



THE UNIVERSITY OF THE WEST INDIES

ST AUGUSTINE CAMPUS

SELF-STUDY PLAN

FOR

CONTINUING INSTITUTIONAL ACCREDITATION, 2017

WITH THE

ACCREDITATION COUNCIL OF TRINIDAD AND TOBAGO (ACTT)

Last updated February 2017

Table of Contents

Section A: Introduction	4
1. Accreditation History –Institutional/ Programme	4
1.1 Institutional Accreditation	4
1.2 Accreditation of Professional Programmes	4
2. Purpose of the Self-Study for Continuing Institutional Accreditation	7
3. Objectives of the Self-Study.....	7
Section B: Continuing Institutional Accreditation Self- Study Committee Structures	7
1. Accreditation Executive Committee	7
2. Self-Study Steering Committee.....	8
3. Roles and Responsibilities.....	11
3.1 Roles and Responsibilities of the Self-Study Steering Committee.....	11
3.2 Roles and Responsibilities of the Chair, Continuing Institutional Accreditation Self-Study Steering Committee	11
3.3 Roles and Responsibilities of the Deputy Chair, Continuing Institutional Accreditation Self-Study Steering Committee	12
3.4 Roles and Responsibilities of the Continuing Institutional Accreditation Self-Study Coordinator	12
3.5 Roles and Responsibilities of Self-Study Secretary	13
3.6 Roles and Responsibilities of Chairs of Working Groups	13
3.7 Roles and Responsibilities of Working Groups	14
4. Self-Study Editorial Committee.....	14
4.1 Members of the Self- Study Editorial Committee.....	14
4.2 Terms of Reference of the Self- Study Editorial Committee.....	14
5. Self-Study Research Team.....	15
5.1 Members of the Self- Study Research Team.....	15
5.2 Roles and Function of the Self-Study Research Team	16
Section C: Working Chapter Outline for the Self-Study Process.....	16
1. Introduction	16

2. Self-Study Report Outline (content to be provided by Chairs of Working Groups, based on analysis of data relevant to agreed research questions, and following ACTT guidelines for report writing)	16
Section D: Responding to and Reporting on Concerns of Previous ACTT Evaluators’ Reports	20
Section E: Timetable for the Self-Study Process	21
1. Proposed Major Milestones.....	21
2. Proposed timelines for production of Self-Study Report and site visit of evaluators 2017	22
Section F: Working Groups - Self-Evaluation Methodologies, Reporting Mechanism and Writing Responsibilities	27
Section G: Budget.....	31
Section H: References	31

Section A: Introduction

1. Accreditation History –Institutional/ Programme

1.1 Institutional Accreditation

In the context of higher education, institutional accreditation is a status that is granted to an educational institution that satisfies or exceeds the accrediting agency's criteria and standards, and demonstrates its capacity for continuous improvement. In 2010 The University of the West Indies (UWI), St. Augustine Campus conducted its first Self-Study in pursuit of initial institutional accreditation with the Accreditation Council of Trinidad and Tobago (ACTT). The Campus was subsequently awarded the status of institutional accreditation on February 5th, 2011. This accredited status was granted for a seven (7) year period and expires on February 4th, 2018.

In its initial evaluation of the Campus, the ACTT's evaluators identified six focus areas for improvement. These were subsequently addressed in the Campus's Focused Site Visit Report submitted to the ACTT in January 2014. This site visit resulted in the ACTT's *Focused Site Visit External Evaluators' Report*. Further details of this report are highlighted in the Responding and Reporting section of this Self Study Plan.

Generally, the *Focused Site Visit External Evaluators' Report* acknowledged the Campus's resilience in the face of economic challenges and its ability to secure significant capital investment. The Report also recognized an improvement in the quality assurance culture as well as the value of these efforts in achieving world class standards. All issues raised since initial accreditation in 2011 have been fully addressed with no further action being required to maintain the current accredited status. The St Augustine Campus is now preparing for Continuing Institutional Accreditation with the ACTT in 2017, before expiry of its current institutional accreditation status in February 2018.

1.2 Accreditation of Professional Programmes

Engineering

At the St. Augustine Campus of The UWI accreditation of professional programmes is the norm. Accreditation of professional programmes at St Augustine is maintained through continuous improvement and periodic re-evaluation.

Programme accreditation is undertaken for the Faculty of Engineering, the Faculty of Medical Sciences and the Arthur Lok Jack Graduate School of Business by the following bodies:

Faculty of Engineering	Accrediting Body
Chemical Engineering	Institution of Chemical Engineers – IChemE, UK
Electrical & Computer Engineering	Institution of Engineering and Technology – IET, UK
Mechanical Engineering	The Institute of Mechanical Engineers – IMechE, UK
Civil Engineering	Joint Board of Moderators, UK
Surveying and Land Information	Chartered Institution of Civil Engineering Surveyors - ICES, UK
Geological Science	The Geological Society of London
Faculty of Medical Sciences	Accrediting Body
Faculty of Medical Sciences	The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP)
Arthur Lok Jack Graduate School of Business	Accrediting Body
The MBA programme of the Arthur Lok Jack Graduate School of Business	The Association of MBAs, UK, Accreditation Council of Trinidad and Tobago

The Institution of Chemical Engineers (IChemE), UK has accredited courses across the world for over 40 years and currently accredits courses on five continents. Institution of Engineering and Technology (IET), is one of the largest engineering institutions in the UK with a membership of over 167,000 in 127 countries. The IET prides itself on being the most multidisciplinary institution with a mission to positively impact the global engineering community.

The Institute of Mechanical Engineers (IMechE) is committed to encouraging and developing a culture of lifelong learning and supporting the ongoing professional development of a broad range of Mechanical Engineers. It accredits a wide range of engineering degrees that provide suitable academic preparation

for a career in Mechanical Engineering as Chartered or Incorporated Engineer, thus giving benefit to all parties.

