



THE UWI QUALITY CIRCLE

VOLUME 15, MAY 2013

• TENTH ANNIVERSARY ISSUE •
UWI GOOD PRACTICES



CONTENTS

■ PAGE 3

- Editorial (cont'd)
- Message from Pro-Vice Chancellor, Prof. Alan Cobley

■ PAGE 4

- Message from Pro-Vice Chancellor, Prof. Yvette Jackson
- Best Practices

■ PAGE 5

- Reflections

■ PAGE 11

- Selected UWI Good Practices

■ PAGE 27

- Quality Word-O-Gram
- The Logo of the Quality Assurance Unit

■ PAGE 28

- Selected Photographs

■ PAGE 29

- Selected Photographs (cont'd)
- Quality Tip
- Solutions to Word-O-Gram

■ PAGE 30

- News of Reviews, Evaluations, Accreditation and Fora

COVER

The cover of this volume highlights details from twelve of our past volumes.

EDITORIAL

TENTH ANNIVERSARY PUBLICATION

Welcome to Volume 15 of *The UWI Quality Circle*. This is our 10th anniversary issue!! We're sure you'll agree that they have been 10 great years. We have enjoyed sharing ideas about quality assurance and enhancement, celebrating the accomplishments of our University of the West Indies (UWI) family as they sought after excellence and keeping you abreast of happenings. Join us as we reprise some of the important moments in the life of quality at The UWI as reflected on the covers of the newsletter. We'll hear too from colleagues who tell of the value of the newsletter for their work.

We are proud, once again, to feature successes of our colleagues, reflected in selected good practices in the areas of teaching, learning and research over the period 2006/2007 to 2012/2013. Good practices are commonly accepted practices within the higher education community that enhance institutional quality. The International Network of Quality Assurance Agencies in Higher Education (INQAAHE) accepts as evidence of good practice commendation from an external review panel. Various Faculties and Departments, Institutes, Centres and Units at The UWI have, over the years, implemented many good practices in teaching, learning and research, among other areas. These good practices have been identified by the quality assurance teams that have carried out reviews. The UWI must continue to consolidate and build on these good practices so that they become best practices to be replicated and sustained across the institution.

Good practices are a precursor to promising practices and best practices. Harvey (2012) describes best practice as:

an intervention, process or approach, which has contextual relevance for the University of the West Indies; is exemplary in its ability to produce superior results when assessed against the goals set and/or against similar practice in the relevant core area; engages internal and external stakeholders; is efficient in terms of resources (human, time, financial); is well documented; has utility and is recognized beyond the practice site. (*Report on the Survey of the Literature on Global Best Practices in Higher Education*, p.4)

Promising practices are programmes, activities or strategies that have worked in one organization and show promise of becoming best practices with long term sustainable impact.

The UWI is currently implementing its 2012-2017 Strategic Plan and replication of best practices in higher education is important to the success of the Plan. A cross-campus committee was established to identify and report on UWI best practices in the context of the Vice Chancellor's Leadership for Institutional Excellence initiative (the Open Campus was not included in this Report as the Campus was engaged in an institutional accreditation exercise at the time). The findings of the work of this committee, which were made available in a Report on UWI Best Practices, reveal several examples of UWI best practices, promising practices and good practices in the following perspectives of the 2012-2017 Strategic Plan: financial, employee engagement and development, teaching and learning and research and innovation. However, in order to fulfil its vision to be "...globally recognised as an innovative, internationally competitive university..." (*The UWI Strategic Plan*, p.12) there is need for an in-depth and sustained focus on benchmarking UWI practice in the areas of its strategic perspectives against regional and global best practices.

Heads of Departments, Institutes, Schools, Centres and Units are encouraged to lend enthusiastic support to fostering a culture of innovation and nurturing of best practice in support of institutional transformation. Initiatives to adopt best practice should be recognized and rewarded and all best practices should be documented, with examples of best practice disseminated across the University.

The cross-campus team that researched and reported on UWI best practices recommended several measures for the institutionalization of best practices at The UWI. These measures include the maintenance of a UWI repository of best practices, formulating a marketing and communications strategy for disseminating information on UWI best practices, providing incentives to staff for developing best practices and on-going cross-campus dialogue on progress with best practice initiatives. This issue of *The UWI Quality Circle* shares information on good practice in order to contribute to meeting the strategic goals of the University. Various good practices that have been commended by quality assurance review teams, some of which were highlighted in the *UWI Report on Best Practices*, are presented below. We know that every good practice has not been captured in the table so feel free to share with us your good, best and promising practices that have been validated in your quality assurance review reports. Our contact information is below.

The UWI Quality Circle also takes this opportunity to extend sincere thanks to Professor Alvin Wint for his stewardship as Pro Vice Chancellor, and Chair, Board for Undergraduate Studies (BUS), and to congratulate Professor Alan Cobley on his appointment as Pro Vice Chancellor and Chair, BUS. Professor Cobley comes to the Office of the Board for Undergraduate Studies after serving as Campus Coordinator for Graduate Studies and with the background of a very distinguished career in the Department of History and Philosophy. His welcome message appears next to this column.

The UWI Quality Circle also extends a very warm welcome to Professor Yvette Jackson, Pro Vice Chancellor, Graduate Studies. Professor Jackson enjoyed a very distinguished career in the Department of Chemistry, Mona and also served as Campus Coordinator for Graduate Studies. Her welcome message is on Page 4.

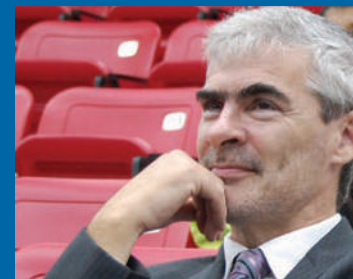
We thank the UWI community for its continued support of the work of the Quality Assurance Unit and *The UWI Quality Circle*! Here's to 10 more great years!



Sandra Gift, PhD
Senior Programme Officer
Quality Assurance Unit
The Vice Chancellery
The University of the West Indies
St Augustine Campus
Sandra.gift@sta.uwi.edu



Anna Kasafi Perkins, PhD
Senior Programme Officer
Quality Assurance Unit
The Vice Chancellery
The University of the West Indies
Mona Campus
Anna.perkins@uwimona.edu.jm



MESSAGE FROM PRO VICE CHANCELLOR, PROFESSOR ALAN COBLEY

This is the first issue of *The UWI Quality Circle* to be published since I took up the position of Pro Vice Chancellor with responsibility for the Office of the Board for Undergraduate Studies. Quality Assurance at the UWI has been one of the major responsibilities of OBUS since its inception in 1996, while the Quality Assurance Unit was formed in 2001 to take responsibility for this particular aspect of our work. It is a great privilege for me to be part of this important enterprise. It has been ten years since the inception of this newsletter, which seeks to highlight aspects of the work to promote quality assurance. This 15th issue of our newsletter on 'UWI Good Practices' provides some practical examples of the work being done. It demonstrates in a very tangible way how far we have come and the growing and deepening culture of excellence across our University that our QA system is helping to promote.

