

**APPENDIX 5:** The University of the West Indies, St Augustine  
Faculty of Medical Sciences  
Gross Expenditure and Gross Income Projections – 1997/2002, TT\$

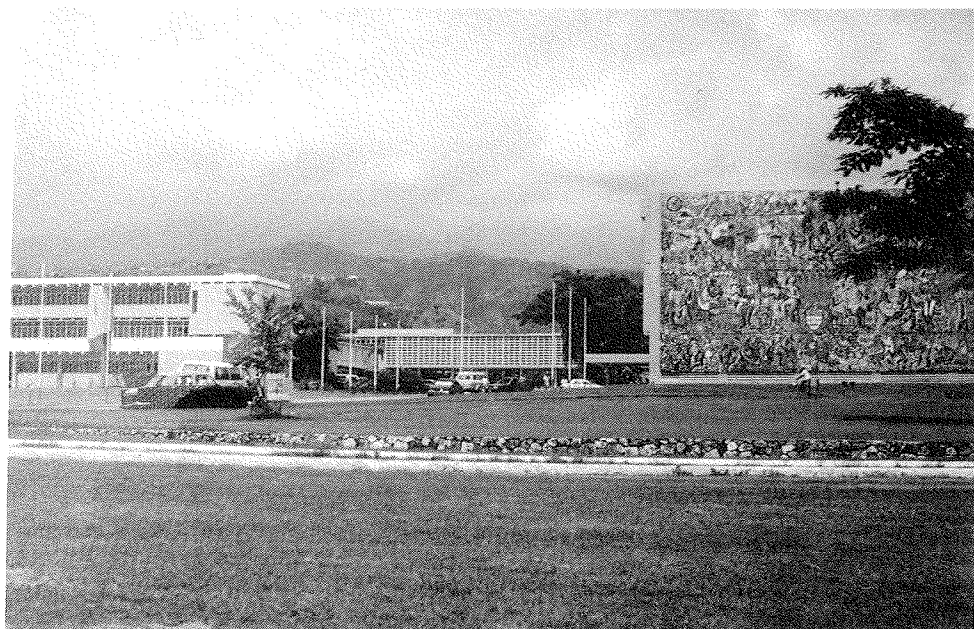
Description	Budget Estimates		Projections		
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	58,044,579	60,801,319	63,690,382	66,718,120	69,891,190
Incremental Costs Arising from Additional Student Enrolment	1,369,523	2,612,783	2,769,390	2,830,321	3,394,176
Total Core Expenditure	59,414,102	63,414,102	66,459,772	69,548,441	73,285,366
<b>GROSS INCOME</b>					
Government Contributions	13,448,327	13,448,327	13,448,327	13,448,327	13,448,327
Tuition Fees	45,965,775	49,965,775	53,011,445	56,100,114	59,837,039
Total Gross Income	59,414,102	63,414,102	66,459,772	69,548,441	73,285,366
Funds Available for Upgraded and New Programmes	0	0	0	0	0
Projected Student Enrolment – Direct FTEs	804	874	944	1,014	1,084
Gross Economic Cost per FTE	73,898	72,556	70,402	68,588	67,606



A STRATEGIC PLAN FOR UWI 1997-2002

S E C T I O N F I V E

# THE UNIVERSITY CENTRE



C O N T E N T S

# THE UNIVERSITY CENTRE

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# THE UNIVERSITY CENTRE

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## INTRODUCTION

The concept of the University Centre was agreed as part of the process of restructuring the University of the West Indies to give greater autonomy to the campuses to manage their day-to-day affairs, while entrusting to the Centre broader responsibilities to maintain and improve academic standards, provide leadership in graduate studies, research, distance education and off-Campus education, and in general to attend to the strategic planning of the institution's development.