The Joint Board of Moderators (JBM), has primary responsibility for advising on policy matters and their implementation in the accreditation process. It ensures that the moderation of educational programmes in the civil, structural and associated engineering disciplines, within the built environment sector, meets the academic requirements for Chartered, Incorporated and Technician membership of these institutions. The Board has formulated guidelines which define, in general terms, the curriculum, standards and other requirements against which all accreditation decisions are made.

The Chartered Institution of Civil Engineering Surveyors (ICES), started in 1969 as the Association of Surveyors in Civil Engineering and was incorporated in 1972. Today the ICES is a leading chartered professional body for civil engineering surveyors. The Geological Society of London operates a voluntary scheme of accreditation of first degree programmes in geoscience that satisfy the academic requirements of Fellow and Chartered Geologists status. The Accreditation Panel comprises Fellows of the Society, the majority of whom are Chartered Geologists, with academic and industrial representation appointed by Council.

Master's in Business Administration

The Association of MBAs, UK is a professional Association for MBA students and leading business schools around the world. It represents the interests of MBAs, employers and business schools, promoting the MBA as the leading management qualification. The Association is responsible for the accreditation of MBA courses both in the UK and overseas.

Medical Sciences

The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP) is the legally constituted body established in 2003 under the aegis of the Caribbean Community (CARICOM), empowered to determine and prescribe standards and to accredit programmes of medical, dental, veterinary and other health professions education on behalf of the contracting parties in CARICOM. <http://www.caam-hp.org/>

2. Purpose of the Self-Study for Continuing Institutional Accreditation

The UWI has a rigorous system of internal quality assurance that includes accreditation of specialized programmes and programme review. The candidacy of the St Augustine Campus for continuing institutional accreditation with the ACTT is indicative of our desire to reaffirm our commitment to continuous enhancement of institutional quality. The Campus will also use the opportunity that accreditation provides to assess institutional strengths, weaknesses, opportunities and threats within the framework of The UWI Strategic Plan, 2012-2017. It is expected that this process of internal reflection will lead to the identification of good, promising and best practice to be disseminated and challenges to be addressed. The self-study process is expected to constitute henceforth a basis for planning and support for institutional excellence. It will also serve to deepen the culture of data-driven decision making and transparency, within the institution.

3. Objectives of the Self-Study

The self-study is being designed to assess principally : (i) the extent to which the St Augustine Campus of The UWI demonstrates evidence of quality enhancement relating to the accreditation criteria and standards of the ACTT; (ii) progress made in achieving the strategic aims aligned with the perspectives of the UWI's Strategic Plan 2012-2017: Financial, Employee Engagement and Development, Internal Operational Processes, Teaching, Learning and Student Development, Research and Innovation and Outreach, and (iii) to serve as a process and product that solidifies the Campus in its pursuit of institutional advancement.

Section B: Continuing Institutional Accreditation Self-Study Committee Structures

1. Accreditation Executive Committee

1. Professor Brian Copeland, Campus Principal Designate
2. Professor Rhoda Reddock, Deputy Principal
3. Mr. Richard Saunders, Campus Registrar
4. Mrs. Andrea Taylor-Hanna, Campus Bursar
5. Professor Jonas Addae, Deputy Chair, Self-Study Steering Committee
6. Mr. Kristen Cockburn, Self-Study Coordinator

7. Dr Sandra Gift, Chair, Self-Study Steering Committee

Roles and Responsibilities of the Accreditation Executive Committee

- (i) Provide oversight of the progress of the continuing institutional accreditation Self-Study Report
- (ii) Allocate resources for the efficient and effective conduct of the self-study process and for the continuing institutional accreditation site visit

2. Self-Study Steering Committee

Includes Chairs of Self Study Working Groups

The Continuing Institutional Accreditation Self- Study Steering Committee will meet once per month (the first Friday at 2:00 pm) where Chairs of working groups will provide a monthly progress report. Members of the Steering Committee are indicated hereunder.

	Title	First Name	Surname	Job Title	Email
1.	Dr.	Sandra	Gift	Senior Programme Officer, Quality Assurance Unit; Chair of Steering Committee, and Chair, Working Group 5	sandra.gift@sta.uwi.edu
2.	Professor	Jonas	Addae	Professor of Physiology, Deputy Chair of Steering Committee and Chair, Working Group 1	jonas.addae@sta.uwi.edu
3.	Mr.	Kristen	Cockburn	Project Coordinator-Process Improvement Team and Self-Study Coordinator	kristen.cockburn@sta.uwi.edu
4.	Professor	John	Agard	Professor of Tropical Island Ecology	john.agard@sta.uwi.edu
5.	Mr.	Nazir	Alladin	Campus Chief Information Officer	nazir.alladin@sta.uwi.edu

	Title	First Name	Surname	Job Title	Email
6.	Professor	Rose-Marie Belle	Antoine	Dean – Faculty of Law	rose-marie.antoine@sta.uwi.edu
7.	Professor	Ann Marie	Bissessar	Dean - Faculty of Social Sciences	annmarie.bissessar@sta.uwi.edu
8.	Dr.	Margo	Burns	Director - Centre for Excellence in Teaching and Learning and Chair, Working Group 3	margo.burns@sta.uwi.edu
9.	Dr.	Heather	Cateau	Dean - Faculties of Humanities and Education	heather.cateau@sta.uwi.edu
10.	Dr.	Brian	Cockburn	Senior Lecturer and Chair, Campus Examinations Committee	brian.cockburn@sta.uwi.edu
11.	Mrs.	Debra	Coryat-Patton	Senior Programme Manager	debra.coryat-patton@sta.uwi.edu
12.	Ms.	Elawatee	Dookaran	Deputy Campus Bursar	elawatee.dookaran@sta.uwi.edu
13.	Dr.	Wayne	Ganpat	Dean - Faculty of Food & Agriculture	wayne.ganpat@sta.uwi.edu
14.	Ms.	Jo-Ann	Georges	Assistant Registrar - Campus Records Manager	jo-ann.georges@sta.uwi.edu
15.	Professor	Stephan	Gift	Dean - Faculty of Engineering	stephan.gift@sta.uwi.edu
16.	Mrs.	Ernesta	Greenidge	Head - Medical Science Library	ernesta.greenidge@sta.uwi.edu
17.	Mrs.	Wynell	Gregorio	Marketing and Communications Manager	wynell.gregorio@sta.uwi.edu
18.	Mr.	Suresh	Maharaj	Director - Division of Facilities Management	suresh.maharaj@sta.uwi.edu
19.	Ms.	Sonia	Nurse	Assistant Registrar -Student	sonia.nurse@sta.uwi.edu