As we work to meet the ambitious objectives set out in our new Strategic Plan for 2012-2017, it is clear that we will need to learn from and build on best practice within our University, as well as look for models outside. This issue demonstrates that we are well on the road to establishing our university's reputation as a world-beating institution. I hope you will find the information in this newsletter useful, and that it will help you to identify new ways in which your department or unit can reach for excellence.

Best wishes,

Professor Alan Cobley
Pro Vice Chancellor and Chair,
Board for Undergraduate Studies
The University of the West Indies



**MESSAGE FROM
PRO VICE
CHANCELLOR,
PROFESSOR
YVETTE JACKSON**

It is with great pleasure that I contribute a message for this the 10th anniversary of *The UWI Quality Circle* – the newsletter of the Quality Assurance Unit (QAU). The contribution of the QAU to The UWI continues to be invaluable. Through the work of this Unit our consciousness has been infused with matters relating to quality and best practice. We are constantly challenged to make QUALITY a way of life within the institution, and this has impacted not only our teaching and learning environment, but our other processes as well. The QAU dares us to strive to surpass the standards we set for ourselves.

The School for Graduate Studies has benefited tremendously from having become interwoven with the Quality Assurance Unit and we continue to depend on the guidance of this team of energetic professionals who are so very committed to, and take such pride in, what they do. We can quite clearly see the impact of QAU initiatives – Quality Review of graduate programmes (Taught and Research) within Departments, Institutes, Centres, Units and Schools is perhaps the most prominent in the minds of everyone. The follow-up to these Reviews is, of course, very important, and we depend on the academic community to take this on.

My distinct hope is that the QAU will continue to move among us, ever strengthening our quality efforts as we seek to implement our 2012-2017 Strategic Plan. Many aspects of quality are indeed embedded in that vision for The UWI to be “globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond”, and the work of the QAU team will be critical to us all.

Thanks again, QAU, for the work you do, and hearty congratulations on the 10th anniversary of *The UWI Quality Circle*!

Best Practices

“GOOD, BETTER, BEST – NEVER LET IT REST UNTIL YOUR GOOD IS BETTER AND YOUR BETTER IS BEST!!”

Many of us across the Caribbean learned that little memory gem as we were growing up: It’s a great little memory gem as it captures the essence of quality and quality enhancement, which is about striving for excellence through continued improvement. And we know there is always room for improvement! Striving after excellence will take effort: setting standards, planning, evaluating outcomes.

“I LEARNED FROM THE BEST”!

Here’s another gem that we learned from the Diva the late Whitney Houston, “I learned from the best, I learned from you”. Part of becoming the best involves learning from others who have instituted practices and procedures that have demonstrated an exemplary ability to produce good results. That is best practice! It will also involve benchmarking practice against other institutions, Departments, and Units. It also includes sharing our own standards, practices and benchmarks with others. Don’t forget that best practices worth learning from may be right in your own Unit or Department. This is what Jamaica’s national hero, the Rt. Honourable Marcus Mosiah Garvey, reminds us when he asked, “Why not see good and perfection in ourselves”? Perhaps others consider your department to be “the best” from which they can learn. Either way, look around for other departments and universities that you can learn from to make our student experience the best.

Learn from the best! Be the best!

Dr. Anna Kasafi Perkins

KUDOS FOR THE UWI QUALITY CIRCLE



“The QAU publicises its activities and provides further support materials through posters and the UWI Quality Circle newsletters. QAU is to be commended for this. The Review Team heard evidence from the communities of interest of the value as well as the high regard in which the QAU is held, not least because of these promotional and informational tools.”

Report of the Review of the QAU, 2011, p.23

PHOTO:
Quality Assurance Unit Review Team 2011

REFLECTIONS

On what Quality Higher Education Means to Students of The UWI



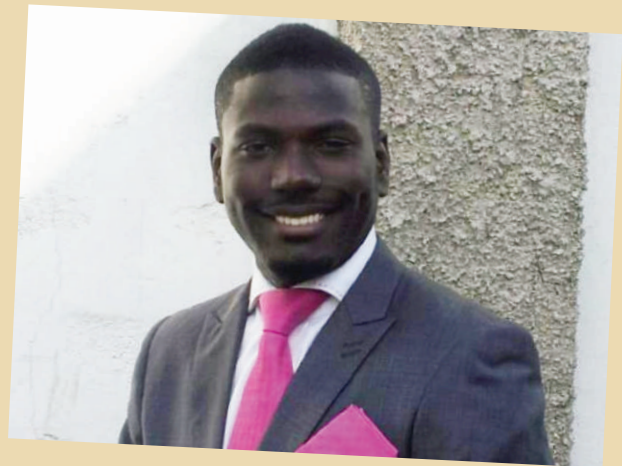
◀ In this the 50th anniversary of the Cave Hill Campus, we pause to reflect on the importance of quality higher education to graduate/research students in the region. Not only is there access to a range of programmes comparable in quality to those of extra-regional universities, but these are available often at a fraction of the cost, with the added benefit of remaining close to home, with minimal impact on one's personal and professional life. For this we must laud the University of the West Indies.

*Mr. Dalano R. DaSouza, President,
The Cave Hill Association of
Post-Graduate Students*

Front (R-L): Ms. Aurelia Bruce - Vice President, Ms. Krystle Francis - Faculty of Science and Technology Representative, Ms. Chemika Ellis - Secretary, Ms. Akilah Procope - Faculty of Social Sciences Representative • Back (R-L): Mr. Kurt Hercules - Treasurer, Mr. Dalano DaSouza - President, Mr. James Young - Faculty of Humanities Representative

The Quality Circle has been in operation since 2003 and now celebrates its 10th anniversary of publication. This newsletter speaks to the numerous steps undertaken by the University to meet the global standards required, through robust reviews and implementation of policies to ensure that there is substantial Caribbean knowledge, growth and visibility in each programme of study. I am pleased to applaud the meticulous efforts of the Quality Assurance Unit in the production of this literature and on a job well done!!

*Mr. Tijani Christian, President
UWISTAT Vice Chancellor's Ambassador Corps (Mona)*



◀ Certain capricious chemical reactions do not occur in the dark. However, once catalyzed by light, they become incomparable as the contents change to create an unanticipated result. Students are chemicals in this reaction and the University of the West Indies is the catalyst. The result, surprising to many entrants into the University, is once matriculated one would be positively shaped by an experience of quality higher education that surpasses any other in the world.

*Mr. Alexander Johnson, President
St Augustine Guild of Students 2013/14
University of the West Indies*

REFLECTIONS

On The UWI Quality Circle



Quality Assurance in our teaching and learning portfolio is a key priority area for The UWI. The Office of the Board for Undergraduate Studies (OBUS) leads this charge on our behalf and I am proud to say that this responsibility has been admirably handled under successive Pro Vice Chancellors assisted by staff members. This newsletter has provided invaluable information on progress in implementing strategic objectives, new processes and successes in multiple areas relevant to the Quality Assurance enterprise at The UWI. Congratulations!