The scope of activity which the Centre, as the focal point of the University and the guardian of academic standards is required to discharge, is extensive. By way of illustration, it included the following:

- (i) maintenance of *academic standards* in the University and to provide for the proper development of the Campuses to meet the educational needs of the region. In this connection, the University Centre was expected to assist the constituent parts of the University to maintain the standing of UWI in the international community of academics through the quality of the research and teaching which it undertakes;
- (ii) promotion of integrated *research and development* activities between campuses to provide the necessary intellectual base for the economic and social advancement of the peoples of the region;
- (iii) *outreach activities* aimed in particular at the development of programmes for the specific benefit of the non-Campus countries. In this regard, the University was assigned a special role in *leavening* the improvement in the capability of other tertiary level institutions in the region to respond to the challenges which confront the communities they serve;
- (iv) giving leadership in the overall *planning and development* of the University, advising and assisting the campuses with particular reference to:
  - (a) upgrading and giving fresh orientation to existing programmes and mounting new ones;

- (b) achieving greater efficiency and cost effectiveness without sacrificing academic standards;
- (v) dealing with external agencies;
- (vi) fund-raising;
- (vii) ensuring the University's financial stability;
- (viii) catalysing the introduction of new knowledge based producing enterprises in the region which would work synergistically with national communities in the region and with the University;
- (ix) responding to the needs of business enterprises and Governments in the region for training and research which would facilitate their adaptation to changing technology and their entry into the higher levels of production and income generating activities on which they must embark;
- (x) creating a student-friendly atmosphere on all the campuses and giving attention to both the academic and nonacademic needs of students; and
- (xi) generally creating a feeling of identity between the University and the communities that it serves.

In order to discharge these functions, and constrained by the financial circumstances which confront the University, the Council agreed to establish the administrative structure for the Centre comprising, apart from the Vice Chancellor and Deputy Vice Chancellor, as well as the University Registrar and University Bursar, a small number of Pro Vice Chancellors to deal with specific aspects of University development on both the academic and nonacademic sides.

## NEW INSTITUTIONAL ARRANGEMENTS

Globally, universities are finding it necessary to change the system of governance which they have traditionally employed. This change is required to enable them to cope with the increas-

ing financial stringency which confronts universities and with the exponential growth in the world stock of knowledge to which students and staff must be given access. Universities have to be more entrepreneurial, and less collegial, in discharging their appointed tasks.

UWI is in this mould. To assist it to introduce the necessary changes, the Chancellor appointed a Commission on Governance in 1993. A large part of the recommendations which the Commission made dealt with strengthening the institutional machinery at the Centre and at the Campuses in order to enhance cost effectiveness and sustain the improvement in academic standards. These institutional changes are now being implemented. They will become fully operational during the Plan period and are designed to improve performance, cost efficiency and financial accountability in the University and generally to support the quality upgrading and the expansion of the University. Among the new arrangements being installed are:

- a Strategy Committee, chaired by the Vice Chancellor, which would be responsible for academic and financial planning in the University. The Strategy Committee has both academic and lay members and has produced the Strategic Plan 1997-2002;
- the Board for Undergraduate Studies which, in addition to promoting the adaptation and development of programmes of study to meet the requirements of the market place and to preserve regionality within UWI, will also be responsible for quality assessments and quality assurance of the University's undergraduate degrees, thus safeguarding academic standards within UWI;
- the Board for Graduate Studies and Research which, inter alia, will advise and assist the campuses in expanding their postgraduate training and will facilitate multidisciplinary research in the priority areas both within

and among the campuses, and joint research programmes with other Universities in the rest of the world;

- the Board for Non-Campus Countries and Distance Education which has the mandate of enlarging the number of students in both the Campus and non-Campus countries who will be assisted to pursue University level education and of developing the University's distance education programmes using both the print and the electronic media;
- the Management Audit Unit, established in August 1996, which will conduct independent appraisals throughout the University. Management Audit will be a Centre function but there will be management auditors based on each Campus. The Unit will be responsible for ensuring compliance with University policies, procedures, financial and accounting controls; but it will also undertake "value for money" audits to ensure that the University operates at a high level of efficiency and cost effectiveness. The Management Audit Unit will work independently of the operative arms of the University and report directly to the Campus and University Audit Committees of the Councils. A new Financial Code with its associated regulations has already been approved by the Finance and General Purposes Committee of the Council and the acquisition of hardware, installation of the appropriate state-of-the-art software, and the training of staff are being implemented on the campuses and at the Centre.

