CANQATE.

Caribbean Area Network for Quality Assurance in Tertiary Education

The 7th Annual International Canqate Conference And Meeting

National Academy for the Performing Arts (NAPA)
Port of Spain, Trinidad and Tobago

PRE-CONFERENCE WORKSHOP
November 23, 2010

CONFERENCE WORKSHOPS
November 24, 2010

INTERNATIONAL CONFERENCE
November 24-26, 2010

GENERAL MEETING
November 25, 2010

STUDENT FORUM
November 26, 2010

"Continuously Enhancing the Quality of Higher Education for Global Competitiveness"

CANQATE
Caribbean Area Network for
Quality Assurance in Tertiary Education

THE 7TH ANNUAL
INTERNATIONAL CANQATE
CONFERENCE & MEETING

November 23, 2010 • Pre-Conference Workshop   November 24-26, 2010 • CANQATE Conference and Meeting

"Continuously Enhancing the Quality of Higher Education for Global Competitiveness"

Notes to Delegates

- ## Location of Sessions
  Pre-Conference, Conference Workshops and Conference Session rooms are all located on the ground floor of the National Academy for the Performing Arts (NAPA), Port of Spain, Trinidad - Theatre 1, Theatre 2 and Lecture Room 1.

- ## Secretariat
  The Secretariat is located on the first floor of NAPA.

- ## Dress Code
  Conference and Meeting: Business Attire
  Opening Cocktail Reception: Elegant
  Cultural Presentation: Elegant or National Attire
  Closing Ceremony and Dinner: Formal

- ## Daily Transportation
  Transportation will be provided courtesy of Senator the Public Transport Service Corporation, Ministry of Works and Transportation.

- ## City Tour
  A City Tour will be conducted on November 26, 2010 from 12:45 pm - 4:30pm. This tour would allow for participants of the Conference and Meeting to visit the City of Port and Spain and participate in some light shopping in the Nation's Capital city.

- ## ATM/ Bank Facilities
  Participants would be able to change currency at their hotel and /or use their Master Card or Visa Card at retailers. Most retailers are also willing to accept US Dollars.

- ## Certificates of Participation
  Certificates of Participation would be presented to persons after the Pre-Conference Workshop, Conference Workshops and Conference Meetings.

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The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE)

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) had its genesis at an Internal Network for Quality Assurance Agencies in Higher Education (INQAAHE) workshop held in Montego Bay Jamaica May 2002. At this workshop which was hosted by the University Council of Jamaica (UCJ), the Caribbean participants present decided to form a regional quality assurance sub-network in keeping with the policy of INQAAHE with regard to regional groupings. Similar sub-networks have been formed in the Asia-Pacific Region and Europe and South America. CANQATE however started in 2003 and formally registered in 2004 and has as a membership seven (7) Quality Assurance Agencies, eighty one (81) tertiary institutions and one hundred and twenty-five (125) individuals.

CANQATE is a non-profit, non-governmental regional organisation where members come from post-secondary and tertiary education institutions as well as Quality Assurance Agencies. The major objective of CANQATE is to provide a platform for the sharing of best practices in Higher Education locally, regionally and internationally. The major goal of CANQATE is to promote and assist in the implementation of best practices in quality assurance (QA) in tertiary education; providing up-to-date information on QA issues for Caribbean agencies/networks/tertiary institutions and organisations; ensure mutual recognition among QA agencies in the Caribbean; encourage and support research in the field of QA in the region; and network regionally and internationally with similar organisations.

The annual regional CANQATE conference has been recognised by leaders in quality assurance in higher education as the premier event for fostering continuous growth and innovation in quality assurance and innovation in tertiary education in the Caribbean. The objective of the conference is to provide a platform for academics, teachers, educational administrators, training coordinators, quality assurance professionals, government officials and industry personnel from the Caribbean and global community to share best practices, present academic papers and review recent developments in the area of quality in tertiary education.

CANQATE BOARD OF MANAGEMENT FOR 2009-2011

- **Valda Alleyne** – *President,* Executive Director, Barbados Accreditation Council
- **Michael Bradshaw** – *Vice President*, Executive Director (Ag.), Accreditation Council of Trinidad and Tobago
- **Dr. Dawn Barrett-Adams** – *Secretary*, Accreditation Officer, University Council of Jamaica
- **Mervyn Extavour** – *Treasurer*, Coordinator, UWI Franchise, Cipriani College of Labour & Co-operative Studies Trinidad and Tobago and President, National Association of Technical Tertiary and Professional Educators of Trinidad and Tobago
- **Esther Brathwaite** – *Member*, Permanent Secretary Special Initiatives, Office of the Prime Minister, St. Lucia
- **Lorna Parkins** – *Member*, Executive Director, Caribbean Accreditation Authority for Education in Medicine and other Health Professions
- **Dr. Rhonda Chipman-Johnson** – *Member*, Executive Vice–President, Academic Affairs, The College of the Bahamas
- **Dr. Ethley London** – *Immediate Past President*, Executive Director, The University Council of Jamaica

The Accreditation Council
of Trinidad and Tobago (ACTT)

The Accreditation Council of Trinidad and Tobago (ACTT) was established by Chapter 39:06 as the principal body in Trinidad and Tobago responsible for the quality assurance of higher education institutions, programmes and awards. The primary services offered by ACTT are conferment of institutional title, registration of higher education institutions, accreditation of higher education institutions and programmes, recognition of foreign qualifications and awards, programme approval and quality enhancement support for institutions. The work of ACTT mirrors the commitment by the Government of Trinidad and Tobago to improve quality in the tertiary education sector. It ensures that stakeholders obtain value for their investment and by extension also facilitates increased economic, social and cultural development as quality assured institutions produce world class graduates who are committed to the task of national and regional development.

Mission

To assure the quality and integrity of higher education primarily through recognition, registration and accreditation as well as public education and related activities, while ensuring the efficiency and transparency of our operations and demonstrating commitment to national development and global competitiveness.

Vision

ACTT will be the principal authority in Trinidad and Tobago for quality assurance and continuous improvement in higher education and a leader in innovation and best practice.

ACTT
The Accreditation Council
of Trinidad and Tobago
Established by Chapter 39:06
Quality is the Key

Message from Senator
The Honourable Fazal Karim
Minister of Science, Technology and Tertiary Education

I am pleased that Trinidad and Tobago is the host for the 7th Annual Caribbean Area Network for Quality Assurance in Higher Education (CANQATE) Conference and Meeting. I heartily welcome the delegates from across the region and internationally to our shores and I hope that you will find the information useful. I also hope that you do enjoy the hospitality of the people of this country.

The theme of this conference, "Continuously Enhancing the Quality of Higher Education for Global Competitiveness", is a subject that is very close to the heart of the government of Trinidad and Tobago. Over the next few years, we will be working assiduously to increase access to tertiary education in an effort to build a nation of competent and knowledgeable persons who will be able to compete with the best on the international stage.

It is particularly significant that this year's conference is being hosted by the Accreditation Council of Trinidad and Tobago (ACTT), as this agency's mandate is to ensure that programmes delivered in Trinidad and Tobago are relevant to the needs of our citizens as they seek employment nationally, regionally and beyond. ACTT continues to research and share international best practice in quality assurance to facilitate this.

I am hopeful that you the participants will be able to craft strategies from the ideas generated during the Conference so as to improve your competitive advantage.

I must express my appreciation for all those who have put hard work and effort into the organisation of this Conference. I also congratulate ACTT for their contribution.

I have every confidence that these deliberations will garner fruitful and highly beneficial results.

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7th Annual CANQATE International Conference and Meeting | Message from the Minister of Science, Technology & Tertiary Education

Message from Valda Alleyne
President, CANQATE

It is with immense pleasure that I welcome all presenters, participants and other interested persons to the 7th Annual Conference and Meeting of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) being held in Trinidad, the Land of the Hummingbird.

This year's Conference theme "Continuously Enhancing the Quality of Higher Education for Global Competitiveness" is relevant and timely as worldwide, the higher/tertiary education sector continues to struggle with mass demand for lifelong learning, inequalities in access, limited finances, increasing student mobility and a growing demand for accountability and relevance, amongst other challenges.

The global response is that tertiary institutions will need to redefine their roles and missions in order to sustain quality educational provision. Equally important, accreditation bodies/agencies will need to examine the effectiveness and relevance of the traditional quality assurance frameworks given the constant changes in the tertiary environment.

I am confident that the Pre-Conference and Conference over the next four (4) days will result in rich discourses and strategies for charting the way forward for the Caribbean.

On behalf of the Board of Management of CANQATE, I wish to thank the Ministry of Science, Technology and Tertiary Education of Trinidad and Tobago and the Accreditation Council of Trinidad and Tobago for hosting this year's conference and extend congratulations for a job well done. I anticipate that all delegates will have a productive and enjoyable learning experience from this networking and professional development opportunity.

Welcome Message from the Chairman of the Board of Directors
Michael R. Dowlath, PhD.

On behalf of the Board of Directors and the committed staff of the Accreditation Council of Trinidad and Tobago (ACTT) I am happy to welcome all participants to the 7th Annual CANQATE Conference and Meeting. The theme of this conference "Continuously Enhancing the Quality of Higher Education for Global Competitiveness" is a call for all of us as 'reflective professionals' to share our best practices to improve the delivery of quality tertiary education throughout the Caribbean.

This Conference serves as a forum to strengthen the networking amongst our Quality Assurance Agencies and post-secondary and tertiary institutions. There exist high expectations of all participants as leaders in tertiary education to come together in a spirit of collegiality and collaboration to facilitate a shared vision thus ensuring continuous improvement of the sector. In reflecting on our 'fitness for purpose' as institutions, there is a need to continuously realign within the context of international best practices. To achieve the stated objectives of the 7th CANQATE Conference and Meeting requires a commitment from each participant to deploy our knowledge and skills to the best of our abilities in an atmosphere that will allow critical thinking, creativity and innovation to flourish. Best Wishes for a successful Conference.

Message from Michael Bradshaw
Chairman of CANQATE Steering Committee, Executive Director (Ag.), ACTT

It is with pleasure that I welcome all our delegates to the 7th Annual Conference and Meeting of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE), which has as its theme "Continuously Enhancing the Quality of Higher Education for Global Competitiveness". This is the second time that Trinidad and Tobago has hosted the event and it promises to be as stimulating and insightful as the first.

Now in its 7th year, the Annual Conference and Meeting continues to attract participants from a wide cross section of the higher education sector from the region and beyond. Over the next three (3) days, speakers will engage you, presenting their experiences in achieving quality in the various organisations to which they belong. You know what your unique strengths are and these may have facilitated the success of your institution to date. However, the higher education sector is in a constant state of flux, and institutions must take steps to remain at the forefront.

Your challenge will be to take the ideas and experiences from the Conference, improve upon them where possible, and establish your own quality management initiatives. This will enhance delivery and produce graduates who are prepared for the world of work and who may compete on the international arena.

To all our foreign delegates, I invite you to take back not only the information you receive during the many sessions, but to take advantage of the social activities that have been organised. Enjoy the richness of the culture of Trinidad and Tobago.

