

15th ANNUAL

# CANQATE CONFERENCE and AGM



Caribbean Area Network for  
Quality Assurance in Tertiary Education

## QUALITY HIGHER EDUCATION: MAKING IT A REALITY

### Conference Strands

- Linking technology, quality and higher education
- The role of quality assurance in meeting the challenges of diversity, inclusion and equity
- Taking higher education into the future: quality and innovation
- Academic fraud in higher education: what can institutions and quality assurance agencies do?
- Confronting the Caribbean reality
- Linking quality assurance and stakeholder needs
- Student enrolment in a changing environment

## NOVEMBER 13-15, 2018

MAGDALENA GRAND BEACH AND  
GOLF RESORT, TOBAGO, WEST INDIES

#### Submission of Abstracts

July 13, 2018

#### Notification of Acceptance

July 27, 2018

#### Submission of Final Paper

September 28, 2018

#### CANQATE Conference 2018 Secretariat

Division of Education, Innovation and  
Energy

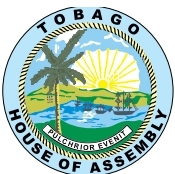
Singh's Building Dutch Fort, Scarborough  
Tobago House of Assembly, Tobago

**Tel:** 868-299-0781 ext. 3003/6

**Fax:** 868-635-0750

**Email:** canqatetobago2018@gmail.com

**Attn:** Danelle De Coteau / Lindy Davisson



This year marks CANQATE's fifteenth year of advancing quality assurance in higher education throughout the Caribbean. The conference will bring together quality assurance professionals, academics and other key stakeholders to share best practices, network with regional and international colleagues and engage in issues impacting on quality in higher education. We invite you to attend this year's annual conference in Tobago for a stimulating, intellectual and social experience.

# call for papers and posters

## Strands

The Conference accepts Papers or Posters on the following strands\*:

1. Linking technology, quality and higher education
2. The role of quality assurance in meeting the challenges of diversity, inclusion and equity
3. Taking higher education into the future: quality and innovation
4. Academic fraud in higher education: What can institutions and quality assurance agencies do?
5. Confronting the Caribbean reality
6. Linking quality assurance and stakeholder needs
7. Student enrolment in a changing environment

\*See *Explanation of Strands*

## Requirements for Submission

A. Submissions should include an abstract that is relevant to one of the strands.

### **The Abstract**

Abstracts for Papers and Posters should be **no more than 250 words** and formatted as follows:

- Strand
- Title of Paper or Poster
- Author(s): list each author's full name
- Institutional affiliation
- Email address(es) of author(s)
- Font: 12-point Times New Roman

B. Your submission should also include a biography of each author of **not more than 100 words**.

C. Submission should be emailed to [canqatetobago2018@gmail.com](mailto:canqatetobago2018@gmail.com)

## Deadlines

### **Submission of Abstracts:**

- July 13, 2018

### **Notification of Acceptance:**

- July 27, 2018

### **Submission of Final Paper:**

- September 28, 2018

*Note: Presenters are expected to register for the Conference by October 05, 2018 or submissions will be withdrawn.*



# explanation of strands

## 1. Linking technology, quality and higher education

The application of various technologies in higher education has supported classroom instruction, online delivery, student enrolment, student services and quality management for some time. However, the use of technology is not without its challenges, constraints and is sometimes disruptive. While the process of adopting and applying technology may often be uneven, unpredictable or at times mismatched, there is no denying that technology has tremendous transformative potential to impact the quality of higher education.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Technology, quality and higher education: creating the nexus in higher education
- Leveraging technology in the quest for quality higher education
- Applying ICT to quality assurance, data analysis and monitoring activities
- Digital learning – making it work with institutional and student constraints
- Overcoming the disruptive force of ICT in higher education
- The use of technology to improve student achievement
- Applying ICT to system-wide reform of education systems
- Using ICT to offer quality student services

## 2. The role of quality assurance in meeting the challenges of diversity, inclusion and equity

Inclusive, diverse and equitable education is now being recognised as an integral part of the current and future landscape of higher education. Planning for diversity often leads to transformational change, as institutions must re-examine themselves, develop new policies and adopt new strategies and processes. With a focus on the social benefits of higher education, equal opportunities and equity become integral goals of higher education. It is clear that education cannot be solely profit-oriented. Societal demands now require that higher education institutions play a more relevant role in terms of ensuring greater diversity, inclusiveness and equity. However, in spite of great efforts at institutional change, the thrust towards inclusion often leads to exclusion, inequities or even compromises to quality. Quality management systems and quality assurance personnel must now find ways to incorporate these emerging priorities to ensure that higher education institutions actually deliver on these goals.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Designing policies and strategies for diversity, inclusion and equity in higher education
- The reality of diversity, inclusion and equity in higher education
- Making inclusive education a reality
- Promoting diversity in the context of financial constraints
- Opening access to higher education – responding to societal needs and relevance
- Promoting diversity, inclusion and equity without sacrificing quality