The effect of the institutional changes has been that most of the Offices previously established have been abolished and their functions taken over by the new Boards which have been created. The Centre has therefore become much leaner than it was, much more action oriented and more cost effective.

In addition to the Boards and Departments listed above and to the other service offices which previously constituted the University Centre – Registry and Finance – efforts will be made to put into place a Development Office which will be responsible for fund raising for the University. This Office will be kept "off budget" and will be required to finance itself through negotiating provisions for operating expenses in the grants provided by donors. It will report directly to the Vice Chancellor.

The new activities which are projected in the Strategic Plan will require additional effort from the Centre. Of particular importance in this regard are the increased emphasis which will be given to multidisciplinary research, the enlargement of postgraduate training, and the quantum change projected for distance education. The Centre will also play an important role in facilitating the implementation of the Foundation Course – which will be a new experience for the University – and the development of functional linkages with the private sectors; and in this period of severe financial stringency, the Centre will have to assist the campuses in financial management, in the decentralised budget management system which will be implemented and in the introduction of effective cost controls. It will also have to guide and assist campuses in human resource management, in succession planning, in improving the facilities which students must have in order to derive optimum benefit from their stay at the University and in sustaining the regional nature of the University through promoting staff and student exchanges among the campuses.

In order to facilitate human resource management in its several forms, new state-of-the-art software is being installed and the staff in the human resource departments of the campuses and the Centre are being retrained both to use the software and also to improve their capability in human resource management and planning.

## RESEARCH CENTRES

Specialised research centres exist on each of the three Campuses; these centres collaborate with national, regional and international bodies in the generation and dissemination of knowledge; indeed they derive a significant part of their funding from regional and international bodies. There are several such Centres as befit a comprehensive University; by way of illustration, it is sufficient to point to the Institutes for Social and Economic Research (all three Campuses), the Tropical Metabolism Research Institute (sited on the Mona Campus), the Seismic Research Centre (sited on the St Augustine Campus), the Centre for Studies on Women and Development (all three Campuses), the Centre for Teacher Education (sited on all three Campuses), the Centre for Advanced Training and Research in Fertility Management (sited on the Mona Campus), the School of Clinical Medicine and Research (sited at the Cave Hill Campus), the Centre for Cricket Research (sited at the Cave Hill Campus), the Centre for Environment and Development (sited on the Mona Campus), and the Centre for Agricultural Training and Extension (sited on the St Augustine Campus).

Relevant Governments in the Caribbean have acknowledged the valuable role which these research centres have played in generating and disseminating knowledge and in responding to their requests for special analyses and advice. But over and above this, some of the centres have grown in stature and performance over the years and have received international recognition. For example, the Tropical Metabolism Research Institute is now recognised as a world class research centre in the area of malnutrition, protein metabolism, mental development and nutrition, and chronic cardiovascular disease; the Institutes of Social and Economic Research are acknowledged leaders in the area of Caribbean social and economic studies and the Centre for the Environ-

ment, although of relatively recent vintage, has been contracted by the Commonwealth Secretariat and the World Bank to undertake and superintend research in its field with particular reference to the Caribbean.

The University Centre will enhance the contribution which these research centres make to the solution of problems which Caribbean peoples confront. It will do this in three ways: first, it will take the steps necessary to ensure that the research staff is available to teach undergraduates and supervise postgraduate students so that the results of the research they carry out will be quickly diffused throughout the Caribbean society; secondly, it will seek international and other private funding to enable the research Centres to expand their activities, recognising all the time that such private funding will almost invariably entail the provision of matching seed capital; and thirdly, it will integrate more closely the activities which the centres undertake with those carried out by Faculties and Departments and by national and regional research bodies.