May you have a productive and enjoyable Conference and Meeting.

The CANQATE Conference and Meeting 2010
Steering Committee

Michael Bradshaw
Executive Director (Ag.), ACTT, Chairman of the Steering Committee

Angela Sinaswee-Gervais
Deputy Permanent Secretary, Ministry of Science, Technology and Tertiary Education (MSTTE)

Dr. Ronald Brunton
Director, Qualifications and Recognition, ACTT

Curtis Floyd
Director, Accreditation & Quality Enhancement (Ag.), ACTT, Chairman Hospitality and Transportation Committee

Emily Pascal
Director, Finance and Administration, ACTT

Karel Stephen
Corporate Communications Specialist, ACTT

Nikeisha Brathwaite
Executive Assistant (Ag.), ACTT, Secretary

Dr. Sandra I. Gift
Senior Programme Officer/Institutional Accreditation Coordinator, Quality Assurance Unit, Office of the Board for Undergraduate Studies, UWI

Wayne Pierre
Chief Executive Officer, Tobago Hospitality and Tourism Institute

Dr. Gillian Paul
Vice President – Academic Affairs, COSTAATT, Chairman for Papers and Presentation Committee

Wendy Augustus
Director (Ag.), Cipriani College of Labour and Cooperative Studies

Reverend Dr. Errol Joseph
President, Trinidad and Tobago Association of Private Secondary Schools

CANQATE
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THE 7TH ANNUAL
INTERNATIONAL CANQATE
CONFERENCE & MEETING

Schedule of Events

TUESDAY NOVEMBER 23, 2010

Pre-Conference Workshop

TIME	ACTIVITY	VENUE
7:30 am	Buses depart from Hotels to NAPA in Port of Spain	
8:00 am	REGISTRATION (Pre-Conference Workshop)	NAPA Lobby
9:00 am	**PRE-CONFERENCE WORKSHOP** **"Effective Governance and Administration at Higher Education Institutions"** - Professor David A. Wissmann, Chairperson, Department of Law and Justice, Professor of Sociology and Anthropology, Avila University, Kansas City, Missouri	**Theatre 2**
10:30 am	COFFEE BREAK	NAPA Lobby
10:50 am	**PRE-CONFERENCE WORKSHOP (cont'd)**	**Theatre 2**
12:00 noon	LUNCH	NAPA Restaurant
1:05 pm	**PRE-CONFERENCE WORKSHOP (cont'd)**	Theatre 2
2:30 pm	COFFEE BREAK	NAPA Lobby
2:45 pm	**PRE-CONFERENCE WORKSHOP (cont'd)**	Theatre 2
4:30 pm	END OF PRE-CONFERENCE WORKSHOP	
4:30 pm	Buses depart from NAPA to Hotels	
5:45 pm	Buses depart from Hotels to The University of the West Indies	
6:30 pm	**OPENING CEREMONY – KEYNOTE ADDRESS** **"Continuously Enhancing Quality for Global Competitiveness"** **Father Clyde Harvey**	**The University of the West Indies Office of the Campus Principal**
8:30 pm	Buses depart from The University of the West Indies to the Hotels	

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THE 7TH ANNUAL
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Schedule of Events | **WEDNESDAY NOVEMBER 24, 2010**

Day 1 of Conference

TIME	ACTIVITY	VENUE
7:30 am	Buses depart from Hotels to NAPA	
8:00 am	REGISTRATION	NAPA Lobby
9:00 am – 10:00 am	**CONCURRENT CONFERENCE WORKSHOPS** **"Big Quality for Small Institutions"** Dr. Ruby S. Alleyne - Vice President Quality Assurance & Institutional Advancement The University of Trinidad and Tobago	**Theatre 1**
	"After the Self-study, What Next?" Dr. Sandra I. Gift, Senior Programme Officer/Institutional Accreditation Coordinator, Quality Assurance Unit Office of the Board for Undergraduate Studies The University of the West Indies, Trinidad	**Theatre 2**
10:00 am – 10:20 am	COFFEE BREAK	NAPA Lobby
10:20 am – 12:00 noon	**CONCURRENT CONFERENCE WORKSHOPS (cont'd)** **"Big Quality for Small Institutions"** Dr. Ruby S. Alleyne, Vice-President, Quality Assurance & Institutional Advancement The University of Trinidad and Tobago	**Theatre 1**
	"After the Self-study, What Next?" Dr. Sandra I. Gift, Senior Programme Officer/Institutional Accreditation Coordinator, Quality Assurance Unit Office of the Board for Undergraduate Studies The University of the West Indies, Trinidad	**Theatre 2**
12:00 noon	LUNCH	NAPA Restaurant
1:05 pm – 1:50 pm	**PLENARY SESSION 1** **"Achieving Competitive Advantage Through** **Quality Assurance"** Valda V. Alleyne, Executive Director Barbados Accreditation Council	**Theatre 1**

TIME	ACTIVITY	VENUE
1:55 pm – 2:25 pm	**CONCURRENT SESSION 1**	
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS	
	"Trinidad and Tobago Hospitality and Tourism Institute's Focus On Quality"	**Theatre 1**
	Patricia Butcher, Executive Director	
	Elizabeth Hudlin, Quality Assurance Manager	
	Trinidad and Tobago Hospitality and	
	Tourism Institute	
	ACHIEVING A COMPETITIVE ADVANTAGE THROUGH QUALITY ASSURANCE	
	"Using Quality Assurance as a Business Model to Leverage Competitive Advantages for TVET Training Providers"	**Theatre 2**
	Orlando Hewitt, Quality Assurance Specialist	
	NCTVET- Heart Trust/NTA, Jamaica	
	LEVERAGING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) TOWARDS CONTINUOUS IMPROVEMENT IN HIGHER EDUCATION INSTITUTIONS	
	"How Can Information & Communications Technology (ICT) Be Used to Enhance Accreditation"	**Lecture Room 1**
	Aldith Copeland, Accreditation Officer	
	University of Technology, Jamaica	
2:25 pm – 2:35 pm	COFFEE BREAK	NAPA Lobby
2:35 pm – 3:05 pm	**CONCURRENT SESSION 2**	
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS	
	"Quality Assurance Through Service Climate, Collaboration and Organizational Learning: Creating Strong Internal and External Mechanisms for Enhancing Quality"	**Theatre 1**
	Ian Austin, Head of Country Site	
	Pamela Dottin, Quality Assurance Officer	
	The University of the West Indies Open Campus, Barbados	
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS	
	"Quality Issues in Community Colleges: Management of Extension Sites"	**Theatre 2**
	Dr. Ethley London, Executive Director	
	Dr. Lisa Henlin, Accreditation Officer	
	University Council of Jamaica	

TIME	ACTIVITY	VENUE
	LEVERAGING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) TOWARDS CONTINUOUS IMPROVEMENT IN HIGHER EDUCATION INSTITUTIONS **"Tobago, The New Knowledge-based Economy: The Case for ICTs in Higher Education"** Sonia Mc Letchie-Duncan, Senior Research Analyst Akeela Trim, Research Assistant Dèlène White, Research Assistant Department of Planning, Division of Planning and Development, Tobago House of Assembly	**Lecture Room 1**
3:10 pm – 3:40 pm	**CONCURRENT SESSION 3** BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Building Quality into an Organization's Operations The Case of University of Trinidad and Tobago Bachelor of Education Programme"** Dr. Stephen Joseph, Assistant Professor & Academic Administrator, The University of Trinidad and Tobago	**Theatre 1**
	ACHIEVING A COMPETITIVE ADVANTAGE THROUGH QUALITY ASSURANCE **"Ensuring Quality in the Teaching Profession in the Context of Cross-border Higher Education Service Providers."** Dr. Jerome De Lisle, Lecturer in Educational Administration, School of Education, The University of the West Indies, Trinidad	**Theatre 2**
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Building Quality into an Institution's Operations: A Legal Framework"** Rajiv Jebodh, Research Officer Legal Department The Accreditation Council of Trinidad and Tobago	**Lecture Room 1**
3:45 pm	Buses depart from NAPA to Hotels	
6:30 pm	Buses depart from Hotels to NAPA	
7:00 pm – 9:00 pm	**"Flavours of Trinidad and Tobago" A Cultural Presentation** Ministry of Arts and Multiculturalism	**Theatre 1**
9:00 pm	Buses depart from NAPA to Hotels	

CANQATE
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THE 7TH ANNUAL INTERNATIONAL CANQATE CONFERENCE & MEETING

Schedule of Events

THURSDAY NOVEMBER 25, 2010

Day 2 of Conference

TIME	ACTIVITY	VENUE
7:30 am	Buses depart from Hotels to NAPA	
8:00 am	REGISTRATION	NAPA Lobby
8:30 am – 9:15 am	**PLENARY SESSION 2** **"Building Quality into Institutions Operations"** Dr. Ruby S. Alleyne, Vice President Quality Assurance & Institutional Advancement The University of Trinidad and Tobago	Theatre 1
9:20 am – 9:50 am	**CONCURRENT SESSION 4** ACHIEVING A COMPETITIVE ADVANTAGE THROUGH QUALITY ASSURANCE **"The Impact of Accreditation on Quality Assurance in Private Tertiary Institutions"** Dr. Ethley London, Executive Director Dr. Angela Penny, Director, Board of Studies University Council of Jamaica	Theatre 1
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"An Examination of Leadership Styles and the Management of Quality in a Multi-Campus Institution"** Dr. Makesha Evans - Principal, College for Leadership & Theological Development Vice President - Graduate Studies International University of the Caribbean Julie A. Newton, Dean College for Leadership & Theological Development International University of the Caribbean, Jamaica	Theatre 2
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Adding Quality to the Higher Education Equation"** Kereen McPherson, Senior Quality Assurance Officer The Accreditation Council of Trinidad and Tobago	Lecture Room 1
9:50 am – 10:10 am	**COFFEE BREAK**	**NAPA Lobby**

TIME	ACTIVITY	VENUE
10:10 am – 10:40 am	**CONCURRENT SESSION 5** ENSURING STAKEHOLDER SATISFACTION THROUGH FUTURE FOCUSSED STRATEGIES **"Balancing Academic Achievement and Sports in Caribbean Higher Education while Maintaining Quality"** Dr. Audrey Thomas, Curriculum Specialist University of Technology, Jamaica	Theatre 1
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Collaborative Partnerships as a Model for Enhancing Entrepreneurial Quality Management in an Institution's Practice: The Experience of the School of Accounting and Management (Caribbean)"** Asaf Pirali, President SAM Caribbean Ltd., Trinidad	Theatre 2
10:45 am – 11:15 am	**CONCURRENT SESSION 6** BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Building Quality in a New Higher Education Institution Through Faculty Development"** Professor Jeanette Morris, Programme Professor School of Cognition, Learning and Education The University of Trinidad and Tobago	Theatre 1
	ACHIEVING A COMPETITIVE ADVANTAGE THROUGH QUALITY ASSURANCE **"Innovation and Entrepreneurship as Drivers for Performance Excellence in Tertiary Level Institutions"** Marcia Commissiong, Manager, Quality Assurance Jeremy Williams, Quality Assurance Officer The University of Trinidad and Tobago	Theatre 2
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Exploring the Cost-Effectiveness of Distance Education to Train Teachers"** Ethrose Crosby, Lecturer Moneague College, Jamaica	Lecture Room 1
11:20 am – 11:50 am	**CONCURRENT SESSION 7** ENSURING STAKEHOLDER SATISFACTION THROUGH FUTURE FOCUSSED STRATEGIES **"Managing Stakeholder Interest in Developing National and Regional Qualifications Frameworks"** Dr. Ronald Brunton, Director Qualification and Recognition The Accreditation Council of Trinidad and Tobago	Theatre 1