	Title	First Name	Surname	Job Title	Email
				Administration Systems (SAS)	
20.	Mr.	Makesi	Peters	President - Guild of Students	makesipeters@hotmail.com
21.	Professor	Indar	Ramnarine	Dean - Faculty of Science and Technology	indar.ramnarine@sta.uwi.edu
22.	Ms.	Simone	Roberts	Administrative Officer, Dean's Office	simone.roberts@sta.uwi.edu
23.	Dr.	Bidyadhar	Sa	Coordinator - Head Centre for Medical Sciences Education	bidyadhar.sa@sta.uwi.edu
24.	Professor	Terence	Seemungal	Dean Faculty of Medical Sciences	erence.seemungal@sta.uwi.edu
25.	Mr.	Sharan	Singh	Director, Office of Institutional Advancement & Internationalisation and Chair, Working Group 4	sharan.singh@sta.uwi.edu
26.	Mrs.	Reanti	Singh	Head Campus Office of Planning & Institutional Research	reanti.singh@sta.uwi.edu
27.	Professor	Hariharan	Seetharaman	Professor – Anaesthetics	hariharan.seetharaman@sta.uwi.edu
28.	Mr.	Frank	Soodeen	Campus Librarian	frank.soodeen@sta.uwi.edu
29.	Mrs.	Deborah	Souza-Okpofabri	Assistant Registrar Secretariat, Office of the Campus Registrar	deborah.souza-okpofabri@sta.uwi.edu
30.	Dr.	Dianne	Thurab-Nkhosi	Faculty Development Specialist Centre for Excellence in Teaching and Learning	dianne.thurab-nkhosi@sta.uwi.edu
31.	Dr.	Elizabeth	Walcott-Hackshaw	Senior Lecturer, French	elizabeth.walcott-hackshaw@sta.uwi.edu

	Title	First Name	Surname	Job Title	Email
				Department of Modern Languages and Linguistics	

3. Roles and Responsibilities

3.1 Roles and Responsibilities of the Self-Study Steering Committee

- i. Understand the accreditation criteria, standards and processes
- ii. Inform the design of the Self-Study
- iii. Review the reports of Working Groups to ensure:(i) tasks are being adequately addressed, (ii) relevance and adequacy of narrative, and (iii) compliance with ACTT criteria and standards.
- iv. Commit to and facilitate wide internal and external stakeholder input in the accreditation processes including the review of the Self-Study Report
- v. Mobilize resources for the successful and timely preparation of the Self-Study Report and other accreditation processes
- vi. Oversee the progress of the preparation of the Self-Study Report
- vii. Inform the design of a communications strategy to create awareness across the Campus of our candidacy for continuing institutional accreditation
- viii. Hold meetings once per month to receive progress reports of Chairs of Self-Study working groups

3.2 Roles and Responsibilities of the Chair, Continuing Institutional Accreditation Self-Study Steering Committee

- i. Set the agenda for and serve as Chair of meetings of the Self-Study Steering Committee
- ii. (Provide briefings about the self-study process to Chairs of the Working Groups, as needed
- iii. Provide direction and guidance to the Campus in our continuing institutional accreditation candidacy with the ACTT and in particular in the preparation of the Campus Self-Study Report
- iv. Integrate the reports/chapters of the working groups ensuring that content is relevant to the four core strategic foci of The UWI Strategic Plan 2012-2017
- v. Verify and advise on the inclusion of supporting documentation
- vi. Maintain communication with the ACTT regarding all relevant information required to inform the Self-Study Report

- vii. In collaboration with the Deputy Chair, write the introductory and concluding chapters of the Self-Study Report
- viii. Generally, support the Campus in all of our preparations for continuing institutional accreditation

3.3 Roles and Responsibilities of the Deputy Chair, Continuing Institutional Accreditation Self-Study Steering Committee

- i. In the absence of the Chair, set the agenda for and serve as Chair of the Self-Study Steering Committee
In collaboration with the Chair:
- ii. Provide direction and guidance to the Campus in its institutional accreditation candidacy with the ACTT, and in particular in the preparation of the Campus Self-Study Report;
- iii. Integrate the reports/chapters of the working groups ensuring that content is relevant to the four core strategic foci of the UWI Strategic Plan 2012-2017
- iv. Verify and advise on the inclusion of all supporting documentation.
- v. In collaboration with the Chair, write the introductory and concluding chapters of the Self-Study Report
- vi. Generally support the Campus in all of its preparations for institutional accreditation.

3.4 Roles and Responsibilities of the Continuing Institutional Accreditation Self-Study Coordinator

The Self- Study Coordinator will:

- i. Support the Chair and Deputy Chair in setting the agenda for meetings of the Self-Study Steering Committee
- ii. Confirm the venue for meetings of the Self-Study Steering Committee
- iii. Summarise the deliberations of the Self-Study Steering Committee and record decisions taken
- iv. Support the activities of the working groups
- v. Maintain communication with working groups, as needed, in respect of the progress of the Self-Study process
- vi. In consultation with the Chair, Self-Study Steering Committee, ensure that Chairs of Working Groups are provided with all relevant information and documentation

- vii. Disseminate the Self-Study Report for feedback and collate feedback received for the finalization of the Report and its submission to the ACTT
- viii. In collaboration with the Chair and Deputy Chair, monitor progress of the self-study process with reference to the established timelines
- ix. Provide general support to the Campus in our preparations for continuing institutional accreditation

3.5 Roles and Responsibilities of the Secretary to Self-Study Steering Committee

- I. Take notes of meetings of Self Study Steering Committee (SSSC)
- II. Maintain paper based and electronic filing system for the self-study process
- III. Assist in:
 - a. Updating the institutional accreditation website
 - b. Preparation of documents for meetings
 - c. Preparation of appendices and digital documents for the Self-Study Report
 - d. Drafting of letters and memos regarding the self-study process
 - e. Taking notes of Working Group 5
 - f. Logistical arrangements for: campus events related to Continuing Institutional Accreditation
 - g. Preparations for the site visit of the ACTT evaluators
- IV. Recruitment of staff for Self Study focus groups
- V. Any other duties as may be assigned by the Chair of the Self-Study Steering Committee and the Self-Study Coordinator.