## NEW INITIATIVES

### Cultural Studies Initiative

Recognising the important contribution which Culture makes to the development of science and technology and to human progress generally, during the Plan period the Centre will introduce, organise and manage a Cultural Studies Initiative. The Initiative will operate through networking arrangements which the Office of the Deputy Vice Chancellor will guide and direct. Through the networking arrangement the research and training activities in the area of Culture which are now undertaken by the Faculties of Social Science and Humanities, by the School of Continuing Studies, the Faculties of Pure and Applied Sciences and Medical Sciences and the



special programmes now delivered under the Summer School will be linked together leading to a symbiosis which will improve the contribution which UWI will make in this important area.

The Initiative will foster the development of interdisciplinary research activities in the fields, some of which are set out hereunder, through the MPhil programmes which will be organized for the purpose and conducted by the relevant units in the University – Caribbean Creole, Global Ethics, Governance for the Twenty-first Century, Creativity and Empowerment, the Media and Cultural Expression, Heritage Tourism, Cultural and Social Capital, and Caribbean Attitudes to authority, justice, citizenship, work etc. All of these areas are acknowledged to be important building blocks for a just and humane Caribbean Society which is the objective of all the efforts being undertaken in the area of development. But the Initiative, when conjoined with the other activities of the University, will also enable UWI, and the region, to be in the forefront of the process of facilitating human development which, as the United Nations has recognised, embraces not only increases in per capita output but also the enhancement of the quality of life and dignity of the human being.

Since the Initiative will be concerned in the main with networking and strengthening the activities of existing units in the area of culture and governance, it will not make a large claim on the resources available to the University; indeed the strategy is to make better and more productive use of the resources which are currently applied to this field of study. But beyond this, the University confidently believes that, given the universal interest in art, culture and governance and the increasing recognition that cultural development can lubricate the wheels of economic progress, and given further the fact that Caribbean geography, history and population structure endow it with unique characteristics which scholars from other areas would wish to

study, it would be possible to raise external grant funding for such supplementary activity as may be necessary and for the endowment of chairs in the field of culture. Indeed, negotiations for the endowment of chairs in certain fields have already been initiated. The introduction of the Cultural Studies Initiative is therefore seen as a non zero sum game, one which will enrich the contribution which UWI will make to systems of governance and to the alleviation of tensions in societies world wide.

The work resulting from the Initiative will be published in *Caribbean Quarterly*, which is the refereed journal of the region in the area of culture; it will also be disseminated in the less scholarly media and the University Press for the benefit of the wider public.

## DISTANCE EDUCATION

The Centre will be responsible for the projected enlargement of the distance education programme which the University is about to launch utilising both the print and the electronic media. The academic content of the distance education programme will be firmly in the hands of the Faculties so that there will be no dilution of the high academic standards which UWI has established. The Centre will be concerned with the delivery mechanism, the acquisition of course material, the provision of services to students and the general logistics of the programme. The distance education programme will cover Certificate and Diploma courses, first degree programmes as well as postgraduate education. The Board for Distance Education will be sited on the Cave Hill Campus and will also have responsibility for intensifying the partnership arrangements with TLIs in the region.

The Distance Education Centre (DEC) is the executive arm of the Board for Distance Education. Based at the Cave Hill campus, it will have three major functional areas – curriculum develop-

ment, programme delivery and the telecommunications network. It will have a supporting infrastructure in the form of research and evaluation, training, special projects and continuing education. The delivery mechanism will be supported by in situ tutorials using qualified personnel and, in appropriate cases, students will be required to spend short periods on the Campuses.