TIME	ACTIVITY	VENUE
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Evolving a Need-Based Higher Education Initiative for Capacity Development in Nigeria"** Dr. Annette A. George, Assistant Professor Dr. Darlington Richards, Associate Professor Morgan State University, The Earl G. Graves School of Business Management (SBM), United States of America	**Theatre 2**
12:00 noon – 1:00 pm	LUNCH	NAPA Restaurant
1:05 pm – 1:50 pm	**PLENARY SESSION 3** **"Enhancing Quality in Higher Education Through Faculty and Staff Development"** Eduardo Ali, Chairman Board of Directors Caribbean Agency for Higher Education Development Inc.	**Theatre 1**
1:55 pm – 2:25 pm	**CONCURRENT SESSION 8** LEVERAGING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) TOWARDS CONTINUOUS IMPROVEMENT IN HIGHER EDUCATION INSTITUTIONS **"Quest for Quality Core: Ingredients for the Successful Delivery of Distance Education Programmes"** Simone Primus, Manager Registration (Ag.) The Accreditation Council of Trinidad and Tobago Gersha Pierre, Director Quality Assurance University of the Southern Caribbean (USC), Trinidad	**Theatre 1**
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Developing a Culture of Quality in Higher Education: The Case of the UWI Open Campus"** Dr. Diane Thurab-Nkhosi, Curriculum Development Specialist, Undergraduate Programmes Academic Programming and Delivery Division The University of the West Indies Open Campus, Trinidad	**Theatre 2**
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"But, Is It Built Into The Work Load? The Challenges of Faculty Development to Support Online Teaching."** Dr. Patricia Worrell, School of Education The University of the West Indies, Trinidad	**Lecture Room 1**
2:25 pm – 2:35 pm	COFFEE BREAK	NAPA Lobby

TIME	ACTIVITY	VENUE
2:35 pm – 3:10 pm	**CONCURRENT SESSION 9**	
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Using ISO 9001:2008 and Malcolm Baldrige Quality Award Criteria to Build Quality in Educational Institutions"** Dionne A. Mills, Quality Assurance Officer Cipriani College of Labour and Cooperative Studies, Trinidad	**Theatre 1**
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"Connecting Faculty and Librarians at Northern Caribbean University Through a Library Liaison Programme"** Natalee Knight, Open Stacks and Audiovisual Librarian Northern Caribbean University, Jamaica	**Theatre 2**
3:15 pm – 3:45 pm	**CONCURRENT SESSION 10**	
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Ensuring Quality Through Faculty and Staff Professional Development Sessions: The Council of Community Colleges of Jamaica's Experience"** Cebert Adamson, Executive Director; Simone Earle-Barrett, Testing and Measurement Officer; Gregory Fletcher, Examination Officer Paul Williams, Curriculum Officer Council of Community Colleges of Jamaica (CCCJ)	**Theatre 1**
	ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Faculty as Reflective Practitioners Must Become Professional Learners to Enhance the Quality of Higher Education"** Deborah St. Clair Acting Deputy Director of Academic Affairs , Cipriani College of Labour and Cooperative Studies, Trinidad	**Theatre 2**
3:50 pm	Buses depart from NAPA to Hotels	
4:00 pm – 6:00 pm	**CANQATE General Meeting**	**Theatre 1**

CAN QATE
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Quality Assurance in Tertiary Education

**THE 7TH ANNUAL
INTERNATIONAL CANQATE
CONFERENCE & MEETING**

Schedule of Events   **FRIDAY NOVEMBER 26, 2010**

Day 3 of Conference

TIME	ACTIVITY	VENUE
7:30 am – 8:00am	Buses depart from Hotels to NAPA	
8:00 am – 8:30 am	REGISTRATION	
8:30 am – 9:15 am	**PLENARY SESSION 4** **"Leveraging ICT towards Continuous Improvement in Higher Education Institutions"** Cathy-Ann Radix, Lecturer Faculty of Engineering The University of the West Indies, Trinidad	Theatre 1
9:20 am – 9:50 am	**CONCURRENT SESSION 11** ENHANCING QUALITY IN HIGHER EDUCATION THROUGH FACULTY AND STAFF DEVELOPMENT **"Part-time Faculty - Who Are They, What They Do and What is the Impact on Quality in Education?"** Cebert Adamson, Executive Director and Council of Community Colleges of Jamaica (CCCJ) Jenifer Ellis, Senior Director Human Resources University of Technology, Jamaica	Theatre 1
	BUILDING QUALITY INTO AN INSTITUTION'S OPERATIONS **"A Little Leaven Corrupteth The Whole Lump: Academic Cheating as a Hindrance to Achieving Quality Academic Outcomes In Higher Education"** Dr. Jerome De Lisle, Senior Lecturer in Educational Administration, School of Education The University of the West Indies, Trinidad Cheryl M. Bowrin, Instructor II The University of Trinidad and Tobago Sherma Joseph, Curriculum Development Specialist Trinidad and Tobago Hospitality & Tourism Institute	Theatre 2
9:50 am – 10:05 am	COFFEE BREAK	NAPA Lobby

THE 7TH ANNUAL INTERNATIONAL CANQATE CONFERENCE AND MEETING

TIME	ACTIVITY	VENUE
10:05 am – 11:40 am	**CONCURRENT STUDENT FORUM**	
	"What Role Should the State Play in Determining the Direction of Education?"	**Theatre 1**
	"The Role of Students in Decision Making in Higher Education Institutions?"	**Theatre 2**
11:45 am – 12:30 pm	**Technology the Future of Education** Blink Broadband / Bmobile	**Theatre 1**
12:30 pm	END OF CANQATE CONFERENCE 2010	
12:40 pm - 4:30 pm	CITY TOUR - Buses depart from NAPA	
1:30 pm – 4:30 pm	**Meeting of the External Quality Assurance Agencies** (Selected Agencies)	**Theatre 2**
4:30 pm	Buses depart from NAPA to Hotels	
6:30 pm	Buses depart from Hotels to HYATT Regency Hotel	
7:00 pm	**Closing Reception and Dinner**	**Jade Room HYATT Regency Hotel**
10:00 pm	Buses depart from HYATT to Hotels	

Pre-Conference Facilitator
Dr. David A. Wissmann
Chairperson, Department of Law and Justice
Professor of Sociology and Anthropology
Avila University

Dr. David Wissmann has worked with the Higher Learning Commission (HLC) for the past fifteen (15) years. In addition to serving as a team chair on evaluation visits to a wide variety of colleges and universities, he has been a member of the HLC peer review training and advisory team and has mentored/trained hundreds of new and experienced peer reviewers.

Dr. Wissmann has also served as a Board of Trustee member and board chair for both college and non-profit agencies. A former college administrator, he is currently the chairperson of the Department of Law and Justice Studies and Professor of Sociology at Avila University in Kansas City, Missouri.

Biographies of Plenary Presenters

Valda Alleyne, Executive Director
Barbados Accreditation Council

Ms. Valda Alleyne is the Executive Director of the Barbados Accreditation Council. She received her Bachelor of Science Degree in Economics and Management from the University of the West Indies, Cave Hill. Ms. Alleyne holds a Master of Science Degree in Human Resource Development from the University of Manchester, United Kingdom. She is currently pursuing an MPhil/PhD. in Social Policy at the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES), UWI, Cave Hill where her thesis will focus on the "Impact of Quality Tertiary Education and Training on the Labour Market in Barbados". She has also had other professional training in human resource planning, performance management and the management of training.

Ms. Alleyne has over twenty (25) years in human resource development at the national level. Her work experience includes being the acting Deputy Principal Training Officer, Training Administration Division, Senior Technical Officer with the Technical and Vocational Educational and Training (TVET) Council and the Senior Economist, National Productivity Council.

From 2007-2009, Ms. Alleyne served as the Secretary on the Board of Management of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE). In October, 2009, she was elected as President for a two-year term.

Throughout her life experiences, Ms. Alleyne has been guided by the Bible verse that "I can do all things through Christ who strengthens me", Philippians chapter 4 vs 13.

Eduardo Ali, Chairman Board of Directors
Caribbean Agency for Higher Education
Development Inc. Employment & Consulting

Chairman of the Board of Directors of the Caribbean Agency for Higher Education Development (CAHED), an international private research and consulting establishment that works with international partners, governments, research enterprises and higher education institutions to strengthen higher education planning, policy development and systems reform within the Caribbean. CAHED is at present working on projects and programmes

with several international strategic partnerships and consortia from England, Scotland, Eastern Europe, Africa and the Caribbean.

His extensive work experience has spanned 22 years in Latin America and the Anglophone Caribbean region and includes holding policy, managerial, advisory, curriculum, research and consulting roles, developing systems for quality assurance, accreditation, continuing education, distance education, technical and vocational education and training and higher education.

A few examples include working as:

- Member in the team involved in the establishment of the Accreditation Council of Trinidad and Tobago through legislative and policy development prior to set up and then as a member of the Board of Directors

- Board member of CANQATE and the Caribbean Association for Distance and Open Learning

- Evaluation consultant for the European Union examining the efficiency and effectiveness of the Caribbean Knowledge and Learning Network

- Research consultant to the UNESCO Institute for Higher Education in Latin America and the Caribbean looking at trans-national higher education and accreditation systems

- Quality assurance professional roles where he established systems for management of quality with the University of the West Indies, Council of Legal Education-Hugh Wooding Law School, School of Accounting and Management (Caribbean) and varied other private institutions

Research and Publications

Mr. Ali's research interests include: higher education policy analysis; globalisation and regionalism in education policy; trans-national higher education; quality assurance and accreditation; developing higher education institutional research and planning systems; succession planning, leadership and managerial education for higher educators and service quality systems

He has presented papers on quality assurance and trans-national and distance education in several regional and international conferences. This included presenting over 8 papers for 5 successive years at CANQATE. He has also jointly published one chapter and two single authored chapters on quality assurance themes in international texts.

At present Mr. Ali has two journal publications in press examining globalisation, regionalism and accreditation policy.

Dr. Ali recently completed a doctoral degree in education which specialised in tertiary education policy studies with the University of Sheffield. His thesis examined the accreditation policy production processes within the CSME. It looked at the relationships among the role of politics, empirical policy research and the impact of globalisation on accreditation policy as an expression of new regionalism.