*Professor E. Nigel Harris, Vice Chancellor
The University of the West Indies*

Making the professional transition from working in a higher education policy analyst role to a university quality assurance/enhancement role required convenient, constant access to relevant information from trusted, reader-friendly publications on teaching and learning quality in a Caribbean context. *The UWI Quality Circle* has been a consistently high-quality publication that has helped me in my personal development and professional preparation. Congratulations on your 10th Anniversary; good job, QAU!

*Dr. Eduardo Ali, Programme Manager - Institutional Effectiveness
Office of the Campus Principal
St. Augustine*



A successful system, be it in one's personal life or in any organization like the University of the West Indies, is based on sound planning, reflection and learning from best practices. It is what makes the difference between excellence and mediocrity. This is the essence of quality assurance and the importance of its value. *The UWI Quality Circle* embodies this philosophy of excellence, and achieves it admirably!

Few places in UWI have I seen the efforts of an individual working with very small teams, silently and modestly make such a difference, as the Quality Assurance Units on every campus of UWI do. *The UWI Quality Circle* is a voice that speaks gently but emphatically to the rest of us about changing the face of our campuses - be it teaching, learning, research or administration - and how to do it best.

*Dr. Shirin Haque, Senior Lecturer, Physics
Department & Deputy Dean, Student Matters
Faculty of Science and Technology
St. Augustine*



REFLECTIONS

On The UWI Quality Circle

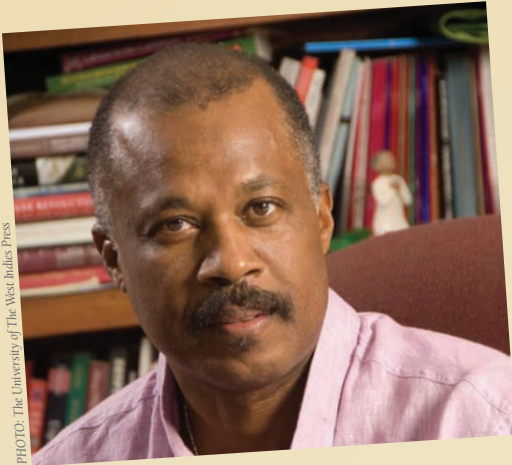


PHOTO: The University of The West Indies Press

◀ The UWI has suffered over time from self-inflicted wounds caused by its inability to manage effectively those endemic internal tensions and stresses. I welcomed *The UWI Quality Circle* deeply into my bosom because I felt on reading its pages an intense commitment to building bridges over troubled waters with an inscription which says, “we are all in this together and we will either hang together or we will hang separately”. The newsletter reflects the QAU’s pioneering and innovative response to the needs of the wider university. To its communications team I say many thanks and “nuff respect”.

Professor Sir Hilary Beckles, Pro-Vice-Chancellor & Principal Cave Hill

In 2008 when I was conducting research on quality assurance in Open and Distance Learning, I received a copy of *The UWI Quality Circle* newsletter. I remember at the time feeling that I had found a treasure trove of information. The newsletter was an excellent, initial source for relevant contacts and resources. I was pleased to find snippets on UWI policy and activities related to quality assurance within The UWI.

As someone with a research interest in quality assurance in Higher Education, *The UWI Quality Circle* keeps me informed about relevant UWI policies and practices. The newsletter provides snapshots of various quality assurance activities such as quality reviews, student evaluations, and accreditation and keeps me up-to-date with the status of quality assurance on the campuses, while generating ideas for possible research activities.

Dr. Dianne Thurab-Nkhosi, Teacher Training Facilitator Centre for Excellence in Teaching and Learning (CETL) St Augustine



◀ Congratulations on 10 years of *The UWI Quality Circle*! It is a fine tool for sharing valuable information on quality matters with the UWI community. The double volume on Registration (8 & 9, 2007) was particularly useful; in laying out the arguments for our regional University to participate in the process of registration with local accreditation agencies, the newsletter set the tone for the later accreditation process. Mona Campus is indeed proud of the work of the Quality Assurance Unit.

Professor Gordon Shirley, Pro-Vice Chancellor and Principal Mona



REFLECTIONS

On The UWI Quality Circle



◀ The Quality Circle has matured and the format now includes an electronic copy available for download from the QAU website (www.uwi.edu/qau/). Quality assurance Review Team members as well as Heads of Institutes and Centres have remarked on the usefulness of *The UWI Quality Circle* to orientate and endorse the relevance of all stakeholders to the quality quest at The UWI.

*Dr. Sandra Richards, Senior Programme Officer
Graduate Studies & Research, Quality Assurance Unit
The Vice Chancellery
The University of the West Indies*

The Department of Library and Information Studies applauds *The UWI Quality Circle* for continuing to be the vibrant and interesting face of quality assurance and enhancement at The UWI. We are particularly impressed with the range of issues addressed in the Circle, some of which should allow for open discourse on essential matters of quality. I am now pondering 'valuables' in the quality process as well as 'creating transparency' which were addressed in the latest issue. Great work!

*Dr. Paulette A. Kerr, Senior Librarian & Head
Department of Library & Information Studies
Faculty of Humanities & Education
Mona*



◀ I have found *The UWI Quality Circle* to be an efficiently packaged synopsis of important issues in the quality assurance process of The UWI. Each volume targets different issues related to the quality assurance review process or simply presents our stakeholders' perception of quality. The volume on 'Closing the Loop' (May 2010) was of particular value to me as a new HOD as it helped me to identify areas that needed my attention to "close the loop" in my own Department.

*Dr. Mona K. Webber, Head, Department of Life Sciences
Faculty of Science and Technology
Mona*



REFLECTIONS

On The UWI Quality Circle



◀ We extend our heartiest congratulations to the editorial team of *The UWI Quality Circle* on the tenth anniversary of this very important newsletter. Since coming into being, *The UWI Quality Circle* has proven to be a standard bearer and has successfully brought the issue of quality i.e. “fitness of purpose” to the front burner. Given its readability, the newsletter has certainly been a very valuable vehicle in building awareness. We wish you continued success.

*Mr. Clement William Iton, University Registrar
The University of the West Indies
Regional Headquarters
Mona*

From the first volume that introduced the university community to The UWI's system of quality assurance to Volume 14 with its focus on open and distance learning, *The UWI Quality Circle* has reflected the QAU's vision of welcoming, within its ever-widening embrace, new players, perspectives and initiatives in its continuous quest to promote and enhance quality. It has been a privilege to be a part of this team effort ▶

*Ms. Jacqueline Moniquette, Senior Programme Officer
Quality Assurance Unit
Cave Hill*



◀ *The UWI Quality Circle* is doing an excellent job of keeping stakeholders abreast of a wide range of issues of quality in higher education and often highlights beacons of quality at The UWI. One can always be sure that each edition will not only be informative, but will also provide refreshing insights that force a deeper examination of issues of quality. It is a must-read!