The telecommunications network, which allows for two-way communication between learners and teachers and other experts located around the globe, is central to the ability of the DEC to deliver high quality outreach programmes. At the present time there are 25 sites located in 14 countries and these are being upgraded with a completion date of January 1997. Additional sites are being planned with a view that, at steady state, there will be 43 Centres, 21 of which will be in Campus countries and 22 in non-Campus countries. When the upgrading is completed it will facilitate the delivery of a much wider array of teaching and learning opportunities including:

- lectures and demonstrations using state of the art computer graphics and video technologies;
- teletutorials for learning groups;
- guest lecturers from the region and from around the world;
- hands on computer training;
- access to the Internet for special projects and research.

At the present time, the DEC offers general education programmes and also University level programmes in the following fields:

- First Year Social Science
- Certificate in Business
- Certificate in Public Administration
- Certificate in Education.

Currently, new University programmes for delivery by distance are in preparation:

- Bachelor's Degree in Social Sciences and Management

- First and Second Level in the Humanities
- Preliminary Sciences in
  - Biology
  - Chemistry
  - Physics
  - Mathematics
- Diploma in Construction Engineering
- Diploma in Education

and work has started on developing a Master's Programme in Business Management. There is great enthusiasm among the academic staff in using this medium of delivery of education and, subject to the availability of resources, distance education delivered by UWI will become an important instrument for elevating educational attainment in the region.

Some member Governments are keenly interested in the introduction of distance education in order to upgrade the technological capability of their work force; UWI welcomes this forward looking approach and wishes to be closely associated with it. A cooperative arrangement between the University and the Governments could bring significant financial and other benefits to both the Governments and the University; it will reduce delivery costs, avoid the duplication of programmes, and ensure that the education reflects the mores and culture of the people of the region. It will therefore provide savings for the Governments, and generally assist the University in carrying out its role to raise education standards in the region and enable the Governments to satisfy their educational goals. UWI proposes to discuss cooperation in distance education with Governments during the early part of the plan period.

## SCHOOL OF CONTINUING STUDIES

The creation of the Distance Education Centre allows the School of Continuing Studies (SCS) to reallocate its human resources. It can now focus

optimally on adult education, public education and continuing education through a wide variety of University and non-University programmes. The SCS has already begun a review of its programmes and operational styles. Within the life of the plan, the SCS will work towards the following:

1. ensuring an increase in the number of mature persons who can gain access to tertiary level education, especially in non-campus countries;
2. improving the efficacy of the public and NGO sectors in the communities served by the University through flexible purpose-designed vocational and professional upgrade programmes;
3. improving the quality of life and employment options of adults by offering life skills tuition and educational improvement programmes;
4. enhancing the quality of public discourse and opinion on matters relevant to local and regional development;
5. ensuring the highest quality of outreach offerings from the institution by collaborating with all teaching and research units in the University in the design and delivery of outreach programmes;
6. improving the impact of its established revenue-earning operations on the quality of the School.

In reappraising its role, the SCS is conscious of its critical function in maintaining the image of the UWI and in ensuring that our University remains the region's preferred institution for both private and public decisions about the pursuit of University education, developmental research and related consultant services.

## COSTS

The Centre is not a physical facility; it is a functional concept; officers of the Centre are based in each of the three Campuses; for example, as pointed out earlier, distance education will be directed and controlled from a Centre unit based in the Cave Hill Campus; research will be directed from a Centre unit based in the St Augustine campus; other Centre offices, including the service departments of Registry and Finance are based on the Mona Campus. This arrangement avoids the feeling of separateness between Campus and Centre, facilitates communication and contributes to the concept of regionalism which is the hallmark of UWI, the regional University.

Since it operates on a decentralised basis, the costs of the Centre will reflect the cost and inflation experience of each of the three Campuses; the weighted average inflation rate for Centre costs, based on the assumed inflation rate for each of the Campuses, is 7.5% per year during the Plan period.