3.6 Roles and Responsibilities of Chairs of Working Groups

- I. Establish schedule of Working Group (WG) meetings
- II. Guide development of appropriate research questions and identify sources of data to support the answers
- III. Guide discussions ensuring participation of all WG members with a focus on the Campus's compliance with ACTT accreditation criteria and standards
- IV. Guide an analysis of Strengths, Weaknesses, Opportunities and Treats related to the accreditation criteria and standards
- V. Formulate recommendations for the Campus and University, as the case might be, to address Weaknesses, Opportunities and Threats related to the accreditation criteria and standards

3.7 Roles and Responsibilities of Working Groups

- I. Formulate and agree on research questions relating to the accreditation criteria and standards; complete the matrix Continuing Institutional Accreditation: Planning for Research
- II. Drawing on available institutional research, identify and present qualitative and quantitative data to support analyses and statements made in respect of the accreditation criteria and standards
- III. Follow the ACTT guidelines for writing the Self-Study Report presented at the ACTT workshop for the Campus on Friday 13 May, 2016 including guidelines for preparing evaluative statements with a focus on: Context, Evidence, Judgment and Impact
- IV. Submit progress reports to the Self-Study Steering Committee at its monthly meetings
- V. Submit first draft of chapter, following guidelines provided by the Editorial Sub Committee by September 30th, 2016
- VI. Address feedback on chapter provided by the Self-Study Steering Committee
- VII. Submit second draft of chapter by October 31st, 2016

4. Self-Study Editorial Committee

4.1 Members of the Self- Study Editorial Committee

Chair: 1. Dr. Elizabeth Walcott-Hackshaw, Senior Lecturer, French

Members:

2. Professor Jonas Addae, Professor of Physiology
3. Ms. Allison Dolland, Deputy Campus Librarian
4. Miss. Jo-Ann Georges, Assistant Registrar - Campus Records Manager
5. Dr. Sandra Gift, Senior Programme Office and Chair, Steering Committee
6. Professor Paula Morgan, Acting Head, Institute for Gender and Development Studies
7. Dr. Dianne Thurab-Nkhosi, Faculty Development Specialist
8. Professor Clement Imbert, Engineering Institute, Faculty of Engineering

4.2 Terms of Reference of the Self- Study Editorial Committee

The Editorial Committee will:

1. Prepare guidelines for editing the self-study chapters and final report, for dissemination to the working groups at the commencement of the self-study process

2. Assess the extent to which the Institutional Accreditation Self-Study Report meets the following editorial criteria:
 - (i) Cohesion of content within and across the integrated chapters
 - (ii) Compliance with The ACTT accreditation criteria and standards
 - (iii) Clarity of linkages with the goals of the Strategic Plan, 2012-2017
 - (iv) Adequacy of data/evidence and clarity of analysis in support of findings presented in the Self-Study Report.
 - (v) Clarity of expression and consistency of arguments
 - (vi) Treatment of the theme of the Self-Study Report (if there is one).
3. Suggest in the body of the Self-Study Report improvements in writing style, agreed upon by the Committee, for greater clarity of expression and eloquence, as needed;
4. Produce a written summary of feedback/comments, with recommendations, using the criteria listed above [1(i) to 1(vi)].
5. Circulate:
 - (i) A printed copy of this summary to the Executive Committee, Chair & Deputy Chair, Self- Study Steering Committee & Self- Study Coordinator
 - (ii) An electronic copy of this summary to the Executive Committee, Chair & Deputy Chair, Self-Study Steering Committee & Self- Study Coordinator
 - (iii) An electronic copy of the Self-Study Report with suggestions for improvements in writing style to the Chair, Deputy Chair & Self- Study Coordinator

5. Self-Study Research Team

5.1 Members of the Self- Study Research Team

Chair: 1. Dr. Reynold Stone, Head, Department of Food Production

Members:

2. Mrs. Reanti Singh, Head, Campus Office for Planning and Institutional Research
3. Dr. Bidyadhar Sa, Coordinator – Head, Centre for Medical Sciences Education
4. Dr. Dylan Kerrigan, Lecturer - Anthropology and Political Sociology Behavioural Sciences
5. Dr. Robin Antoine, Head, Department of Mathematics & Statistics

6. Dr. Brian Cockburn, Senior Lecturer, Department of Life Sciences

5.2 Roles and Function of the Self-Study Research Team

- I. Suggest modifications that might be needed to the Research Questions proposed by Working Groups
- II. Identify data to be gathered and sources of data, where additional data may be required by Working Groups
- III. Collect and analyse the data and submit to the Chairs of Working Groups

Section C: Working Chapter Outline for the Self-Study Process

1. Introduction

Chair & Deputy Chair, Self-Study Steering Committee

2. Self-Study Report Outline (content to be provided by Chairs of Working Groups, based on analysis of data relevant to agreed research questions, and following ACTT guidelines for report writing)

A list of draft research questions to guide the Self-Study narratives is attached at Appendix I.

Working Group I:

Criterion 1 Mission & Purpose: The institution’s mission and purpose are appropriate to tertiary education and consistent with the policies and practices that guide its operations.