*Dr. Camille Bell-Hutchinson, Campus Registrar
Mona*



REFLECTIONS

On The UWI Quality Circle



◀ I am proud to have been a member of the Communications Team of *The UWI Quality Circle* since its inception. The QC deals with pertinent issues that impact the development of the University as a whole. It provides relevant and significant perspectives of experts on the topics being articulated, which offer invaluable information for stakeholders. It is expected that the newsletter will continue to grow and provide a forum for discussion of important issues.

*Mrs. Alysha Deonanan-Wilson, Administrative Assistant
Quality Assurance Unit
St. Augustine*

From developing the newsletter's concept and format in the early days, to facing the perennial challenge of what to leave in and what to leave out of each issue, I have found in *The UWI Quality Circle* a fulfilling excursion into editorial crafting. It is gratifying to know that the passion that our Communications Team puts into each volume resonates with readers both within and beyond The UWI.

*Ms. Sonja Dumas, Assistant Editor
The UWI Quality Circle*



▶ *The UWI Quality Circle* came to me as a design assignment with its own solution – quality. This has been my focus with every edition regardless of deadlines which can be tight sometimes. Another aspect of my involvement is the trust that we have for each other as a team to come up with the best solutions for the publication. That I do treasure.

*Mr. Gabby Woodham, Graphic Designer
The UWI Quality Circle*



Selected UWI Good Practices

COMMENDED BY QUALITY ASSURANCE REVIEW TEAMS, 2006-2013

The areas of good practice that are highlighted most often by review teams are teaching methodologies, curriculum, assessment, research, and library services. They are highlighted below in green.

Good Practice in Teaching and Learning	Practice Commended by Review Teams	Discipline/Year
CAVE HILL CAMPUS		
Teaching Methodology	<ul style="list-style-type: none"> ■ Very carefully calculated mixture of Caribbean-based gender material and international debates/literature on gender and feminism; a sound mixture of conceptual and empirical material 	Centre for Gender and Development Studies, 2006
Teaching Methodology	<ul style="list-style-type: none"> ■ Well-developed certification programme in University Teaching and Learning (CUTL) for new or recently hired faculty members to explore a variety of teaching approaches <ul style="list-style-type: none"> • Lecturers trained under this initiative found it useful and have been able to employ various approaches in their programmes; they encourage other faculty members to diversify their teaching methods 	Biology, 2010
Teaching Methodology	<ul style="list-style-type: none"> ■ Alumni and employers expressed satisfaction with the theoretical knowledge gained in courses ■ The students interviewed were articulate and seemed excited about the programme; general satisfaction with theoretical courses. ■ Academic staff generally recognized by the undergraduates, graduates and alumni as knowledgeable, enthusiastic and successful in imparting knowledge. Review Team concurs. ■ Demonstrators reported enjoying interaction with students, and valued the opportunity to apply the knowledge obtained at the university. Great appreciation for the new Demonstrators' Handbook ■ Laboratory technicians appeared enthusiastic, knowledgeable and willing to assist the students in the laboratory. 	Chemistry, 2008

Selected UWI Good Practices *(continued)*

<p>Teaching Methodology</p>	<ul style="list-style-type: none"> ■ Development of innovative teaching and learning approaches in modules by the Social Work staff team: ■ Problem-based learning, enquiry-based approaches and project and portfolio work were evidenced in course outlines and assessment tasks. ■ Research-based evidence particularly encouraged in some courses ■ Some courses particularly utilized to assist in building student self-awareness, community development and social work skills to facilitate preparation for field practice 	<p>Social Work, 2012</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> ■ Resourcefulness over the past several years in developing a well-designed programme for a minor in Archaeology 	<p>History, 2004</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> ■ Perseverance: Commendable number of courses developed by the CGDS Cave Hill Unit in its goal to move the offering of a minor into a major and to offer more options for students of gender (this under physical and human constraints during the earlier period of its institutionalization) 	<p>The Centre for Gender and Development Studies, 2006</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> ■ University implemented many of the recommendations put forward in 2005 by the Team, e.g., new courses with cross-disciplinary appeal have been designed; some are already being delivered. ■ Considerable and overwhelmingly favourable feedback received by Team from students of all levels 	<p>Philosophy, 2009</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> ■ Highly commendable: Programme keeps up with the latest instructional technologies and implements them enthusiastically when the resources are within reach ■ Brilliant: Programme's seemingly limitless capacity for curricular development that is at once imaginative, coherent, and feasible. Developments spearheaded in: performance arts, popular culture, creative writing, theory, and Caribbean studies 	<p>Literatures in English, 2010</p>
<p>Assessment</p>	<ul style="list-style-type: none"> ■ Highly commendable: The practice of continuous assessment exercises at tutorial sessions as strategies for monitoring problem areas where they may occur 	<p>Philosophy, 2005</p>

Research and Research Output	<ul style="list-style-type: none"> ■ Highly commendable: High quality of research being carried out by faculty in the Chronic Disease Research Centre (CDRC). Also impressive: <ul style="list-style-type: none"> • Ability of the Centre to attract relatively large amounts of research funds • Their collaboration with researchers in established international centers • Their success in publishing on relevant conditions that affect the Caribbean population 	Clinical Medicine, 2009
Research and Research Output	<ul style="list-style-type: none"> ■ Impressive: Book chapters and conference presentations, given limited staff resources ■ Range and number of research articles also impressive, some being in international publications 	Social Work, 2012
Research and Research Output	<ul style="list-style-type: none"> ■ Publications by staff of the Department of History and Philosophy received by members of Review Team indicate the amount and quality of scholarly work being conducted within the Department. ■ Of particular significance: <ul style="list-style-type: none"> • The now internationally-known and attended annual philosophy meetings, dubbed CHiPS (Cave Hill Philosophy Symposium); • Book published on selected past proceedings from some of the past CHiPS 	Philosophy, 2009
Research and Research Output	<ul style="list-style-type: none"> ■ Cultivating creativity: The programme sustains <ul style="list-style-type: none"> • Cave Hill Theatre Workshop • Creative writing journal <i>Poui</i> (a regional journal in the venerable tradition of the seminal journal <i>Bim</i>) • Fortnightly readings for local and visiting writers sponsored by <i>Poui</i> 	Literatures in English, 2010
Library Resources	<ul style="list-style-type: none"> ■ Major resource: The Law Library at Cave Hill <ul style="list-style-type: none"> • A major regional resource for lawyers and others in the Caribbean • An internationally significant repository of Caribbean legal materials; library supports an extensive paper collection and a number of electronic databases, and manages the editing and production of the CariLaw database of Caribbean cases • Dedicated library staff team 	Law, 2008