Dr. Cathy-Ann Radix, Lecturer
The University of the West Indies

Cathy-Ann Radix is a Computer Systems Engineering lecturer attached to the Department of Electrical and Computer Engineering (DECE), Faculty of Engineering, University of the West Indies (UWI), St. Augustine campus. She has recently been tasked with reviewing metrics, associated with Departmental quality processes, in order to define appropriate targets. DECE has been commended for maintaining a "living, breathing" quality system.

CANQATE. MEMBERSHIP

Institutions and persons involved in the tertiary educaction sector are invited to become part of the growing membership of CANQATE. Membership is open to all countries. There are three types of Membership and Annual Membership Fees:

FULL – organisations such as accrediting agencies, universities and other tertiary institutions, evaluation agencies and similar organisations within the region responsible for assuring the academic quality of tertiary institutions or education programmes. Annual fee - US$100.00

ASSOCIATE – organisations with a major interest in evaluation, accreditation and quality assurance in higher education but without the responsibility for assuring quality for institutions or education programmes. Annual Fee - US$75.00

INDIVIDUAL – persons who are interterested in and/or involved in quality assurance. Annual Fee - US$50.00.

For more info visit our website at www.canqate.org or contact
Barbados Accreditation Council (BAC)
123 A&B (Plaza Centrale), Roebuck Street, Bridgetown, St. Michael,
BB 11080, Barbados, West Indies
E-mail: vv-alleyne@bac.gov.bb • Tel: (246) 429-8760/436-9094 • Fax: (246) 429-9233

Biography of Plenary & Conference Workshop Presenter

Dr. Ruby S. Alleyne, Vice-President Quality Assurance & Institutional Advancement
The University of Trinidad and Tobago

Dr. Ruby S. Alleyne holds the degree of Doctor of Philosophy in Education from the University of the West Indies, St Augustine, Trinidad and Tobago. She specialises in Educational Administration, Leadership, Quality Assurance and Accreditation.

Dr. Alleyne is the Vice-President, Quality Assurance and Institutional Advancement at the University of Trinidad and Tobago. Prior to this she served as Executive Director of the Accreditation Council of Trinidad and Tobago (ACTT) from February 2005 – March 2009 and Chief Executive Officer of Premier Quality Services Limited (a training subsidiary of the Trinidad and Tobago Bureau of Standards) from 2002 – 2004. She has worked in the field of quality assurance in the Caribbean for over a decade and has also served as a consultant in other countries in the Caribbean region.

An educator for all of her career, Dr. Alleyne has served on several Cabinet-appointed committees. She was the Chairperson of the Implementation Team for the establishment of the Accreditation Council of Trinidad and Tobago and Deputy Chairperson of the committee to design a seamless education and training system for Trinidad and Tobago. Her most recent appointment was in July of this year when she served as a member of the Technical Committee to review and revise the Draft Policy on Tertiary Education, Technical and Vocational Education & Training (TVET) and Lifelong Learning for Trinidad and Tobago.

Dr Alleyne was elected in November 2009 to the position of Vice-President, Accreditation Activities of the nascent Caribbean Accreditation Council for Engineering and Technology (CACET).

Biography of Conference Workshop Presenter

Dr. Sandra I. Gift,
Senior Programme Officer/
Institutional Accreditation Coordinator,
Quality Assurance Unit
Office of the Board for Undergraduate
Studies, The University of the West Indies,
Trinidad

Dr. Sandra Ingrid Gift holds a Bachelor of Arts honours degree in French and Spanish Language and Literature from the University of the West Indies (UWI); a Postgraduate Diploma in Development Studies, (accredited as a Master's Degree) from the University of Geneva in Switzerland; a Master of Philosophy Degree and Doctor of Philosophy Degree in Education (with High Commendation) from the University of the West Indies.

Dr. Gift is an educator with over twenty-five (25) years experience in the field of education regionally and internationally. Fourteen of these years have been devoted to supporting the work of the United Nations Educational Scientific and Cultural Organization (UNESCO) for the promotion of quality education, through initiatives aimed at ensuring the relevance of school curricula.

Since 2002, she is Senior Programme Officer in the Quality Assurance Unit, at UWI's, St. Augustine Campus, with responsibility for quality assurance reviews of academic programmes and contributing to the promotion of a culture of quality across all campuses of the University. She currently also serves as Institutional Accreditation Coordinator for the St. Augustine Campus in support of its candidacy for institutional accreditation with the Accreditation Council of Trinidad and Tobago (ACTT).

Dr. Gift is member of the International Network of Quality Assurance Agencies for Higher Education (INQAAHE). She has participated in many quality assurance and accreditation training activities regionally and internationally and is a trained evaluator with the ACTT.

In her outreach portfolio Dr. Gift has served as Second Vice President of the Association of Caribbean Higher Education Administrators (ACHEA) and is a member of the Executive of the Trinidad and Tobago National Commission for UNESCO. Her current research interests include an interpretive approach to accreditation; students as change agents in Higher Education and teaching about World Religions. Dr. Gift is author of Maroon Teachers; Teaching the Transatlantic Trade in Enslaved Africans. She is lead author for many conference papers on quality assurance in Higher Education, with regional and international publications.

Abstracts

"Trinidad & Tobago Hospitality and Tourism Institute's Focus on Quality"

Patricia Butcher, Executive Director (above)
Elizabeth Hudlin, Quality Assurance Manager (below)
Trinidad & Tobago Hospitality and Tourism Institute

The mission of the Trinidad & Tobago Hospitality and Tourism Institute (TTHTI) is "to develop human resources capable of delivering quality products and services at international standards of excellence". With this focus the Institute's vision is to deliver a standard of education that will ensure that its graduates are able to operate effectively in the global market place.

The Government of Trinidad & Tobago (GOTT) in 2004 established the Accreditation Council of Trinidad & Tobago (ACTT) and the Institute introduced a Quality Assurance Department in 2006.

The Institute in seeking to achieve its mission and the thrust of the GOTT, whose focus is to improve the standard of post secondary and tertiary education that is delivered to its citizens, pursued ISO Certification as a self-regulation mechanism to ensure that quality permeated every aspect of its operation.

The aim of this paper is to explain the pathway adopted by TTHTI in the implementation of a Quality Management System through the Quality System Certification from the Bureau of Standards. The achievement of ISO Certification signifies that the Institute maintains a quality system in compliance with TTS/ISO 9001:2008. The Institute continues to ensure that its mission is achieved and that the comprehensive quality systems introduced and continuously monitored will enhance the quality of higher education that is delivered at the post-secondary and tertiary levels in Trinidad & Tobago.

"Using Quality Assurance as a Business Model to Leverage Competitive Advantages Training Providers"

Orlando Hewitt, Quality Assurance Specialist
NCTVET – Heart Trust/NTA

The literature on quality assurance is abundant with most if not all authors trumpeting the opinion of the benefits to be derived from establishing and implementing effective quality assurance systems in various types of organisations.

Whilst there has been general agreement on the principles of quality assurance, the primary overarching goal being continuous improvement in business processes, training providers throughout the Caribbean have adopted a reactionary rather than a proactive approach to the concepts of quality assurance. Organisations have seen the concept as a means to an end, which is primarily to achieve third party recognition through registration and or accreditation through established awarding bodies in the region, rather than adopting a holistic and integrated approach, to enhance overall business practices.

Although it is undeniable that the various accreditation requirements as enunciated by accrediting bodies in the region, such as the UCJ, NCTVET, Accreditation Council of Trinidad & Tobago, Barbados Accreditation Council and the Barbados TVET Council, have provided instructive guidelines and templates for the establishment and implementation of robust quality assurance practices, organisations for the most part have ignored the usefulness of this management tool in providing them with competitive advantages.

The convergence of quality assurance guidelines and templates between the recognised accrediting bodies in the Caribbean as previously mentioned, through conferences and cross –functional working teams, for example CANTA & CANQATE have provided excellent platforms for training organisations to encapsulate within their business culture.

A close look at the accreditation standards for the various Accrediting Councils throughout the region, indicates that they all require compliance with the following –

- Strategic goals and objectives (Mission & Vision) and Management Control;
- Instructional and Administrative qualifications and experience and opportunities for continuous learning;
- Entry requirements and Students/Client's Services;
- Training and Assessment Activities of students inclusive of training material(s)/ curriculum used; and
- Evaluation and Review

Additionally, the NCTVET's accreditation standard provides a template as to the accepted best practice for physical training workshops and general buildings inclusive of the required tools and equipment and occupational health and safety practices for a number of training programmes.

The objective of the paper is to demonstrate how these guidelines, as examples of quality assurance models, can be leveraged by training providers to create and sustain a competitive business model as well as their ubiquity through:

- Enhanced customer and stakeholders satisfaction;

- Enhanced and improved revenues;

- Safe and healthy training and work environment; and

- Reviews and improvements in training and assessment (evaluation) process to effectively meet the demands of the Caribbean labour market.

"How Can Information and Communications Technology (ICT) be Used to Enhance Accreditation"

Aldith Copeland, Accreditation Officer
University of Technology Jamaica

Technology has been at the root of development both locally and internationally. In education, the focus has been on how effectively teachers can incorporate Information and Communications Technology (ICT) in the classroom for effective curriculum delivery. For too long the emphasis has been on delivery without much assessment of the effectiveness on the teaching learning environment. There has been a paradigm shift in the education system – students are no longer considered to be digital agnostics but are now digital natives. This paper will seek to evaluate how ICT can be used for the effectiveness of the accreditation process in a Jamaican University. The focus will be on how ICT can be incorporated into the University's existing accreditation process to make it more effective and efficient. Although, accreditation comes at the end of the quality assurance process, it is imperative that it is done effectively and efficiently. ICT can assist in a number of areas and it should be explored for both bringing the accreditation and the continuous improvement process.

"Quality Assurance Through Service Climate, Collaboration and Organisational Learning: Creating Strong Internal and External Mechanisms for Enhancing Quality"

Ian Austin, Head of Country Site (above)
Pamela Dottin, Quality Assurance Officer (below)
The University of the West Indies Open Campus, Barbados

Universities and colleges are organisations functioning in societies and impacted by external environmental forces that are national, regional and global. At the national level, governments are insisting on more explicit assurances about quality in higher education but with a shift from traditional academic controls. From the regional and global perspectives, there is the need for the recognition of national institutions' qualifications and to ensure that the education attained by individuals is of a quality that prepares the nation-state to compete effectively regionally and globally. The important question is how can quality in higher education be assured by the State and at the organisational/university or college level?

This paper constructs a conceptual framework for improving internal and external quality assurance (QA) mechanisms in higher education. Using an Input-Process-Output (I-P-O) model and systems thinking, we demonstrate organisational learning as an institutional goal. Furthermore, we demonstrate how collaboration with external quality assurance agencies converges to create stronger internal and external QA mechanisms.

We argue that convergence occurs through the forces for collaboration and learning can best be understood using the I-P-O model. The Inputs to the organisation emerge from the internal and external environments and are captured by the institution and processed to create a trigger for learning. This is consistent with the open systems theory/thinking. In the Processing phase, the structural dimensions must be established and functioning to create learning as an organisation. This learning in turn manifests as Outcomes which can be assessed for quality. These Outcomes form the basis for feedback that signal whether quality is present at an acceptable level.