Chair: 1. Professor Jonas Addae, Professor of Physiology

Members: 2. Ms. Allison Dolland, Deputy Campus Librarian

 3. Ms. Jo-Ann Georges, Assistant Registrar - Campus Records

 4. Mrs. Wynnell Gregorio, Marketing and Communications Manager

 5. Mrs. Deborah Souza-Okpofabri, Assistant Registrar Secretariat, Office of the Campus Registrar

 6. Mr. Stephen Sheppard, Director Human Resources

 7. Mr. Sharan Singh, Director, Office of Institutional Advancement & Internationalisation

8. Representative of the Guild of Students

Other members to be co-opted as needed

Working Group II:

Criterion 2 **Governance & Administration: The institution's system of governance ensures ethical decision making and efficient provision of human, material and financial resources to effectively accomplish its educational and other purposes.**

Chair: 1. Mr. Richard Saunders, Campus Registrar

- Members: 2. Ms. Jessie-Ann George, Senior Assistant Registrar, Exams
3. Professor Indar Ramnarine, Dean, Faculty of Science and Technology
4. Mrs. Simone Roberts, Administrative Officer, Faculty of Medical Sciences
5. Mr. Stephen Sheppard, Director, Human Resources
6. Mrs. Deborah Souza-Okpofabri, Assistant Registrar Secretariat, Office of the Campus Registrar
7. Representative of the Guild of Students

Other members to be co-opted as needed

Working Group III:

Criterion 3 **Teaching & Learning: The institution provides evidence of student learning outcomes and faculty effectiveness in achieving its educational purpose and demonstrates the capability to continue to do so.**

Chair: 1. Dr. Margo Burns, Director Centre for Excellence in Teaching and Learning

- Members: 2. Dr. Keisha Valdez, Faculty Development Specialist, PG CUTL and MHEd Programme Coordinator
3. Mr. Nazir Alladin, Campus Chief Information Officer
4. Dr Mary Alkins-Koo, Senior Lecturer Department of Life Sciences
5. Professor Rose-Marie Belle Antoine, Dean Faculty of Law
6. Dr. Heather Cateau, Dean Faculties of Humanities and Education
7. Dr Deirdre Charles, Director Student Advisory Services

8. Professor Edwin Ekwue, Department of Mechanical & Manufacturing Engineering
9. Mrs. Ernesta Greenidge, Head, Medical Science Library
10. Dr. Shirin Haque-Copilah, Deputy Dean, Student Matters Faculty of Science and Technology
11. Dr. Susan Herbert, Senior Lecturer School of Education
12. Dr Gabrielle Hezekiah, Lecturer Department of Literary, Cultural & Communication Studies
13. Dr Freddy James, Lecturer School of Education
14. Dr Acolla Lewis-Cameron, Head Department of Management Studies
15. Dr. Kim Mallalieu, Senior Lecturer Department of Electrical & Computer Engineering
16. Dr Bidyadhar Sa, Coordinator – Head Centre for Medical Sciences Education
17. Professor Terence Seemungal, Dean Faculty of Medical Sciences
18. Dr. Michael Sutherland, Deputy Dean, Student Affairs Faculty of Engineering
19. Rapporteur - Ms. Nardia Thomas-Allain, Administrative Officer, Faculty of Humanities and Education
20. Representative of the Guild of Students

Other members to be co-opted as needed

Working Group IV:

Criterion 4 Preparedness for Change: The institution’s human, material and financial resources are strategically allocated and employed to respond to the social and economic demands of a rapidly changing global society.

- Chair:
1. Mr. Sharan C. Singh, Director Office of Institutional Advancement & Internationalisation
 2. Dr. Dawn-Marie DeFour-Gill, University & Campus Director, Marketing and Communications
 3. Mr. Shiraz Mohammed, IT Officer - Systems Engineer Campus Information Technology Services
 4. Professor Paula Morgan, Acting Head, Institute for Gender and Development Studies

5. Professor Kit Fai Pun, Professor of Industrial Engineering and Management
6. Dr. Richard Robertson, Director - Research Fellow Seismic Research Centre
7. Mr. Stephen Sheppard, Director Human Resources
8. Mrs. Reanti Singh, Head Campus Office of Planning & Institutional Research
9. Dr. Linda Steele, Senior Assistant Registrar, Human Resources
10. Professor Patrick Watson, Director Sir Arthur Lewis Institute of Social & Economic Studies
11. Representative of Guild of Students

Other members to be co-opted as needed

Working Group V:

Criterion 5 Commitment to Continuous Improvement: The institution monitors, reviews and improves its Quality Management System through effective planning and evaluation, sustained effort and commitment to quality.

Chair: 1. Dr. Sandra Gift, Senior Programme Office, Quality Assurance Unit

- Members: 2. Dr Brian Cockburn, Senior Lecturer and Chair Campus Examinations Committee
3. Dr. Shirin Haque-Copilah, Deputy Dean, Student Matters Faculty of Science and Technology
4. Dr. Terrence Lalla, Lecturer, Engineering Management and Production Management
5. Dr. Cathy-Ann Radix, Lecturer, Robotics, Embedded Systems
6. Mrs. Reanti Singh, Head Campus Office of Planning & Institutional Research
7. Dr. Dianne Thurab-Nkhosi, Faculty Development Specialist
8. Dr Elizabeth Walcott-Hackshaw, Senior Lecturer, French, Department of Modern Languages and Linguistics
9. Representative of the Guild of Students

Other members to be co-opted as needed

Working Group VI:

Criterion 6 Graduate Studies, Research, Innovation and Entrepreneurship:

Chair: 1. Professor Patricia Mohammed, Campus Coordinator, Graduate Studies

- Members:
2. Professor John Agard, Professor of Tropical Island Ecology Department of Life Sciences
 3. Professor Ann Marie Bissessar, Dean Faculty of Social Sciences
 4. Mrs. Deborah Charles-Smythe, Senior Assistant Registrar, Graduate Studies & Research
 5. Mrs. Angela Escalante, Contract Officer Office of Research, Development and Knowledge Transfer
 6. Professor Stephan Gift, Dean Faculty of Engineering
 7. Professor Jayaraj Jayaraman, Professor of Plant Biotechnology and Plant Microbiology Department of Life Sciences
 8. Professor Pathmanathan Umaharan, Director Cocoa Research Centre
 9. Professor Kit Fai Pun, Professor of Industrial Engineering and Management
 10. Professor Hariharan Seetharaman, Professor of Anaesthetics
 11. Dr. Margaret Bernard, Deputy Dean – Graduate Studies & Research
 12. Representative of the Guild of Students
 13. Rapporteur – Ms. Tennille Fanovich, Senior Administrative Assistant