Selected UWI Good Practices *(continued)*

<p>Library Resources</p>	<ul style="list-style-type: none"> ■ Faculty members expressed satisfaction with the role of the Faculty Liaison Officer. ■ Relationship between the Library and the discipline is an example of a line of communication within the University that works effectively 	<p>Mathematics, 2012</p>
<p>Human Resources</p>	<ul style="list-style-type: none"> ■ Enthusiastic part-time lecturers deemed to be excellent classroom instructors and key assets for the programme. Based on interviews and classroom visitation by Review Team 	<p>The Centre for Gender and Development Studies, 2006</p>
<p>Human Resources</p>	<ul style="list-style-type: none"> ■ Psychology staff impassioned, dedicated, and exceptionally hard working; clearly ingenuous in accommodating the dramatic growth in Psychology enrolments with limited resources 	<p>Psychology, 2008</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Impeccable: The quality review process - fair, open, clearly defined, and, if conducted well, effective ■ QAU staff are helpful and supportive. 	<p>Physics, 2011</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Commendable: Philosophy section's thorough and detailed Self-Assessment Report (SAR). The report reflects the positive changes in various aspects of the programme, including but not limited to some of the recommendations that were made by the Team in 2005. Changes include: <ul style="list-style-type: none"> • Addition of one full-time position for the Programme • Expansion of offerings in the curriculum 	<p>Philosophy, 2009</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Notable: Continuous informal mentoring of new staff complementing the more formal procedures recently introduced by the University 	<p>History, 2009</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Four of the six lecturers in the discipline have taken the teaching certification course – a significant step in assuring that the highest standards of pedagogy are implemented in the discipline 	<p>History, 2009</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Tenacity and Dedication: The revival of the History Society after years of dormancy - a tribute to the efforts of members of the discipline and dedicated students in the face of challenges 	<p>History, 2009</p>

Outreach	<ul style="list-style-type: none"> ■ Faculty are very much engaged in local, regional and international communities and networks. ■ Student engagement in enhancing sustainable local communities also very impressive 	Social Work, 2012
Dissemination of Research Results	<ul style="list-style-type: none"> ■ Excellent research anthologies and monographs produced by staff in CGDS; viewed as providing concrete illustrations of applied research for students to analyze and undertake on a smaller scale in specific settings 	The Centre for Gender and Development Studies, 2006

MONA CAMPUS

Teaching Methodology	<ul style="list-style-type: none"> ■ Educational programmes drawing upon the disciplinary research expertise of academic staff 	Management Studies, 2011
Teaching Methodology	<ul style="list-style-type: none"> ■ Effective use of teaching staff 	Philosophy, 2011
Teaching Methodology	<ul style="list-style-type: none"> ■ Applauded: The effort to be creative with the teaching of the Golden Age of Spanish Literature with Quijote as the central text 	Spanish, 2007
Teaching Methodology	<ul style="list-style-type: none"> ■ Staff make an effort to incorporate creative and innovative methods through the use of case studies, field trips, class discussion, class presentations, and projects. 	St Michael's Theological College (Theology), 2008
Curriculum	<ul style="list-style-type: none"> ■ The process by which curricula are updated and any changes are disseminated is well developed and rigorous. ■ Curriculum development – a robust and continuous exercise which involves a wide cross-section of staff; effectively shared with staff at all sites 	Clinical Programmes, 2011
Curriculum	<ul style="list-style-type: none"> ■ Significant departmental effort put into overhauling the undergraduate curriculum. Result: a significantly improved set of courses 	Computer Science, 2009

Selected UWI Good Practices *(continued)*

Curriculum	<ul style="list-style-type: none"> ■ Reinvention: Department has introduced several new attractive majors for the undergraduate degree 	Physics, 2012
Curriculum	<ul style="list-style-type: none"> ■ Applauded: The French Section's initiative to clearly define the general objectives of its language curriculum ■ Commended: The Section's efforts in carefully outlining those of its four-semester service course entitled, "French for the Hospitality Industry" in the Department's 2007-08 Information Pamphlet 	French, 2008
Curriculum	<ul style="list-style-type: none"> ■ Research project in Mathematics for final year students introduced 	Mathematics, 2011
Curriculum	<ul style="list-style-type: none"> ■ Spanish Programme created Hospitality-related courses in response to the demands from University of Technology. Manuals and course materials developed are impressive. 	Spanish, 2007
Assessment	<ul style="list-style-type: none"> ■ Course outlines evidence of lecturers from St Michael's faculty employing a variety of strategies in assessment of student course work 	St Michael's Theological College, 2008
Assessment	<ul style="list-style-type: none"> ■ French Section encouraged to continue to draw on authentic materials and make use of imaginative means of evaluating the students' language skills <p>Examples:</p> <ul style="list-style-type: none"> • Student presentations and skits • Simulations • Student teaching • Research projects requiring the use of multimedia and the internet 	French, 2008
Research	<ul style="list-style-type: none"> ■ Impressive: Participation of students in conferences and faculty research (co-authoring papers, etc.). Efforts are strongly encouraged. 	Geology, 2007
Research	<ul style="list-style-type: none"> ■ The Biotechnology Centre cadre of scientists specializing in plant biotechnology over the 18 years of its existence, with limited staff complement 	Biotechnology Centre, 2007

Research	<ul style="list-style-type: none"> ■ Successful funding, international partnerships and mentorship drives have resulted in a number of large funded programmes of research and an increase in the number of research publications and presentations at scholarly conferences. Result - an increase exposure to and collaboration with senior external researchers 	UWI School of Nursing, 2007
Research	<ul style="list-style-type: none"> ■ Department's current research output is quite good 	Mathematics, 2011
Research	<ul style="list-style-type: none"> ■ Commendable: The revival of the College's journal, the <i>Caribbean Journal of Religious Studies</i> 	United Theological College of the West Indies (Theology), 2008
Research	<ul style="list-style-type: none"> ■ Research component of the academic staff is showing promising signs with the advent of three new research groups over the last three years 	Physics, 2012
Human Resources	<ul style="list-style-type: none"> ■ Impressive credentials of the clinical staff; a high level of client satisfaction, with the Behavioural Health Unit (Mona) as a model of excellence 	The University Health Centre, 2011
Human Resources	<ul style="list-style-type: none"> ■ Faculty commended for its clear vision and strong leadership; new curriculum embraced by the majority of staff ■ Continuing effort to maintain an environment of excellence led in the main by energetic and positive thinking departmental and unit heads 	Clinical Programmes, 2011
Human Resources	<ul style="list-style-type: none"> ■ Applauded: Diversity among teaching staff 	Spanish, 2007
Human Resources	<ul style="list-style-type: none"> ■ Superintendent of Works brings strong professional blend of architecture and engineering to the position ■ Position has improved responsiveness to student problems in the halls 	The Office of Student Services and Development, 2010
Human Resources	<ul style="list-style-type: none"> ■ Impressive: Level of dedication and commitment of the teaching staff, despite disparity in incentives for such advancement vis-à-vis comparable academic institutions 	United Theological College of the West Indies (Theology), 2008