### 3. Taking higher education into the future: quality and innovation

Higher education is a gateway to future realities, unhinging some of the old approaches and incorporating new and innovative approaches to education, institutional management and quality assurance. In light of growing competition, internationalisation of higher education, growing student expectations and fiscal challenges, institutions need more than ever to apply innovative strategies to achieve institutional goals, realise student achievement, overcome financial constraints and much more, while maintaining quality in its various forms. While higher education may be slow to change, leadership that rewards innovation, instills a sense of ownership and recognises talent can go a long way towards inspiring innovation. Further, innovation can be advanced through institutional 'think-tanks', international best practice, eliminating antiquated systems and facilitating key partnerships that help drive innovation forward.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- The role of leadership in promoting innovation in higher education
- Quality and innovation in higher education – pathways to future realities
- Innovation as key to quality enhancement and quality assurance
- Overcoming the obstacles to innovation in higher education
- Strategic partnerships – key to innovation and quality higher education
- Institutionalising a culture of innovation
- Using research findings to reform quality assurance practices and procedures

### 4. Academic fraud in higher education: What can institutions and quality assurance agencies do?

Quality assurance in higher education demands moral and ethical practices by students, faculty, institutions, quality assurance bodies and all other actors in the higher education landscape. In spite of great achievements by institutions and regulators over the past decades, academic fraud persists. Perpetrators of academic fraud continue to find new means of avoiding detection and exploiting loopholes in regulatory systems. Such practices as student cheating, plagiarism, professional misconduct and other forms of academic fraud undermine the very principles of education and can bring institutions and even entire educational systems into disrepute. In the quest to improve and assure quality higher education systems, the focus on eliminating academic fraud must remain a high priority.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Plagiarism, misrepresentation, cheating and other forms of academic fraud
- Diploma mills and accreditation mills
- Predatory open-access publishing, questionable peer review and fraudulent conferences
- Anticipating new forms of academic fraud
- Implementing proactive academic fraud detection techniques
- The role of external and internal quality assurance in combatting academic fraud



## 5. Confronting the Caribbean reality

Is the Caribbean reality of higher education different from that of the wider world? This strand seeks to explore how institutions in the Caribbean and other small island states cope with societal and administrative challenges. Inevitably, these challenges have an impact on student enrolment and financial sustainability of institutions. Caribbean higher education institutions must also respond to competition from online and international providers, demands by faculty for internationalisation of curricula, issues of brain-drain, student migration and return migration, the role of tourism and other key issues that affect Caribbean higher education.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Small institutions with big goals – ensuring the right systems are implemented
- Leveraging strategic partnerships to improve the quality of education in the Caribbean
- Quality assurance and programme relevance – ensuring that programmes meet national and regional development needs
- Maintaining institutional quality in the face of financial constraints
- Competition vs cooperation in the Caribbean higher education sector
- Importance of leadership in advancing the quality assurance agenda
- Impact and role of migration on Caribbean higher education
- Ensuring relevance of higher education in the Caribbean
- Exploring challenges of maintaining quality in higher education in the Caribbean

## 6. Linking quality assurance and stakeholder needs

Higher education institutions do not stand alone as they play a critical role serving local, national and regional communities. Industry leaders, policymakers, human resource professionals, state agencies, NGOs, religious bodies, community leaders and many others can play an important role in guiding the future of higher education. As a major stakeholder group, employers often articulate their need for graduates who are 'job-ready' and possess relevant, real world skills, competencies and attitudes. Quality assurance systems must be designed to engage stakeholders in bridging the gap between higher education institutions and their respective local, national and regional communities.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Matching qualifications to community and employer needs
- Ensuring work-ready graduates
- Bridging the gap between education and the contemporary workplace
- Hidden opportunities and niche qualifications
- The role and benefits of stakeholder engagement in quality higher education
- The impact of stakeholders in shaping the concept of quality in higher education

## 7. Student enrolment in a changing environment

Contemporary higher education institutions are faced with constraints such as meeting changing institutional and academic demands, employment and stakeholder needs, and the increasing demand for inclusiveness and diversity. The educational landscape has changed and institutions need to adapt. However, the quality of education provided should not be diminished. Changing demographics, demands for flexible learning, unpredictable student expectations and growing competition are some of the challenges facing institutions as they attempt to ensure sustainable enrolment levels while maintaining quality.

Among many other possibilities, this Strand welcomes papers on any of these key areas:

- Improving student enrolment:  
Quantity vs Quality
- Impact of student financing on enrolment
- Social media and recruitment
- Impact of migration and return migration on student enrolment
- Strategic enrolment planning – implementing new methods
- Declining enrolment trends and institutional sustainability



# conference information and guidelines

## Registration Fees (USD)

	By August 31, 2018		After August 31, 2018	
	Resident	Non-Resident	Resident	Non-Resident
Pre-Conference Workshop	\$100	\$125	\$100	\$125
Conference Rates (Members)	\$300	\$325	\$325	\$350
Conference Rates (Non-Members)	\$350	\$375	\$375	\$425
Conference Day Rate	\$225	\$250	\$225	\$250
Conference Group Rate*	\$300	\$300	\$300	\$350
Student Rate	\$150	\$150	\$150	\$150

\* Conference Group Rate applies to 3 or more persons from the same institution/company

## CANQATE Membership Fees (USD)

Individual: \$100

Associate: \$150

Full: \$200

## Conference Hotel

Magdalena Grand Beach and Golf Resort, Tobago Plantations Estate,  
Lowlands, Tobago

**Email:** [info@magdalenagrand.com](mailto:info@magdalenagrand.com)

**Web:** <http://www.magdalenagrand.com>

**Tel:** 868-660-8500

## Additional Instructions

Please use one registration form per person.

If you have problems registering, please contact the

Conference Secretariat at [canqatetobago2018@gmail.com](mailto:canqatetobago2018@gmail.com)