Section D: Responding to and Reporting on Concerns of Previous ACTT Evaluators' Reports

Upon being granted institutional accreditation status in 2011, The ACTT in its evaluation also identified six focus areas for improvement of the Campus in preparation for reaccreditation in 2018. These focus areas included: i) Staff and Space Shortfalls, ii) Interdisciplinary and Trans-disciplinary Teaching and Research, iii) Tension of Research versus Teaching, iv) Student Learning Assessment and Evaluation, v) The Continuum of Learning Modes and vi) Non-Academic Operations. Consequently, the Campus's progress in these specific areas was reported in our Focused Site Visit Report submitted to the ACTT on January 30th, 2014. In response, the ACTT provided feedback on both the Campus's reporting process itself and the extent to which the focus areas were being addressed. This was documented in the ACTT's Focused Site Visit External Evaluators' Report, May 2014.

Regarding the reporting process, the External Evaluators' Report advised that the Campus should pay considerable attention to planning for, coordinating and scheduling future accreditation activities with our annual calendars to avoid any conflicts. This notwithstanding, the Campus's Progress Report itself was found to be "...comprehensive, addressing not only the issues that were the subject of the site visit, but also providing considerable context and indications of future activities relevant to the issues under consideration..." (p.10).

The Focused Site Visit External Evaluators' Report indicated that all focus areas were addressed or being addressed to the satisfaction of the ACTT evaluators. The Campus was commended for its progress with (i) increase in both academic and support staff numbers generally ; (ii) increase in physical space; (iii) interdisciplinary and trans-disciplinary teaching and research; (iv) relieving tensions between teaching and research; (v) the improvement of workload management; (vi) the use of a wider range of student learning, assessment and evaluation methodologies; (vii) the contribution of the Center for Excellence in Teaching and Learning (CeTL) to supporting blended learning approaches; (viii) the integrated approach taken to learning delivery through the blended learning strategy and (ix) the steps taken to address service quality such as process mapping and service charter development.

In each of the areas that were the focus of the site visit the ACTT evaluators concluded: "No action is required beyond that already being taken by the Campus and no matters arise which could call into question accredited status." (pp 18-24)

Section E: Timetable for the Self-Study Process

1. Proposed Major Milestones

- Approval of Self-Study Plan – **June 2016**
- Submission of first draft of Chapters by Chairs of Working Groups - **September 30th, 2016**
- Institution-wide update on Self-Study Report by Steering Committee - **November 2016**
- Submission of first official draft of Self-Study Report to The ACTT - **December 9th, 2016**
- Submission of second/final draft of Self-Study Report to The ACTT – **March 2017**
- Submission to ACTT:

- 10 hardcopies of the final Self-Study Report- **July 2017**
- 10 softcopies of the final Self-Study Report- **July 2017**
- 10 softcopies of all Appendices - **July 2017**
- Comprehensive Site Visit by The ACTT and Evaluation Team – **October 2017** (subject to confirmation by Campus Executive Management)

2. Proposed timelines for production of Self-Study Report and site visit of evaluators 2017

(Informed by proposed date of comprehensive site visit October 2017, before the expiry of current institutional accreditation status Feb 04, 2018)

Working towards the Comprehensive Site Visit			
ACTUAL DATE	TIME PRIOR TO COMPREHENSIVE SITE VISIT	RESPONSIBILITIES OF THE UWI	RESPONSIBILITIES OF THE ACTT /LIAISON OFFICER
April 2016	1 year 5 months	<ol style="list-style-type: none"> 1. Submits a letter of intent to the ACTT indicating that it will be pursuing CIA. 2. Determines the Self-Study Model/Approach that will be used: Comprehensive or Thematic 3. Appoints key Self-Study personnel: <ol style="list-style-type: none"> a. Self-Study Coordinator b. Self-Study Steering Committee c. Self-Study Working Groups (WGs) d. support teams such as Research, Writing and Editorial. 4. Notifies the ACTT of: <ol style="list-style-type: none"> a. Self-Study Model/Approach b. names and designation of all key Self-Study personnel. 5. Undertakes a survey with the entire institution to get ideas about all the factors impacting positively and negatively on the institution from all 	<ol style="list-style-type: none"> 1. The ACTT appoints Liaison Officer 2. Liaison Officer meets with President/Head of institution and Self-Study Coordinator and discusses/reviews initial plans for the Self-Study processes including: <ol style="list-style-type: none"> a. Self-Study Model/Approach that will be used b. appointment and composition of key Self-Study personnel c. roles and responsibilities of key Self-Study personnel such as President, Self-Study Coordinator, Steering Committee and Work Group members, research, writing and editorial teams and the ACCT's Liaison Officer. d. proposed dates for: <ol style="list-style-type: none"> i. Subsequent Self-Study meetings ii. Comprehensive Site Visit.

Working towards the Comprehensive Site Visit			
ACTUAL DATE	TIME PRIOR TO COMPREHENSIVE SITE VISIT	RESPONSIBILITIES OF THE UWI	RESPONSIBILITIES OF THE ACTT /LIAISON OFFICER
		internal stakeholders.	
May 2016	1 year 4 months	<ol style="list-style-type: none"> 1. Identifies training needs e.g. workshops on self-evaluation, learning outcomes, assessment, etc. Seeks to fulfil identified needs through the ACTT's Liaison Officer and/or contracted providers. 2. WGs prepare Self-Study research questions and identify data needs - determine what pieces of information are needed to answer study research questions. WGs will likely need multiple data sources to answer each question. 	<ol style="list-style-type: none"> 1. ACTT's Liaison Officer assists institution in identifying training needs and advises institution on Self-Study workshop for institution's personnel. 2. Provides support to the institution to develop a structured Self-Study Plan. 3. Identifies and shares information on best practices with institution.
June 2016	1 year 3 months	<ol style="list-style-type: none"> 1. Self-Study Steering Committee approves a Self-Study Plan and calendar of accreditation-related events with related budgetary allocations. 2. Considers proposed site-visit dates and informs ACTT of these dates. 3. Confirms site-visit dates. 4. Self-Study Steering Committee reviews and agrees on roles and responsibilities of Working Group Chairs, and Members. 5. Editorial Committee prepares editorial guidelines for Self-Study Report 6. Chair of Steering Committee submits Final Self-Study Plan to the ACTT along with the completed application form and processing fee. 	<ol style="list-style-type: none"> 1. Reviews institution's Self-Study Plan and gives institution feedback and support as required. 2. Monitors institution's progress in relation to time line and plan submitted.
June – Sept 30th 2016	1 year 3 months – 1 year	<ol style="list-style-type: none"> 1. WGs collect data, conduct interviews, analyse data and develop draft chapters that are submitted to the Steering Committee at its monthly meetings. 	