<p>Human Resources</p>	<ul style="list-style-type: none"> ■ Solid level of expertise in French Programme in a remarkable variety of areas. <ul style="list-style-type: none"> • Teaching members of the French Programme clearly committed to see their Programme grow and prosper; a great deal of time and effort devoted to reviving and sustaining their major 	<p>French, 2008</p>
<p>Human Resources</p>	<ul style="list-style-type: none"> ■ Department currently has a dynamic senior leader as evidenced by the improvements, by her CV and by staff comments about the improved chain of command and clarity of management structure in the Department 	<p>Mathematics, 2011</p>
<p>Resources for Student Learning</p>	<ul style="list-style-type: none"> ■ The Compass Magazine produced by the Guild of Students is professional, beneficial to students and contains valuable information ■ Commendable: The UWI's forging of a partnership with the Lions Club to have a new building erected to facilitate students with disabilities ■ Office for Students with Special Needs makes their facilities available to other special needs persons from high schools and colleges in close proximity ■ System of student governance is excellent ■ Students are exposed to governance, parliamentary procedure, leadership, conflict resolution, problem solving, programme development, time management, working with others, learning to become less self-centred and more helpful to others. 	<p>The Office of Student Services and Development, 2010</p>
<p>Resources for Student Learning</p>	<ul style="list-style-type: none"> ■ College...arranges sessions in time-management and study methods for new students; sessions supplemented by others dealing with these matters and treated in the students' denominational groups. Feedback from students is positive. 	<p>United Theological College of the West Indies (Theology), 2008</p>
<p>Resources for Student Learning</p>	<ul style="list-style-type: none"> ■ Orientation session for the DM programme at the beginning of the year is effective and valued 	<p>Clinical Programmes, 2011</p>
<p>Resources for Student Learning</p>	<ul style="list-style-type: none"> ■ Library is well maintained and serves well the needs of the students and academic staff ■ More than adequate access to international databases ■ Commendable: Interaction between the Library and DOMS Faculty 	<p>Department of Management Studies, 2011</p>

Resources for Student Learning	<ul style="list-style-type: none"> ■ Good library liaison on the part of Geology 	Geology Programme, 2007
Resources for Student Learning	<ul style="list-style-type: none"> ■ Impressive: Breadth of the Department's 2007-08 Information Pamphlet which aptly includes the Department's mission statement, thoroughly presents all Programmes housed in the Department of Modern Languages and Literatures, and effectively outlines each programme's specificity, requirements and course descriptions ■ Commendable: Department's comprehensive chart detailing the different levels of language proficiency a student should attain in the course of his/her language studies and comparing those with the Common European Framework of Reference for Foreign Language Learning 	French, 2008
Academic Quality Assurance	<ul style="list-style-type: none"> ■ Student evaluation of courses 	The Institute of Caribbean Studies, 2009
Academic Quality Assurance	<ul style="list-style-type: none"> ■ Impressive: mechanisms and procedures in place at UWI, Mona, to ensure the quality of the French courses offerings and the French Programme ■ Strongly applauded: Initiative of holding an inter-campus meeting bringing together the three UWI sections of French at St Augustine in May 2007 ■ Commendable: French Section, for its great diligence in implementing most, if not all of, the recommendations proposed by their 2002 programmatic review team 	French, 2008
Academic Quality Assurance	<ul style="list-style-type: none"> ■ Commendable: Progress that the Department has made since its last Assessment in 2005 ■ Student evaluation of the Master's programme is favourable. ■ Noteworthy: Department sets its internal target student evaluation minimum benchmark at 4.0. 	Department of Economics, 2012

Selected UWI Good Practices *(continued)*

<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Yearly Staff Retreat Day provides a perfect opportunity to appraise courses and to discuss and propose changes where necessary in order to improve programmes and courses. 	<p>St Michael's Theological College (Theology), 2008</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Accounting Programme Department appears to satisfy the needs of students and the Accounting profession in terms of preparing persons to enter the profession ■ Unanimously commended by various stakeholders, academic staff, students and Institute of Chartered Accountants of Jamaica (ICAJ) 	<p>The Department of Management Studies, 2011</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Recognized: Breadth of services offered by the University Health Centre, Mona 	<p>The University Health Centre, 2011</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Preliminary feedback from students is positive. ■ Preparatory Mathematics courses provide a useful foundation. 	<p>Physics, 2012</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Actuarial qualification is a professional one; students benefit greatly from interaction with fully qualified actuaries and graduates pursuing the actuarial qualification. 	<p>Mathematics, 2011</p>
<p>Service to Students, Student Centredness</p>	<ul style="list-style-type: none"> ■ Several excellent programmes are in place for students. Examples - the FYE programme, the quality Leadership programme, UWI Mentorship programme and career development programmes. ■ Other valuable programmes for commuting students include Second Year Experience (2YE) programme through community programmes specially designed for second level, such as Mentorship, Performing Arts, and Environmental Protection programmes and the 'The Entrepreneur' (Third Year Experience (3YE) programme) ■ Career Services does excellent work. 	<p>The Office of Student Services and Development, 2010</p>

Service to Students, Student Centredness	<ul style="list-style-type: none"> Relationship with the Latin American-Caribbean Centre (LACC) has been instrumental in developing study abroad opportunities for students Centre also assists in securing internships (paid and unpaid and closely monitored and regulated) with various embassies or “Spanish-speaking companies” on the island 	Spanish, 2008
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> Students required to make a conference presentation as part of the summative assessment exercise 	The Department of Educational Studies, 2011
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> Students remarked that courses such as “Pastoral counselling” and “Church and Development” were extremely helpful in personal, spiritual, and social understanding and growth. 	St Michael’s Theological College (Theology), 2008
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> Emphasis on a common Physics core for each of the majors is a strategy that will produce graduates with a solid foundation. 	Physics, 2012
Outreach	<ul style="list-style-type: none"> Outreach has become a vibrant and substantial activity. 	Mathematics, 2011
ST AUGUSTINE CAMPUS		
Teaching Methodology	<ul style="list-style-type: none"> Pedagogical training of academic staff 	The Department of Mechanical and Manufacturing Engineering, 2009
Teaching Methodology	<ul style="list-style-type: none"> Wide range of Teaching and Learning methodologies used School actively encourages students to become active learners and critical thinkers. Significant factor: an ethos of informality and approachability of staff which encourages students to question and probe, particularly with regard to difficult clinical cases 	School of Dentistry, 2013

Selected UWI Good Practices *(continued)*

Teaching Methodology	<ul style="list-style-type: none"> ■ Hands-on animal handling and clinical and surgical skills appear strong; have contributed to recognized improvement in student skills 	School of Veterinary Medicine, 2012
Curriculum	<ul style="list-style-type: none"> ■ Introduction of learning skills course 	The School of Preclinical Sciences, 2008
Curriculum	<ul style="list-style-type: none"> ■ Commendable: Effort made in 2008-09 to review every course in the curriculum; revised course outlines generally reflect the current state of scholarship in each of the respective disciplines. 	Theology, 2009
Curriculum	<ul style="list-style-type: none"> ■ Commendable: French Section incorporation of Francophone culture in the third-level FREN 3402 	French, 2012
Research	<ul style="list-style-type: none"> ■ The Research Clusters: Research clusters created for graduate students and teacher candidates with similar interests <p>These include:</p> <ul style="list-style-type: none"> • Special and Inclusive Education • E-learning • Teaching and Learning at the Primary/Secondary Levels • Programme Evaluation • Home/School Partnerships • Reading • Culture and Schooling • Large-scale Assessment • Education and Equity <ul style="list-style-type: none"> ■ E-learning cluster also introduced; furthers the SOE's presence in the open access online learning community, and improves connection with international and regional scholars 	School of Education, 2013
Research	<ul style="list-style-type: none"> ■ Graduate Programme benefits from the active and excellent research programmes of the faculty. Well-respected scholars deliver relevance to current directions in Psychology. ■ Some graduate students expressed strong satisfaction with the supervision they received from their first supervisor. 	Psychology, 2012
Research	<ul style="list-style-type: none"> ■ Commendable: Increased financial support for Postgraduates 	School of Veterinary Medicine, 2012