The paper concludes with and expands on the interrelationship of four factors when using the I-P-O systems framework to assure and enhance quality: (a) the role of governance; (b) the creation of a positive psychological climate; (c) role of organisational learning; and (d) the operationalisation of output/outcomes.

"Quest for Quality: Core Ingredients for the Successful Delivery of Distance Education Programmes"

Simone Primus, Manager Registration (Ag.)
The Accreditation Council of Trinidad and Tobago (ACTT) (above)
Gersha Pierre, Director Quality Assurance
University of the Southern Caribbean (USC), Trinidad (below)

Economic transformation and an improved standard of living for its citizens are goals to which all developing nations aspire. The provision of good quality, merit-based, equitable and widely accessible tertiary education is increasingly recognised as an essential ingredient of a country's economic transformation. Within the last few decades countries have witnessed a trend of increasing demand for access to higher education from a diverse range of students who need greater flexibility in terms of time and location without sacrificing institutional excellence. The quest therefore is to provide quality tertiary education that develops student talents and abilities, while focusing on student learning outcomes. Though many roads lead to effective learning, much attention is currently focused on the rapid growth and increasing popularity of technology-mediated distance education which transforms typical barriers of time and space while allowing students access to quality education through technology.

One of the most frequently cited reasons for offering courses through a distance format is improved student access especially to non-traditional students. Several research studies point to the effectiveness of distance education as compared with traditional face-to-face teaching and learning. Regardless of the delivery format, planning is essential to ensuring a quality programme. While quality programmes offered via distance should operate within the same standards of quality upheld for traditional face-to-face education, there are several issues that specifically impact upon the quality of distance education. This paper will examine international best practice for delivering quality distance education within our national context while providing a framework for enhancing global competitiveness in higher education. It will examine critical policy issues in the areas of governance and administration, curriculum and instruction, faculty support, student support, evaluation and assessment and technology for learning. Finally, it will present an overview of distance education in Trinidad and Tobago. Institutions seeking to expand their programme base by venturing into distance education will find this paper's discussion of planning issues useful.

"Tobago, The New Knowledge-Based Economy: The Case For ICT's In Higher Education"

Sonia Mc Letchie, Senior Research Analyst (above)
Akeela Trim, Research Assistant (middle)
Délene White, Research Assistant (below)
Department of Planning, Division of Planning and Development
Tobago House of Assembly

Universally, Information and Communication Technologies (ICTs) are recognised as catalysts for change and development of the world's economies. In fact, the adoption and corresponding use of ICTs are widely accepted as key indicators of the competitiveness of any economy. ICTs can bring about the enhancement in delivery of information as well as the improvement of the quality of skilled per sons in the labour force. As such, most countries are implementing policies promoting the use of ICTs in all sectors. In the education sector, unfortunately, the presence and impact of ICTs have not been as extensive as in other fields.

In the realm of higher education, tertiary education institutions have begun engaging the process of change, adaptation and modernisation. In Trinidad and Tobago, research has shown that tertiary level institutions are becoming more cognizant of the need to incorporate e-learning as a strategic policy objective. With the increasing demand for access to higher education, often the only medium available to aspiring students is distance education and ICT-based learning. Persons seeking tertiary education are now afforded greater flexibility. This development holds great significance for Tobago. With the presence of tertiary level institutions on the island and the new thrust towards e-learning, a greater number of Tobagonians are now accessing tertiary education.

In light of the foregoing, this paper seeks to identify whether the opportunities and advantages of the use of ICTs are being effectively utilised in tertiary institutions in Tobago, whilst observing the quality of the product being delivered by these institutions, along with the challenges they face in meeting the needs of a growing knowledge-based economy.

"Building Quality into an Institution's Operations: A Legal Framework"

Rajiv Jebodh, Research Officer Legal Department
The Accreditation Council of Trinidad and Tobago

The quality of the operations of higher education institutions in Trinidad and Tobago is not only influenced by international best practice in quality management, but also legislation and judicial decisions as they relate to the governance of institutions. The operation of higher education institutions intersect with the legal system on a daily basis. Administrators and faculty personnel face various challenges daily in the operation of the institutions they have jurisdiction over. Institutional policies and administrative decisions may have legal implications that impact on students, staff, faculty and visitors. This paper seeks to identify and explore the critical legal principles as they relate to the governance of higher education institutions.

Specific areas to be considered include:

- Tenure rights and academic freedom as they relate to the effective performance of the functions of members of the academic community

- Collective bargaining rights and discrimination in employment

- Student rights including due process, freedom of speech, discrimination and religious accommodation

- Tort liability in relation to negligence claims; institutional as opposed to personal liability; managing the risk of liability and the provision of a safe and injury free environment for students

- Civil rights issues including gender discrimination and harassment based on race, ethnicity, disability, religion and sexual orientation

- Copyright infringement and intellectual property rights

In considering the areas aforementioned, this paper will identify a wide variety of legal issues at the higher education institution both before and after the time they emerge. It will also identify the resources available that can assist in addressing legal issues to ensure that quality is enshrined in the operations of the institution. Ultimately, the point will be presented that focus on good governance is essential as the governance structure provides the context in which disputes may arise.

"Ensuring Quality in the Teaching Profession in the Context Of Cross-Border Higher Education Service Providers"

Dr. Jerome De Lisle
Senior Lecturer in Educational Administration
School of Education, The University of the West Indies, Trinidad
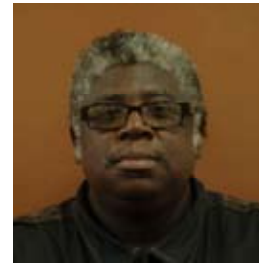
Cross-border education can be valuable for developing countries and small states given their limited capacity in the area of higher education. High quality transnational courses and their delivery can lead to rapid development of capacity and achievement of training targets. In the area of teacher training, the Government of Trinidad and Tobago is committed to a high quality-teaching workforce with a Bachelor's degree now considered the minimum qualification for teaching and leadership at the primary school level. However, the scene among service providers has changed significantly over the last five years. There are now several transnational service providers in teacher training, many associated with bare bones local institutional arrangements. Is it sufficient that local institutions with limited resources deliver courses or might other models of delivery be preferable? I argue that failure to monitor quality issues such as curriculum relevance, use of indigenous knowledge, and delivery quality can lead to substandard training in cross-border education offerings. Current quality assurance frameworks pay insufficient attention to these core issues. Possible solutions include greater attention to these core issues in registration and accreditation, the development of standards for teacher competence to guide service providers, and the creation of a system for licensing or granting credentials to teachers on completion of pre-service training.

"Building Quality into an Organisation's Operations: The Case of University of Trinidad and Tobago Bachelor of Education Programme"

Dr. Stephen Joseph, Assistant Professor & Academic Administrator, The University of Trinidad and Tobago

Quality assurance has become an increasingly important issue with the proliferation of post-secondary and higher education institutions both locally and regionally. As a burgeoning tertiary education institution, the University of Trinidad and Tobago has developed clear policy guidelines for assuring quality in all its programmes. The university's programme approval, validation and review process provides the mechanism for achieving its objective as well as ensuring that each programme is consistent with the university's mission and strategic plan.

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However, building quality requires much more than developing policy guidelines. As Coombs puts it, "quality also pertains to the relevance of what is taught and learned – to how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects. It also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment and supplies); its objectives, curriculum and educational technologies; and its socio-economic, cultural and political environment" (Coombs, 1985, p. 105).

This article examines the university's operations at the level of teaching and learning in the Bachelor of Education programme. It focuses primarily on attempts at developing systems to assure quality in both teaching and learning. But more importantly, the article discusses challenges and identifies lessons learnt in the process of attempting to build quality into the B. Ed. Programme. Some of these challenges include resistance to change mindsets and old ways of doing things; limited timeframes and unrealistic timelines for accomplishing changes and lack of adequate resources to facilitate start-up activities.

After four (4) years of implementation, many of the challenges associated with the B.Ed. programme have been surmounted. But some still exist. However, one of the most important lessons learnt is the value of perseverance and faculty commitment to the ideal of quality assurance as a critical component of the teaching and learning process.

"The Impact of Accreditation On Quality of Education In Private Tertiary Institutions"

Dr. Ethley London, Executive Director (above)
Dr. Angela Penny, Director Board of Studies (below)
The University Council of Jamaica (UCJ)

The rapid growth in the number of private higher education institutions is a phenomenon in many countries throughout the world. In Jamaica, the financial constraints of publicly-funded institutions have limited their capability to respond to the increasing number of students demanding access to higher education. This has led to the emergence of different types of private providers, admittedly playing a key role in providing higher education across the island. Presently, of the 50 tertiary education institutions registered by the University Council of Jamaica, 26 are private institutions.

In recent times, private institutions have shown increasing interests in accreditation and recognition of their programmes. In part, this results from the public becoming more aware that, an accredited programme gives a better assurance of quality and provides a recognised qualification for employment and for admission to advanced studies. Because private providers depend on student enrolment for sustainability, it follows that getting accreditation for programmes ought to be paramount. Of the 163 programmes accredited by the UCJ, 68 are in private institutions. It seems reasonable,

therefore, to examine the effects of the UCJ's accreditation process on the quality of provision by private institutions.

This paper reports on a document analysis and survey conducted among the 18 private institutions with accredited programmes. The aim of the study was to examine the impact of accreditation on quality of education in private institutions and to determine how private providers perceive the UCJ's accreditation process. The major findings suggest that accreditation has had a most positive effect on quality in terms of the operation of private institutions and the academic programmes they offer. It is concluded that accreditation is a good tool for promoting quality improvement in the higher education offered by private providers.

"Adding Quality to the Higher Education Equation"

Kereen McPherson, Senior Quality Assurance Officer
The Accreditation Council of Trinidad and Tobago

This paper reports on reviews of case studies based on how higher education institutions added quality assurance to the higher education equation of:

Curriculum + Delivery = Competent, well-adjusted graduates

The first section of this paper provides an insight into the responsibilities for driving the quality effort in a higher education institution.

The second section provides a brief account of the methodologies used to raise the level of quality with respect to communication; feedback and stakeholder satisfaction; and student achievement among other things in the respective institution as well as any resistance encountered.

The third and final section concludes by identifying an action plan to develop a QMS in a higher education institution.

This plan shall draw from:

1. Case studies which have been analysed;

2. IWA2 – Quality Management Systems – Guidelines for the application of ISO 9001:2000 in education;

3. Handbook for the Commonwealth of Learning Review and Improvement Model (COL RIM)

The action plan presented in this paper shall take into account the needs of some stakeholders in higher education institutions. Such stakeholders include faculty, students and their families.