Working towards the Comprehensive Site Visit			
ACTUAL DATE	TIME PRIOR TO COMPREHENSIVE SITE VISIT	RESPONSIBILITIES OF THE UWI	RESPONSIBILITIES OF THE ACTT /LIAISON OFFICER
		<ol style="list-style-type: none"> 2. Chairs of WGs to submit first draft of chapters by September 30th, 2016. 3. Steering Committee analyses draft reports from WGs; Chairs of WGs revise draft chapters of Self-Study Report based on feedback received from Steering Committee. 	
Oct 31st 2016	11 months	<ol style="list-style-type: none"> 1. Working Group Chairs to submit second draft of chapters to Self-Study Steering Committee. 	
Nov 2016	10 months	<ol style="list-style-type: none"> 1. Steering Committee hosts institution-wide accreditation meetings to update institution's community about progress with Self-Study and ongoing work. 2. Steering Committee internally invites, collects, collates and analyses comments on draft Self-Study Report and incorporates essentials where necessary. 	
Dec 9th 2016	9 months	<ol style="list-style-type: none"> 1. Submits First Official Draft of Self-Study Report to the ACTT. 	<ol style="list-style-type: none"> 1. ACTT's Liaison Officer reviews the institution's First Official Draft Self-Study Report and provides feedback.
Feb 2017	7 months	<ol style="list-style-type: none"> 1. Campus's writing team and editorial team prepare final Self-Study Report for submission to the ACTT. 2. Chair submits second draft / final Self-Study Report to the ACTT. 3. Steering Committee confirms members of the Evaluation Team and dates of the site visit and pays the evaluation fee. 	<ol style="list-style-type: none"> 1. ACTT's Liaison Officer reviews each draft of the Self-Study Report and provides feedback to the institution. 2. ACTT's Liaison Officer reviews the final Self-Study Report for completeness. 3. ACTT informs institution in writing to print multiple copies of the Self-Study Report. 4. Selects and communicates the names of the proposed Chair and other Evaluation Team members for Comprehensive Site Visit to the institution. 5. Prepares budget for the Comprehensive Site Visit and notifies institution in writing of names of proposed evaluators, dates of proposed site visit and cost of site-visit. 6. Formally invites proposed evaluators to

Working towards the Comprehensive Site Visit			
ACTUAL DATE	TIME PRIOR TO COMPREHENSIVE SITE VISIT	RESPONSIBILITIES OF THE UWI	RESPONSIBILITIES OF THE ACTT /LIAISON OFFICER
			participate and informs them of dates of visit.
March 31st 2017		1. Submits Second/Final Official Draft of Self-Study Report to the ACTT.	
May – July 2017		<ol style="list-style-type: none"> 1. Receives feedback from ACTT on second/final draft with the decision to approve printing of Self-Study Report (depends on quality of submission received). 2. Provides the following copies of the Self-Study Report to the ACTT for distribution to the members of the Evaluation Team: 3. ten (10) hardcopies of the final Self-Study Report 4. ten (10) softcopies of the final Self-Study Report on CDs and 5. ten (10) softcopies of all Appendices on CDs. Hardcopies of the Appendices are not submitted but must be made available in the Resource Room at the site visit. 6. Hosts mock Comprehensive Site Visit in preparation for the ACTT's Evaluation Team visit. 7. Campus allocates and prepares a Self-Study room and equips with necessary facilities – computer, shelving, cupboards, tables, chairs, telephone lines etc. 	<ol style="list-style-type: none"> 1. ACTT's Liaison Officer makes arrangements for site visit. 2. ACTT sends material to the Evaluation Team Members for review. 3. Conducts preparatory meeting with the Evaluation Team to prepare them for the Comprehensive Site Visit. 4. Conducts preparatory meeting with the institution's key personnel to prepare them for the site visit and discusses the institution's responsibility to provide: <ol style="list-style-type: none"> a. room with adequate equipment and facilities to accommodate Evaluation Team for the duration of the Comprehensive Site Visit. b. meals/refreshments during the visit c. all pertinent evidentiary documents d. other documents as requested by the Evaluation Team. e. the necessary personnel to meet with the Team during the visit. f. transport for tours and any off-site campus visits. g. other physical arrangements, for example, parking for evaluators and the ACTT's personnel.
Week of Oct 9th 2017 (specific dates to be determined)		1. Comprehensive Site Visit takes place.	<ol style="list-style-type: none"> 1. The Comprehensive Site Visit takes place with the ACTT/Evaluation Team having responsibilities to ensure the integrity and efficiency of the site visit. 2. Evaluation Team members interview the institution's personnel, review documents and tour the institution and its satellite sites (if applicable) to verify the information in the Self-Study Report. 3. Evaluation Team conducts an exit meeting

Working towards the Comprehensive Site Visit

ACTUAL DATE	TIME PRIOR TO COMPREHENSIVE SITE VISIT	RESPONSIBILITIES OF THE UWI	RESPONSIBILITIES OF THE ACTT /LIAISON OFFICER
			with institution personnel and advise them on their observations (strengths, weaknesses, not on the recommendations for accreditation).