Library Resources	<ul style="list-style-type: none"> ■ Library has both classical and modern journals including electronic publications; well suited to undergraduate and graduate education 	Physics, 2006
Library Resources	<ul style="list-style-type: none"> ■ Absolutely Top Class: physical and virtual components of library ■ Collection is very complete and accessible; availability of study space, computers, printers, etc. is excellent 	Chemistry, 2013
Library Resources	<ul style="list-style-type: none"> ■ Mount Hope Library is excellent with good site-based and on-line resources, a dedicated staff and good learning facilities ■ The future: library also has a number of forward-directed plans to further enhance its ability to support education and research 	Clinical Medical Sciences, 2011
Library Resources	<ul style="list-style-type: none"> ■ Impressive Facilities: Students had access to dissertations from all the campuses ■ Library reserves books specifically for evening and daytime students ■ Qualified librarian available after the 5:00 pm start for evening students 	Sociology, 2011
Learning Outcomes	<ul style="list-style-type: none"> ■ Course outlines well-defined and meet standards for best international practice. ■ Ensuring best international practice by ensuring courses meet IET, ABETT and/or UK Engineering Council requirements ■ The use of intervention and remedial sessions (ECNG2006) throughout the mandatory computer courses to help maximize the students' performance in practical examinations ■ The Instructional Development Unit has helped to develop enhanced teaching methods that have been shown to improve student learning and exam performance. 	Electrical and Computer Engineering, 2013
Human Resources	<ul style="list-style-type: none"> ■ Appointment of an Engineering Practice Coordinator to further develop the Department's engineering practice stream ■ Staff Development: All new members of academic staff from academic year 2009/2010 required to attend in-service UWI Post Graduate Certificate Programme in University Teaching and Learning 	Electrical and Computer Engineering, 2013

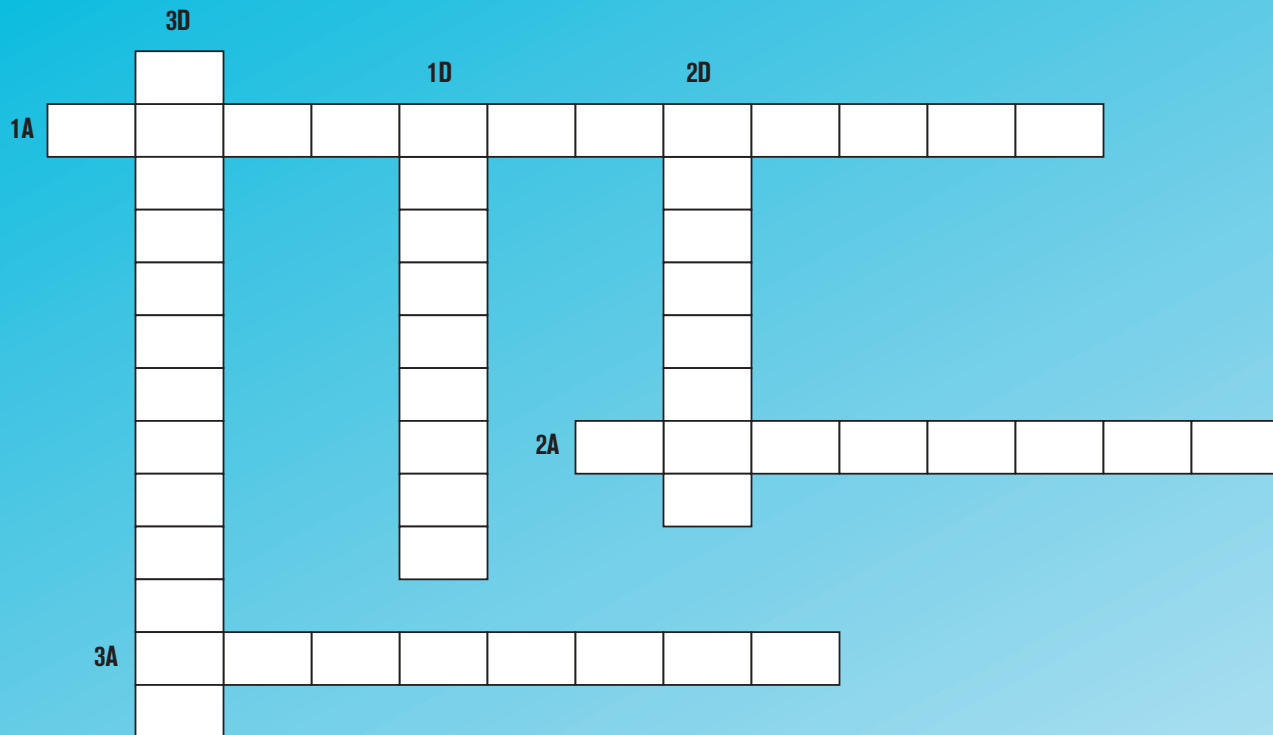
Selected UWI Good Practices (continued)

<p>Resources for Teaching and Learning</p>	<ul style="list-style-type: none"> ■ Dedicated teaching staff 	<p>French, 2010</p>
<p>Resources for Teaching and Learning</p>	<ul style="list-style-type: none"> ■ Infrastructure: Good order in both teaching and research labs. ■ Excellent: Quality of instrumentation ■ Excellent also: Technical and engineering staff who operate and maintain the instrument facilities 	<p>Chemistry, 2013</p>
<p>Resources for Teaching and Learning</p>	<ul style="list-style-type: none"> ■ Quality of Resources: Availability of the requisite teaching facilities, the library services, and ICT provision that help to facilitate the delivery of a high quality academic programme 	<p>School of Education, 2013</p>
<p>Physical Facilities</p>	<ul style="list-style-type: none"> ■ Physical Resources - Total Stations, GPS, Smart Boards and updated classrooms all add to the status of the Department in international comparisons 	<p>Geomatics and Land Management, 2012</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Full integration of QA procedures across the Campus as managed by AQAC ■ External Quality Mechanisms ■ Establishment of annual visits by one of the current set of external examiners ■ Ensuring that the examiner is aware of any local issues ■ Maximizing the opportunity for feedback from the examiner with respect to individual courses or current issues 	<p>Electrical and Computer Engineering, 2013</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Proactive Quality Assurance and Enhancement Committee ■ Improves quality and types of assessment throughout the veterinary medical programme 	<p>School of Veterinary Medicine, 2012</p>
<p>Academic Quality Assurance</p>	<ul style="list-style-type: none"> ■ Several mechanisms help to secure and maintain desirable quality and standards in the academic processes. <p>Examples:</p> <ul style="list-style-type: none"> • Programme submission and approval • Course development and review • Student feedback on courses • Use of external examiners • The role of the Instructional Development Unit • The role of the Quality Assurance Unit 	<p>School of Pharmacy, 2012</p>