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"An Examination of Leadership Styles and The Management of Quality in a Multi-Campus Institution"

Dr. Makesha Evans
Principal - College for Leadership & Theological Development
Vice President - Graduate Studies
International University of the Caribbean (above)
Julie A. Newton, Dean College for Leadership & Theological Development, International University of the Caribbean, Jamaica (below)

The College for Leadership and Theological Development (CLTD) has operated as a multi-campus institution for over twenty years. The institution functions out of twenty campuses and satellite centres in Jamaica and the Cayman Islands as part of its ethos to provide quality, affordable and accessible education to the people of these islands. This commitment has provided significant opportunities to individuals who would otherwise have had to disrupt their personal and professional lives in order to further their educations.

While the number of delivery sites does provide increased accessibility for students, particularly those living in rural parts of the islands, ensuring a uniform level of quality across these sites can prove challenging. In his research into decision-making in multi-campus higher education institutions, Timberlake (2004) examined the critical role that leadership plays in such institutions both in terms of the leaders' styles and the dominant leadership structures. His findings suggest that the nature of the leadership in a multi-campus institution can impact the quality of the education delivered.

This research examines this concept as it relates to the College for Leadership and Theological Development. Through the use of leadership assessments, including the DISC Leadership Style Inventory, and in-depth interviews, the researchers sought to identify the leadership styles and qualities that dominated in the five main regions into which the delivery centres are grouped. The research also examines the leadership structure of the institution and its implications for consistent quality across its multiple campuses. The research also puts forward strategies for development of the institution's leadership so that strengths are further enhanced and weaknesses are addressed.

"Balancing Academic Achievement and Sports in Caribbean Higher Education while Maintaining Quality"

Dr. Audrey Thomas, Curriculum Specialist
University of Technology, Jamaica

The world is seeing the growing positive social impacts of sports, some of which are as follows:

- A unifying force among race, class, gender, and culture;
- Contributing to the roundedness of students in their educational experience as the activities generally promote physical, mental and social well-being, and mutual respect among individuals;
- Creating opportunities for talented athletes to access tertiary education;
- Creating employment opportunities for sports professionals;
- Connecting communities at the local, regional, and international levels;
- Promoting fitness as a way of life; and
- Maintaining life as a kind of sport among those living in poverty; yesterday's slaves become today's world class runners.

Whether at the recreational or competitive level, sports involve people, activities, facilities, and organizations. Caribbean higher education institutions can exert more influence as sports expand its social impacts across the region and the world. The wider community of stakeholders is now expecting higher education to:

- Help individuals to blend academics with sports in light of the knowledge that athletic and other sport prowess each has a life of approximately one decade;
- Help to harness academic and other forms of confidence in young talented sports persons; and
- Place sports as part of the academic delivery, hence transforming strength and competition into sustainable academic work and scientific research that will benefit a wider cross section of society.

In attempting to meet such expectations, academic quality issues must be considered particularly those associated with conforming to the standards of regular college/university programmes or courses of study This paper looks at strategies that Caribbean higher education institutions could adopt in an effort to better align sports with academic work at the tertiary level.

Focus group discussions and short questionnaire surveys will be used to gather data from young talented sports persons, coaches, sports directors in educational institutions in Jamaica, curriculum developers, and college/university administrators in Jamaica and in other countries. The results should lead to the recommendation of strategies for consideration and possible adoption.

"Collaborative Partnerships as Models for Enhancing Entrepreneurial Quality Management in an Institution's Practice: The Experience of the School of Accounting and Management (Caribbean)"

Asaf Pirali, President
SAM Caribbean Limited, Trinidad

In the 21st century, higher education management has embraced entrepreneurship as its hallmark for collaborative partnership arrangements. Today, such entrepreneurial approaches are common among business and technology schools which have identified modern management methods for delivery of programming to students. This has become especially critical when considering business and technology curricula which need to inculcate entrepreneurial values, attitudes, behaviours and skills. Notably so, the bureaucratic governance and management systems of large universities are fast becoming obsolete thus entrepreneurship is quickly becoming a useful way to ensure that curricula are addressing students' needs. Having over 25 years experience in proficient collaborative programming, the School of Accounting and Management (Caribbean) has enhanced its quality approaches concerned with the management of teaching and learning. Notwithstanding its own innovative practices, this has come about primarily by working synergistically and positively with its university partners located in the United Kingdom.

This paper reflects on the philosophy and experience of establishing an entrepreneurial culture within the SAM (Caribbean), a private tertiary education institution in Trinidad and Tobago, which has acquired cutting-edge knowledge in entrepreneurship from its diverse university partners in the United Kingdom for establishing quality management in its operations. The paper espouses the critical need for having business and technology programmes that essentially cater to regional and international workforce demands and provides a keen sense of how the institution's services and programmes are structured to support these goals.

"Building Quality in a New Higher Education Institution – Through Faculty Development"

Professor Jeanette Morris, Programme Professor
School of Cognition, Learning and Education, Valsayn
Campus, The University of Trinidad and Tobago

Widening access to higher education as well as the need for educating our citizens to be globally competitive has meant that our higher education institutions must strive for excellence in both research and teaching.

Francis L. Lawerence, the President of Rutgers University, said in 1994 that "a true university leaving community is by definition "a true university leaving community is by definition a community of constant improvement".

One of the ways of achieving this improvement is through faculty and staff development. This paper describes the role of faculty professional development in transformation of a two-year teacher's college programme into a four year programme.

Faculty Staff were encouraged to pursue higher degree some at their own institution while still teaching with a reduced load. Others were either already enrolled in other institutions or chose to enroll in order to access programmes of their choice.

In-house professional development workshops were held in areas of need identified by faculty themselves sometimes with colleagues as facilitators or invited resource persons.

Other members of staff accessed professional development courses offered by other institutions such as an on-line teacher education course sponsored by the Organization of American States and courses at the University of the West Indies.

Administrative staff were also involved in professional development through enrollment in degree programmes and other professional training. The paper identifies several indicators of quality in higher education which when applied to this case allowed an evaluation of the contribution made by these faculty development activities to the overall quality of the programme.

The paper also describes some of the challenges faced in the pursuit of quality and makes recommendation for future directions in this area.

"Innovation And Entrepreneurship as Drivers for Performance Excellence in Tertiary Level Institutions"

Marcia Commissiong, Manager Quality Assurance (above)
Jeremy Williams, Quality Assurance Officer (below)
The University of Trinidad and Tobago

Universities globally play an important role in shaping reform and influencing societal change. Such university initiatives are many times guided by government policies and legislation intended to improve the standard of living for the citizenry. The impact on societies and economies as a result of the focussed energies of universities to drive change has yielded results and spinoffs at multiple levels. The call for the creation of more knowledge-based societies and for the establishment of government social partnership programmes to develop more relevant human resource skills to meet current and future national needs is ongoing. This has resulted in increasing demands being made on Tertiary Level Institutions (TLIs) to design programmes that are not only relevant to labour market trends but that are aligned to national priorities and strategic directions. The recent focus on innovation and entrepreneurship as a means of fulfilling national mandates is just one such directional change.

Trinidad and Tobago is no different. In its Draft National Strategic Plan, both innovation and entrepreneurship are seen as playing a pivotal role in creating a competitive workforce. The need for 'new curriculum approaches' to ensure that students are exposed to the necessary skill sets to meet the demands of a dynamic job market is discussed in the Ministry of Science, Technology and Tertiary Education's Green Paper on Tertiary Education (October 2009). The suggestion is that developing the 'critical-thinking, innovative, entrepreneurial, and problem-solving' skills of graduates at the tertiary level is essential for effective participation of knowledge societies on the world stage.

TLIs therefore should not simply rely on developing course modules to teach innovation and entrepreneurship as discreet subjects. These principles should be embedded into the culture of an institution; how an institution operates. If incorporating innovation is seen as directing change, it follows that TLIs can use these same principles in their continuous quality improvement efforts and practices. The criteria for national quality awards such as the Malcolm Baldrige National Quality Award and the European Quality Award have long recognised this and have linked innovative practices to their models for Performance Excellence.

This paper will discuss the importance of using Innovation and Entrepreneurship as strategic approaches to continuous quality improvement, and make a case for the integration of these approaches into the organisational culture of TLIs as a means of achieving and sustaining Performance Excellence.

"Exploring the Cost-Effectiveness of Distance Education to Train Teachers"

Ethrose Crosby, Lecturer
Moneague College, Jamaica
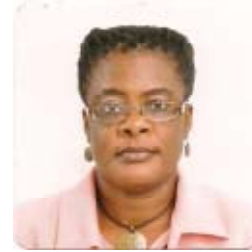
Training teachers through distance education is emerging as a new educational paradigm due to the change in student interaction and independence that telecommunication and computer can potentially introduce (Sloan, 2000). This new paradigm promotes anytime, anyplace education facilitating global communities of learners based on shared interests, changing how teaching and learning is done, thereby creating a learning society.

The purpose of this literature review is to evaluate the impact of a hybrid course using distance education to train teachers in areas of specialisation. A hybrid course consists of different elements such as face-to-face meeting and online instruction. This paper will examine the advantages including the cost effectiveness of distance education to train teachers. The writer of this paper will define distance education and explain the writer's understanding of it based on personal experiences as an Instructional Technology and Distance Education (ITDE) student. The analysis and discussion of this paper will focus on the advantages, cost effectiveness and the negative criticisms of distance education to train teachers. Moore & Thompson (2002) conducted 12 studies and reports which were used to assess the advantages of distance education to train teachers. In addition, veterans in the field also conducted an action research to determine if there were any significant differences between online and face-to-face learning. The 50 participants involved in this study included students and faculty members involved in distance learning. Methods of measurement included: observations, questionnaires, results of pre-test and post- test scores and interviews. The results of these studies revealed that there was no difference in the academic achievements between online and face-to-face teaching (Simonson & Schlosser, 2002). Kassop (2003) also found 10 ways in which online learning matches, or surpasses face-to-face learning.

This paper will also examine the literature gathered from the data collected which revealed that distance education has an economic advantage when dealing with large groups. In support of this argument, Perraton (2003) also identified four characteristics of a successful program to train teachers using distance education.

From the literature reviewed four studies examined the negative criticisms or road blocks of distance education such as: Merrifield (2001); Marino (2000), Mehrotra, Hollister & McGahey (2001); Carr (2000); Kennedy; Nowak; Raghurman; Thomas & Davis (2000). The findings from these studies revealed that some students : (1) students were unable to form bonds; (2) found the structure of the distance education program hard to adjust to, and (3) had difficulties managing time and self motivation. One of the result of these studies also raised serious concerns about students' low completion rates and questioned the academic integrity of the online program arguing that it was a

unique way to encourage academic dishonesty. On the contrary, other studies counter argued these points. The purpose of the selection of this topic is relevant as it provides a firm grasp of the subject which is of growing concern to curriculum developers, administrators, community colleges, faculty members and students. Finally, this paper will seek to find answers to any unanswered questions and examine future trends in distance education which is needed to make the paradigm shift in this global era.

"Managing Stakeholder Interests in Developing National and Regional Qualifications Frameworks"

Dr. Ronald Brunton, Director Qualification and Recognition
The Accreditation Council of Trinidad and Tobago

The establishment of the Caribbean Single Market and Economy (CSME) now makes it imperative that local qualifications are aligned with regional and extra-regional standards. The paper provides an overview of the roles and relationship between national and regional entities involved in developing a Regional Tertiary Qualifications Framework for the Caribbean.