Section F: Working Groups - Self-Evaluation Methodologies, Reporting Mechanism and Writing Responsibilities

Each Working Group must examine its assigned accreditation criterion and accompanying standards and proceed with a plan of action to:

- (i) Gather, review and analyze data/information pertinent to each criterion and relevant standards using guiding questions for the self- study process. The research questions will provide linkages principally with the UWI Strategic Plan, 2012-2017.
- (ii) Assess the extent to which the Campus meets the criterion and the relevant standards, with an indication of the evidence to be cited. In respect of each criterion, the assessment must include an evaluation of institutional strengths, weaknesses, opportunities and threats in relation to issues that arise and where necessary the working group must make recommendations to address the challenges identified.
- (iii) Document findings in support of each criterion, using the format recommended by the ACTT: **context, evidence, judgement, impact**
- (iv) Prepare the preliminary draft for a chapter addressing the specific accreditation criterion and accompanying standards in the Self-Study report.
- (v) Submit, **by September 30th, 2016**, the first draft report/chapter, referred to in (iv) above to the **Chair, Dr. Sandra Gift, Deputy Chair, Professor Jonas Addae and Self-Study Coordinator, Mr. Kristen Cockburn.**

It is recommended that Chairs of Working Groups meet periodically to review potential areas of overlap.

While the Self-Study Report will be a synthesis of the draft reports/chapters submitted by each Working Group and presented in the format prescribed by the Accreditation Council of Trinidad and Tobago (ACTT), at the same time it should not be merely a collection of various reports of the accreditation working groups. The aim in producing the St. Augustine Campus Self-Study is to ensure that both the Self-Study process and the product “...bind the institution together in the pursuit of a common direction with strong leadership and active community participation.” (Alstete, 2004 p.36)

Draft Structure of Self- Study Report

The general structure of the Self-Study Report will be reflective of the ACTT accreditation criteria and standards, as presented below. In addition, as with the Campus’s 2010 Institutional Accreditation Self-

Study Report, and in keeping with the mission and vision of The UWI, the 2017 Self-Study Report will include a chapter on Graduate Studies, Research & Innovation. Further, a theme indicative of The UWI's strategic directions is being identified by the Campus for infusion throughout the Report.

Section 1: Introduction:

- Chapter 1 : An introductory overview of campus and university developments and strategic directions since the St Augustine Campus attained institutional accredited status on February 05, 2011
- Chapter 2 : Mission, Vision, Core Values and Organisational Goals or Objectives

Section 2: Meeting ACTT's Criteria for Institutional Accreditation:

- Chapter 3 : Mission and Purpose

Category 1		Mission & Purpose
	Criterion Statement	<i>The institution's mission and purpose are appropriate to tertiary education and consistent with the policies and practices that guide its operations.</i>
	Standard 1.1	The institution has a clear, well-articulated mission that represents the institution's purposes and goals.
	Standard 1.2	The institution has a defined mission and purpose that are appropriate to tertiary education.
	Standard 1.3	The mission statement reflects the needs of the internal and external stakeholders.
	Standard 1.4	The mission is communicated to, and supported by, all stakeholders within the institution.

- Chapter 4 : Governance and Administration

Category 2		Governance & Administration
	Criterion Statement	<i>The institution's system of governance ensures ethical decision making and efficient provision of human, material and financial resources to effectively accomplish its educational and other purposes.</i>

	Standard 2.1	The institution's governance and administrative structures and practices promote effective and ethical leadership that is congruent with the mission and purpose of the institution.
	Standard 2.2	The institution's resource base supports the institution's educational programmes and its plans for sustaining and improving quality.
	Standard 2.3	The institution has sound policies and the financial capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution.
	Standard 2.4	The institution's system of governance provides for student input in decision making in matters directly and indirectly affecting them.

Chapter 5 : Teaching and Learning

Category 3		Teaching and Learning
	Criterion Statement	<i>The institution provides evidence of student learning outcomes and faculty effectiveness in achieving its educational purpose and demonstrates the capability to continue to do so.</i>
	Standard 3.1	The institution has set mechanisms and/or procedures to undertake academic planning and evaluation of educational programme objectives.
	Standard 3.2	The institution clearly specifies and publishes educational programmes, and the objectives and entry requirements for each programme.
	Standard 3.3	The institution values and promotes effective teaching.
	Standard 3.4	Programmes and courses are designed with mechanisms and/or procedures for the assessment of student learning outcomes.
	Standard 3.5	The institution's resources support student learning and effective teaching.

Chapter 6 : Preparedness for Change

Category 4		Preparedness for Change
	Criterion Statement	<i>The institution's human, material and financial resources are strategically allocated and employed to respond to the social and economic demands of a rapidly changing global society.</i>
	Standard 4.1	The institution has formal mechanisms and/or procedures to evaluate the achievement of its mission and purpose.
	Standard 4.2	The institution has set mechanisms and/or procedures to strategically and equitably allocate resources for present and future use.

Chapter 7 : Commitment to Continuous Improvement

Category 5	Commitment to Continuous
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		Improvement
	Criterion Statement	<i>The institution monitors, reviews and improves its Quality Management System through effective planning and evaluation, sustained effort and commitment to quality.</i>
	Standard 5.1	The institution allocates sufficient time and material, human and financial resources to effectively plan, monitor and evaluate its efforts on a continuous basis.
	Standard 5.2	The institution conducts environmental scanning and draws on the findings to enhance its effectiveness.
	Standard 5.3	The institution carries out short, medium and long term planning consistent with its mission and purpose.
	Standard 5.4	The institution provides opportunities for its faculty, administrative and other staff to enhance their capabilities.

Chapter 8 : Graduate Studies Research, Innovation and Entrepreneurship

Internationally benchmarked criterion and standards are being developed for this chapter

Section 3: Conclusion

Chapter 9 : Summary of findings and Recommendations

Section G: Budget

A draft budget has been prepared and is under consideration by the Campus Principal and Campus Bursar.

Section H: References

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Quality Assurance Unit,
St Augustine Campus

July 4th, 2016