During the Plan period, the Centre will give special attention to controlling its own costs, while assisting the Campuses to do the same. But it will also greatly enlarge its fund raising efforts, building on the action which it has taken over the past few years, in order to expand the University facilities without proportionately increasing the claim which it makes on Governments and on students.

A summary of the costs and revenues of the Centre is presented below. These Centre costs are allocated to the three Campuses in order to derive economic costs. The allocators used are the cost of Centre programmes and activities undertaken on a Campus and student registration on each Campus. Data given earlier in the Overview Section include the allocation of Centre costs to the Campuses. The costs presented below are not additional costs to those shown for the Campuses.

**APPENDIX 1: The University of the West Indies, University Centre  
Summary of the Five-year Strategic Plan  
Gross Expenditure and Gross Income Projections, BD\$**

Description	Budget Estimates			Projections	
	1997/1998	1998/1999	1999/2000	2000/2001	2001/2002
<b>GROSS EXPENDITURE</b>					
Core Budget Projections (at 1996/1997 level)	43,464,094	48,012,171	53,102,641	58,779,523	65,112,237
Incremental Costs Arising from Additional Student Enrolment	1,100,611	1,232,684	1,380,606	1,546,279	1,731,833
Incremental Costs Arising from Additional Physical Facilities <sup>1</sup>	687,340	769,203	861,508	964,889	1,080,675
Subtotal	45,252,045	50,014,058	55,344,755	61,290,691	67,924,745
Less Projected Efficiency Gains	(61,468)	(137,689)	(231,318)	(345,434)	(386,886)
Total Core Projections	45,190,577	49,876,369	55,113,437	60,945,257	67,537,859
Repayment of Long Term Loans: Instalments Due during the Year	405,870	539,790	961,826	940,962	920,099
Total Core Expenditure	45,596,447	50,416,159	56,075,263	61,886,219	68,457,958
<b>GROSS INCOME</b>					
Tuition Fees as a Percentage of Budget (Total Core Expenditure)	20%	20%	20%	20%	20%
Government Contributions	36,204,164	40,007,665	44,248,047	48,976,987	54,252,328
Government Contributions towards Repayment of Long Term Loans	405,870	539,790	961,826	940,962	920,099
Tuition Fees	9,119,289	10,083,232	11,215,053	12,377,243	13,691,592
Other Income	193,015	174,032	157,000	141,000	127,000
Total Gross Income	45,922,338	50,804,719	56,581,926	62,436,192	68,991,019
Funds Available for Upgraded and New Programmes	325,891	388,560	506,663	549,973	533,061
<b>STATISTICAL DATA</b>					
Student Enrolment – Direct FTEs <sup>2</sup>	16,594	17,619	18,602	19,585	20,636
Gross Economic Cost per FTE – BD\$	2,748	2,861	3,014	3,160	3,317
Net Income from non UGC Income Generating Activities	376,000	464,000	556,000	656,000	764,000
Expenditure on Special Projects	9,669,000	8,702,000	7,832,000	7,049,000	6,344,000

Exchange Rate: BD\$1 = J\$17.85874 = TT\$2.93327

<sup>1</sup>Does not include significant capital works.

<sup>2</sup>Excludes self-financed students from the Mona campus.

From the data given above, it is clear that:

- i) core expenditure per FTE is more than one third lower than the average rate of inflation projected, thus demonstrating the effect of the cost control measures which the Centre will introduce;
- ii) even though student enrolment is projected to increase by one third and that there are large up-front development costs which have to be met in introducing the expanded dual mode distance education system, the Government subvention required to operate the Centre is 20% lower than the combined effect of inflation and increasing student numbers;

- iii) in the aggregate, tuition fees are in line with the rate of inflation assumed; however, when converted to a per capita basis, tuition fees show a significant decline.

In sum, the University Centre is projecting to play a major role in expanding the size, scope and range of the services which UWI will offer, to take all the steps required to maintain and improve academic standards and to do all these things while minimising the costs which the students and the Governments of the region will be asked to assume.