The paper examines the contributions of the quality assurance agencies, National Training Agencies, Ministries of Education, CARICOM and other entities in development of National Qualifications Frameworks and the simultaneous efforts to develop a Regional Qualifications Frameworks. The paper examines the need for a more systematic approach that would include greater participation from key stakeholders; stakeholder consultations; the harmonisation of existing national qualifications frameworks; systematic research on existing qualifications at institutions in the region; and other key processes required for realising a regional qualifications framework.

Drawing upon current literature on qualifications frameworks, including the experience of the Bologna Process, the paper will make a case for a more coordinated approach than what currently exists. It is critical that maximum input is solicited from key stakeholders that have not yet been involved in the discourse. The paper makes further recommendations that would facilitate the development of National Qualifications Frameworks as individual nation states can better guide and regulate institutions through nationally authored frameworks. However, such national initiatives must also consider regional standards and avoid contradictions with a Regional Qualifications Framework.

"Evolving a Need-Based Higher Education Initiative for Capacity Development in Nigeria"

Dr. Annette A. George, Assistant Professor (above)
Dr. Darlington Richards, Associate Professor (below)
Morgan State University
The Earl G. Graves School of
Business and Management (SBM)
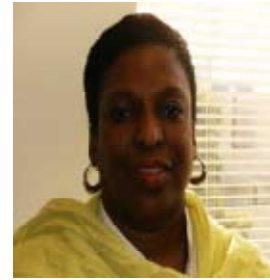
A higher education initiative aimed at strengthening existing programs and linking students with employment opportunities should be the strategic objective of any country's institutions of higher learning that aspires to improve the quality of life of its citizenry, with ability and capacity to compete in an extremely competitive global environment. To the extent that the majority of the countries in the developing world have structural economic issues, these initiatives should address the burdens of unemployment, as it seeks to foster productivity and to engage the private sector as the driver of economic growth and individual empowerment. The initiative should seek to increase demand for quality education and training by fostering partnerships with overseas universities. It should also aim to strengthen local administrative capacity and build the next generation of national and business leaders.

Nigeria, like the Caribbean, has a significant number of universities and/or other tertiary institutions, which together produce an impressive number of graduates, including many with post-graduate degrees. Rather explicably, more than a disproportionate number of these graduates, at both graduate and post-graduate levels, remain under-employed, unemployed or ungainfully engaged many years after graduation. Indeed, it would appear that the subsequent acquisition of a higher degree, especially in the business disciplines, like the MBA, does little to improve their employment prospects. This unfortunate, but rather prevalent situation raises a number of questions, the sum total of which is: do the academic skills passed on through these academic institutions adequately and appropriately provide the practical skills demanded by the public and private sectors? Other specific questions have to do with the quality and intellectual aptitudes of prospective students, curricula component and structure, and focus and delivery media. The other question is whether there is supportive and sufficient participation from key employers and other stakeholders, to guarantee employment and/or other gainful engagements after graduation.

Nigeria's current educational environment, exacerbated by budgetary constraints, compels many of the universities and other tertiary institutions to be desirous of international collaborations, including in the areas of curricula development, accreditation (retention), students' exchange and faculty capacity development.

It is the authors' contention that in view of the current business environment and employment market demand in Nigeria, the emphasis should be one of a different and proactive focus: to graduate confident students with skills in decision-making, problem-solving, communicating, leadership and planning, that can compete at the highest levels in organizations and the community. The graduate who will have a working knowledge of the functions of business and a deep awareness of the increasing importance of change, human capital and technology in the performance of today's organization, would have benefited tremendously from this initiative. Another benefit and outcome would be an enhanced capacity to challenge "taking-for-granted" orthodoxies, with a view to finding appropriate "fits" for employment and/or other gainful independent engagements.

The goals and anticipated outcomes of the curricular development and initiative should be measured against the following yardsticks: Number of graduates' employment in private sector, or number of graduates' self-employment following graduation; Number of faculty exchanges successfully completed under this initiative; Number of manuscripts, articles and other books prepared or published by the faculty members; Number of national seminars organized to disseminate lessons learned from the proposed initiative; and Extent of replication and leveraging of the proposed initiative's successful lessons learned elsewhere in developing countries, including Caribbean institutions of higher learning, where Nigeria's experience can be described as nearly similar, if not characterized as a replicated case of capacity inadequacy and budgetary constraints.

Keywords: Nigeria, Higher Education Partnership, Capacity Development, Graduate Education Curricula Development.

"Quality Issues in Community Colleges: Management of Extension Sites"

Dr. Ethley London, Executive Director (above)
Lisa Henlin, Accreditation Officer (below)
The University Council of Jamaica (UCJ)

Community Colleges by virtue of the significant role they play in providing flexible pathways to achieving a quality higher education, have proven themselves to be a valued constituent of the Jamaican tertiary education landscape. The eight community colleges in Jamaica offer programmes ranging from continuing education courses and pre-university courses through to associate and bachelor's degrees. Currently, a total of thirty-four programmes in the Community Colleges, twenty-four Associate Degrees and nine Bachelors Degrees, have been accredited by the University Council of Jamaica (UCJ).

As the demand for tertiary education increases, community colleges have sought to respond to this need by expanding their offerings in various ways. These include franchise arrangements with local universities and collaboration with overseas institutions. In the context of reduced government budgetary allocations to tertiary institutions, some Colleges have moved to offer their programmes from a location apart from the main campus through the operation of extension sites. These extension sites may provide an additional source of income for these institutions while increasing access to tertiary education for many students. The University Council of Jamaica is committed to ensuring that quality issues related to the management and operation of extension sites are firmly established.

This paper examines the quality assurance systems which are in place for the management of extension sites, the mechanisms which have been implemented, and the practices employed by Community Colleges in an effort to ensure that students receive quality education and that the provisions offered at extension sites are of a similar quality to that on the main campus.

"Developing a Culture of Quality in Higher Education: The Case of The UWI Open Campus"

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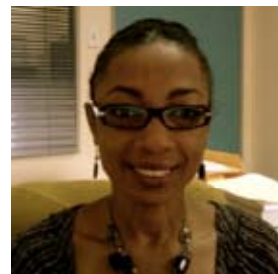
This paper is a case study of the issues faced in implementing quality assurance (QA) processes and procedures at the University of the West Indies Open Campus (UWIOC), which is a newly created virtual campus, forming the fourth campus of the University of the West Indies (UWI). The case study reviewed perceptions of QA among stakeholders in the institution and explored existing processes, procedures and theories on QA. Based on the review of existing processes procedures and theories, suggestions are made for developing a culture of quality in the institution. To provide a framework for analysis, this study focused on three strands of thought on QA, namely Total Quality Management (TQM), 'McDonaldisation' theory and the theory of transformative learning, and existing frameworks for QA such as the Institute for Higher Education Policy's framework and the framework suggested by Kirkpatrick (2005).

The research reported here is insider, action research. The findings from the study demonstrate there have been efforts to implement QA processes at the UWI Open Campus. These efforts seem, however, to be inadequate, resulting in gaps in the system with regard to human resource policies and actions; and effective communication with and among departments and between management of the institution, staff, and ultimately, students. It is recommended that the institution should review and articulate UWIOC's vision, philosophy and understanding of a culture of quality. The institution also needs to develop a UWIOC policy on quality which takes into account those issues specific to an Open and Distance Learning (ODL) institution but which can also address the overall UWI quality assurance policy; and develop frameworks for operations for the departments which fall under the broad areas of: curriculum and instruction, student support, and institutional support.

"But, Is It Built Into the Workload?" The Challenges of Faculty Development to Support Online Teaching"

Dr. Patricia Worrell, Lecturer in Curriculum Studies
School of Education, The University of the
West Indies, Trinidad

The requirement at The University of the West Indies that staff be adequately prepared to meet the demands of online teaching and learning has meant that professional development opportunities are continuously presented. Online teaching has been in place at the institution for a number of years. Members of staff, however, often do not bother to attend training sessions that focus on the use of my learning, which is the learning management system used at the university. Even when members of staff know that they will be required to deliver courses, or parts of courses, online, many do not prioritise professional development to support online teaching among their various commitments.

The researcher attended a series of committee meetings scheduled to develop a workload policy for one department at the university, and noted that one comment that was frequently voiced was the observation that such activities as online teaching and associated training are not adequately accounted for in calculating staff workloads. Further discussion suggested that many members of staff perceived online teaching as an extra burden, somewhat separate from what they were hired to do, and consequently regarded the training required to prepare them to do it as a definite imposition. This exploratory study seeks to understand staff perspectives on professional development programmes designed to prepare staff for online teaching in a department in one Faculty of the university. Data collection is being conducted through observation and semi-structured interviews. It is hoped that the findings of the study will inform later, more extensive research on staff development programmes to support the implementation of the growing number of online programmes at the university.

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"Using ISO 9001:2008 and Malcolm Balridge Quality Award Criteria to Build Quality in Educational Institutions"

Dionne A. Mills, Quality Assurance Officer
Cipriani College of Labour and Co-operative Studies

Quality Management Systems (QMS) such as ISO 9001: 2008 and the Malcolm Balridge Quality Award have been seen as a framework to build quality. They act as the structure for the internal processes of an institution's operations to build upon. In its essence, the principles of the QMS provide a strong foundation which an institution can use to build it plans, objectives and future goals. It is not a tool in itself, but a guide to creating and building a sustainable organism which can operate in a continuously changing global environment. These Quality Management Systems are used in the industrial as well as manufacturing sectors of Trinidad and Tobago as such Flavorite Foods Limited, Angostura and Coca Cola.

One exception from the traditional manufacturing and industrial sector is the Trinidad and Tobago Hospitality and Tourism Institute (TTHTI) who has seen ISO as a need to improve quality and recently achieved ISO 9001:2008 certification. It is not normally seen as a standard in the tertiary education sector but it is being applied for the first time at the institute.

The intention of this paper is to discuss the structures of Quality Management Systems namely ISO 9001:2008 and Malcolm Balridge Quality Award and their potential impact on organisational operations, their history and more importantly their ability to build quality into a system.

"Connecting Faculty and Librarians at Northern Caribbean University Through a Library Liaison Programme"

Natalee Knight, Open Stacks and Audiovisual Librarian
Northern Caribbean University, Jamaica

The purpose of this study was to investigate the effectiveness of the Library Liaison programme in improving communication between members of faculty and librarians at Northern Caribbean University (NCU). The objective was also to communicate the initiative taken by the library to enhance the quality of its services to faculty by assigning them a librarian who they can depend on for assistance with library related issues.

Data was collected from a survey administered to faculty on the main campus over a three-week period and from a user survey previously conducted by the library. Data was also collated from interviews conducted with the librarians who have all been participating in the Library Liaison programme. The population studied in the survey was 258 faculty members on the main campus. Of this number, a stratified random sample of 129, representing all colleges and schools, was selected. The study shows that liaison relationships significantly improve communication between faculty and librarians and consequently enhance the image of the library. It finds that before the initiation of the Library Liaison programme, faculty members were unaware of most of the library services, were scarcely involved in the collection development process and were not actively involved in the library orientation programme.

It is hoped that the findings of this paper will not only add to the local literature but serve to assist other academic librarians in similar social and economic conditions with the initiation and evaluation of their library liaison programmes. Some of the recommendations for improvement of the programme include periodic assessment of the programme to meet the changing needs of faculty, continuous marketing of the programme to include new faculty, and working together as liaison librarians with the NCU Director of Library Services to share best practices and keep workload manageable.

Keywords: library liaison programmes, communication, service quality, faculty relationships, academic libraries

"Ensuring Quality Through Faculty and Staff Professional Development Sessions: The Council of Community Colleges of Jamaica's Experience"

Cebert Adamson, Executive Director (1)
Simone Earle-Barrett, Testing and Measurement Officer (2)
Gregory Fletcher, Examination Officer (3)
Paul Williams, Curriculum Officer (4)
Council of Community Colleges of Jamaica
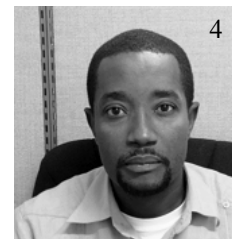
The Council of Community Colleges of Jamaica (CCCJ), a statutory agency under the Ministry of Education formed by an Act of Parliament passed in December 2001, has responsibilities to supervise and co-ordinate the work of publicly funded community colleges, which number eight (8) in total. In pursuance of the twin objectives to supervise and co-ordinate the work of the colleges, the CCCJ exercises three main functions: a regulatory function, a promotional function and a developmental function. Chief among these functions is ensuring that affiliate colleges maintain a quality learning environment.

The challenges of a rapidly changing society are acutely felt in many domains, including higher education institutions. These challenges therefore strongly persuade institutions the world over to focus on the quality of their faculty and staff and offer them appropriate opportunities for professional development. It is a reality too that the efficiency of any faculty and staff development programme really is appropriate only if it addresses the specific needs, knowledge and priorities as either expressed by the staff or found through research or other means to include performance appraisal and course evaluation by both faculty and students. In consideration of the stated and obvious issues, a programme for faculty and staff development has been considered based on the following:

1. Established standards - A major standard of the CCCJ is as regards the human resources. The academic staff who are engaged in teaching-learning process are required to have at least a bachelor's degree in the subject being taught for the associate degree program and a master's degree to teach in the baccalaureate program. These components and others are critical to quality of faculty mechanisms that impact the entire higher education process.

2. The vision and mission of community colleges - The professional development plan is guided by the vision and mission of the CCCJ to become the epitome of high educational standards, while advancing the work of community colleges and in the same time responding to today's challenges and creating tomorrows opportunities that will improve lives and society both locally and internationally.

3. Enhancing the learner experience - Malcolm Knowles' discourse on andragogy, indicates four (later five) crucial assumptions in meeting the needs of adult learners, though not being ultimately the solution, are instructive for community colleges to consider. This is so, as adult learners require a more facilitative approach to their learning. "One of the most important aspects of facilitative teaching is the use of a curriculum that is based on the needs of the students and that utilizes the resources that students bring to the students."

(Johnson, Phillips E.,1988)

To achieve these objectives the CCCJ has implemented standards governing the physical learning/teaching spaces, the support services such as the library; on-line research facilities; enhanced teaching methodologies and the provision of distance education services.

4. Enhancing the teaching/learning experience - The teaching-learning experience is affected by several factors including the student, the educational context, curriculum design, the learning environment and teaching and assessment practices (Ruohoniemi and Lindblom-Ylanne, 2009; Biggs 2001). The CCCJ accords more than tacit agreement to this fact and is actively engaged in the promotion and enhancement of a quality teaching- learning experience through its systems, quality assurance mechanisms and staff development opportunities, as outlined in its corporate plan. This objective is achieved through frequent revision of curricula; item writing and item analysis training workshops; the use of external examiners and peer review as a quality assurance mechanism; course evaluation forms and the assessment of libraries, laboratories and learning centres.

Conclusion - This paper will seek to demonstrate how a systematic programme of professional development for faculty and staff will ensure a quality learning environment and bequeath trust in current and prospective learners even as we seek to remain sustainable in a highly competitive global environment.

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"Faculty, As Reflective Practitioners, Must Become Professional Learners To Enhance The Quality Of Higher Education"

Deborah St. Clair, Lecturer
Cipriani College of Labour and Co-operative Studies, Trinidad

The focus of this paper is on Faculty as the core in the educative process, and as reflective practitioners we must become professional learners in order to enhance the quality of higher education.

According to O'Donoghue and Clarke (2010), the overall quality of education is that Faculty must be aware of their subjective beliefs about teaching and its contexts. One way faculty can become professional learners is by finding out how their students are experiencing their learning and teaching.

S. Brookfield (1995) talked about becoming a critically reflective teacher. He devoted much work on one approach - the Critical Incident Questionnaire (CIQ). He states, "It is the one that has most helped me see my practice through students' eyes". It is a quick and revealing way to discover the effects your actions are having on students, and to find out the emotional highs and lows of their learning.

It is the responsibility of Faculty to become reflective practitioners. This will improve the quality of Higher Education through monitoring, analyzing and modifying behaviour according to both the underlying rationale and its consequences. Therefore, Faculty as professional learners must plan, act and reflect if quality is to be an imperative.

Faculty must be intellectually disciplined, according to Elder and Paul (2005); this is the trait of thinking in accordance with intellectual standards, rigor, carefulness, order and conscious control. Intellectual discipline is at the very heart of becoming a critical person. It takes discipline of mind and an openness to learn and to genuinely desire the improvement of quality in higher education. Using the Critical Incident Questionnaire (CIQ) will capture the critical moments that occur in learning episode. It is a post-class formative assessment tool to transform the learning/teaching experience in the education process.

"Part Time Faculty – Who Are They, What They Do and What is the Impact on Quality in Education?"

Cebert Adamson, Executive Director (right)
Council of Community Colleges of Jamaica (CCCJ)

Jenifer Ellis, Senior Director Human Resources
University of Technology, Jamaica

Governments the world over are making shifts in their spending on public education and in particular on tertiary education. In Jamaica, the policy makers and budget holders have declared, that as part of their development strategy, there will be a reduction in the allocation to tertiary, and a renewed focus on early childhood education. The Minister of Education in addressing the Association of Caribbean Higher Education Administrators Conference 2010 noted that while recognizing the role of higher education as important for the country's development, the present level of funding to higher education institutions in Jamaica is not sustainable. At the same time, there is an unprecedented increase in awareness for higher education and its vital importance for socio-cultural and economic development. While there is the increased demand to provide this tertiary education, higher education institutions are faced with the challenges and difficulties relating to financing, among other issues. Young (2009) posits that, a new approach to fund tertiary education that would enable Jamaica to honour its commitment under the GATS and at the same time assist in the country's development has to be developed.

Given the reduction in funding allocated to tertiary institutions, which has been long in coming, the University of Technology, Jamaica has been experiencing difficulty to recruit and retain academic staff, especially those with doctoral degrees as it is unable to compete with other institutions locally, regionally and globally in offering compensation and benefits at competitive rates. Additionally, this reduction in government funding has also resulted in an increase in compensation costs as a percentage of total operating costs. Equally, the university's inability to offer competitive salaries to attract full-time academic staff has resulted in the increased use of part-time staff. At the UTech Jamaica, part-time Faculty are hired to deal with enrollment fluctuations, where special expertise is needed and cannot be attracted or afforded or to fill gaps where full-timers are on leave or otherwise unavailable. Other seemingly visible factors contributing to the use of part-time staff at the University of Technology Jamaica include: shortage of space for large classes for lectures and tutorials and limited office space for full time faculty.

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Landrum (2009) postulates that in the United States of America, there is a high reliance on part-time or adjunct faculty as they are called. The writer cites data from the National Center for Education Statistics (2005) which shows that in 1992, part-time faculty comprised 41.7% of the instructional faculty at degree granting institutions and that by 2003, it had increased to 43.7%. Eagan and Jaeger (2009) notes that part-time faculty provide institutions with the ability to be more economically efficient in managing their financial resources, as part-time faculty generally are cheaper to employ than their full-time counterparts and offer greater flexibility to institutions. Many have argued that the issues relating to part-time faculty impact the quality of the product.

Given these realities, this paper will seek to investigate the extent to which the use of part-time faculty (resulting from a reduction in funding for tertiary) has impacted the university's mission. The researchers will therefore seek responses to the following questions/statements:

- What are main factors contributing to the use of part-time Faculty in the University?

- What are the characteristics and demographics of part-time Faculty?

- The role and functions of part-time Faculty and how these relate to the University's mission and objectives.

- The benefits and disadvantages of employing part-time staff.

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" A Little Leaven Corrupteth The Whole Lump: Academic Cheating as a Hindrance to Achieving Quality Academic Outcomes in Higher Education"

Dr. Jerome De Lisle
Senior Lecturer in Educational Administration
School of Education
The University of the West Indies, Trinidad (above)

Cheryl M. Bowrin, Instructor II
The University of Trinidad and Tobago (middle)

Sherma Joseph, Curriculum Development Specialist
Trinidad and Tobago Hospitality and Tourism Institute (below)

Academic cheating in higher education is an issue that is of increasing concern in international tertiary education. One common form of academic cheating is plagiarism, which institutions have confronted through Faculty training and detection software. However, academic cheating extends far beyond plagiarism to a range of student beliefs, attitudes, and practices that corrupt achievement scores. From an educational measurement perspective, cheating and other test practice irregularities are really a form of construct-irrelevant variance that degrade the accuracy of test scores and invalidates assessment warrants. Assessment warrants are generalisations about achievement captured in certificates, diplomas, and other credentials. Therefore, high levels of academic cheating within an institution might be considered a significant threat to institutional quality and must be explicitly addressed in quality assurance schemes. In this paper, we consider the issue of academic cheating in Trinidad and Tobago centred on a study of three different institutions of higher learning in Trinidad and Tobago. We explore students and faculty perceptions of cheating along with student practices and institutional interventions. These findings promote reflection on the role of tertiary institutions and accreditation in managing this quality-related issue.

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Trinidad and Tobago was the successful host of two world class events last year, the Fifth Summit of the Americas and the Commonwealth Heads of Government Meeting 2009. The capital city of Port of Spain with its developed infrastructure, state of the art meeting facilities and over 700 new and contemporary hotel rooms, including international brands Hyatt, Hilton and Holiday Inn, is fast becoming the meeting and conference capital of the southern Caribbean. We are supported by exceptional airlift from Europe, North America and the Caribbean, with direct service to more hubs than any other country in the Southern Caribbean. We are unrivalled as the trade, financial, diplomatic and judicial hub of the Caribbean. Our booming economy is driven by real GDP growth of more than 7% over the last decade and an extremely favourable business climate offering a streamlined approach to investment. This is all tastefully complemented by the sun, sea and satisfaction of our beautiful twin island, celebrated for its warm people, rich biodiversity, colorful heritage and unique culture.

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