Academic Quality Assurance	<ul style="list-style-type: none"> ■ Involvement of External Examiners continues to be important component of the quality assurance programme within the Department. 	Chemistry, 2013
Service to Students, Student Centredness	<ul style="list-style-type: none"> ■ Commendable: Sections ensured that students who fail exams for a required course have the opportunity to retake exams over the summer 	Communication Studies, 2006
Service to Students, Student Centredness	<ul style="list-style-type: none"> ■ Commendable: French pioneered the highly successful Academic Advising programme to support the learning process of its student population 	French, 2010
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> ■ Quality of Graduates: <ul style="list-style-type: none"> • Employers' overall perception of graduates of the Department was favourable. ■ Graduates described as having strong research skills and as being innovative 	Economics, 2012
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> ■ Inclusion of the comprehensive set of Communications courses deemed beneficial to the students 	Electrical and Computer Engineering, 2010
Contribution to Development of Attributes of The UWI Graduate	<ul style="list-style-type: none"> ■ At the end of the degree programme, the students felt that they had developed excellent time management skills and would be able to adjust well to time-intensive working environments. 	Electrical and Computer Engineering, 2010
Dissemination of Research Results	<ul style="list-style-type: none"> ■ The research topics identified by the students in the second year student research project, in collaboration with a supervisor can be high quality. ■ Recent audit shows good history of publication in journals and presentation at regional conferences 	Public Health and Primary Care, 2011
Teaching Materials	<ul style="list-style-type: none"> ■ Problem Based Learning (PBL) component of the curriculum provides a valuable learning experience. Contributes to lifelong learning skills 	School of Veterinary Medicine, 2012

<p>Teaching Materials</p>	<ul style="list-style-type: none"> ■ Documentation of PBL process 	<p>The Department of Preclinical Sciences, 2008</p>
<p>Teaching Materials</p>	<ul style="list-style-type: none"> ■ External examiners assess the standards of the School as very high; satisfied with the curricular and examination processes 	<p>School of Pharmacy, 2012</p>
<p>Peer Evaluation of Teaching</p>	<ul style="list-style-type: none"> ■ Initiative in peer evaluation of teaching is well thought out and recommended as a tool for evaluating staff teaching effectiveness. 	<p>School of Veterinary Medicine, 2012</p>
<p>CENTRE</p>		
<p>Public Outreach and Knowledge Transfer</p>	<ul style="list-style-type: none"> ■ “..... there is an impressive volume of output reported in the [SALISES] Self-Assessment Report in the form of reports to national Governments, regional bodies and international organisations.” <i>(Report of Review Team, p. 20)</i> ■ “A further indicator of policy impact is provided by dissemination and communication activities. Here, the Team found robust evidence on each campus of the SALISES’ engagement externally through the organisation of regular public conferences and seminars on current topics relating to economic and social policy. The external stakeholders that the Team met commended strongly the Institute’s engagement and contribution in these forms of public outreach and knowledge transfer.” <i>(Report of Review Team, p. 20)</i> 	<p>SALISES, 2010</p>
<p>Student Centredness</p>	<ul style="list-style-type: none"> ■ Commendable: efforts to extend the working hours of the Documentation Centre consistent with what maintains at the main library. This is particularly important given the significant numbers of part-time students enrolled in SALISES programmes. <i>(Report of Review Team, p. 44)</i> 	<p>SALISES, 2010</p>
<p>Research Activities</p>	<ul style="list-style-type: none"> ■ The Shridath Ramphal Centre (SRC)’s new research activities to widen and deepen understanding of trade issues in small states (e.g., research into trade and innovation, climate change and trade, creative industries) are considered both bold and necessary initiatives <i>(Report of Review Team, p. 9)</i> ■ The SRC should continue to build up its already impressive international research networks as these are sources both for long-term research projects as well as new research ideas and exchange. <i>(Report of Review Team, p. 16)</i> 	<p>SRC, 2011</p>

QUALITY WORD-O-GRAM - Striving Towards the Best Possible Practice at The UWI



CLUES

ACROSS

- 1A. exemplary in its ability to produce superior results (2 WORDS)
- 2A. quality "champion" at St Augustine (FIRST NAME AND LAST NAME INITIAL)
- 3A. one half of a duo perspective of 2012-17 Strategic Plan

DOWN

- 1D. works within one organization and shows promise
- 2D. Good practices are _____ accepted practices
- 3D. sources of information for good practice at UWI



The logo, conceptualized by the OBUS team and designed by leading Trinidad and Tobago graphic designer Gabriel Woodham, depicts a spiral which illustrates the cyclical and continuous nature of the quality process. Each cycle builds on the last one towards further growth and development, ultimately to higher standards.

The logo also speaks to the Japanese management theory of achieving quality through teamwork and group effort - in effect - a circle of minds which contribute to quality. One formal definition of a quality circle is as follows:

A group of staff who meet regularly to discuss quality related work problems so that they may examine and generate solutions to these. The circle is empowered to promote and bring the quality improvements through to fruition.

The Quality Circle underscores the point that the success of any venture for the improvement of quality is dependent upon the co-operation of all parties concerned. In this case, that means academic staff, students, our graduates, employers of our graduates and administrative staff. All hands on deck!



PHOTO: Marketing and Communications

TOP ROW, L-R:

- Shridath Ramphal Centre Review Team and Cave Hill Principal April 2011
- Social Work 2012 Review, Cave Hill

MIDDLE ROW, L-R:

- Nicola Patterson-Lipps, Planning Officer, Office of Planning and Development, Office of The Campus Principal Mona, speaks with Participants in The Quality Forum for Administrative Personnel (January 28, 2013)
- Participants in The Quality Forum Mona, "Quality & U: Administrative Personnel and their Key Role in Quality Assurance" (January 28, 2013):
 Front (L-R) Winsome Thomas, Andrea Brown-Dennis, Sharon Fong Kong-Foran, Nadine Valentine, Anthia Muirhead, Debbie-Ann Brown, Janette Phillips-Higgins
 Middle (L-R) Dahlia Saunders, Elicif Arthurs, Venese Gordon-Francis, June Wheatley, Nicola Patterson-Lipps, Anna Perkins, Nadine Davis, Sharon Roberts
 Back (L-R) Camillia Clarke-Brown, Nadeen Sherlock, Nigel Lawrence, Ingrid Nicely, Janet Johnson, Metz Peterkin

BOTTOM ROW, L-R:

- Review Team for Review of Electrical and Computer Engineering, St Augustine Campus, 2013: (L-R): Professor Nilza Justiz-Smith, Professor Paul Lewin, Mr. Richard Saunders
- School of Education Building at St Augustine

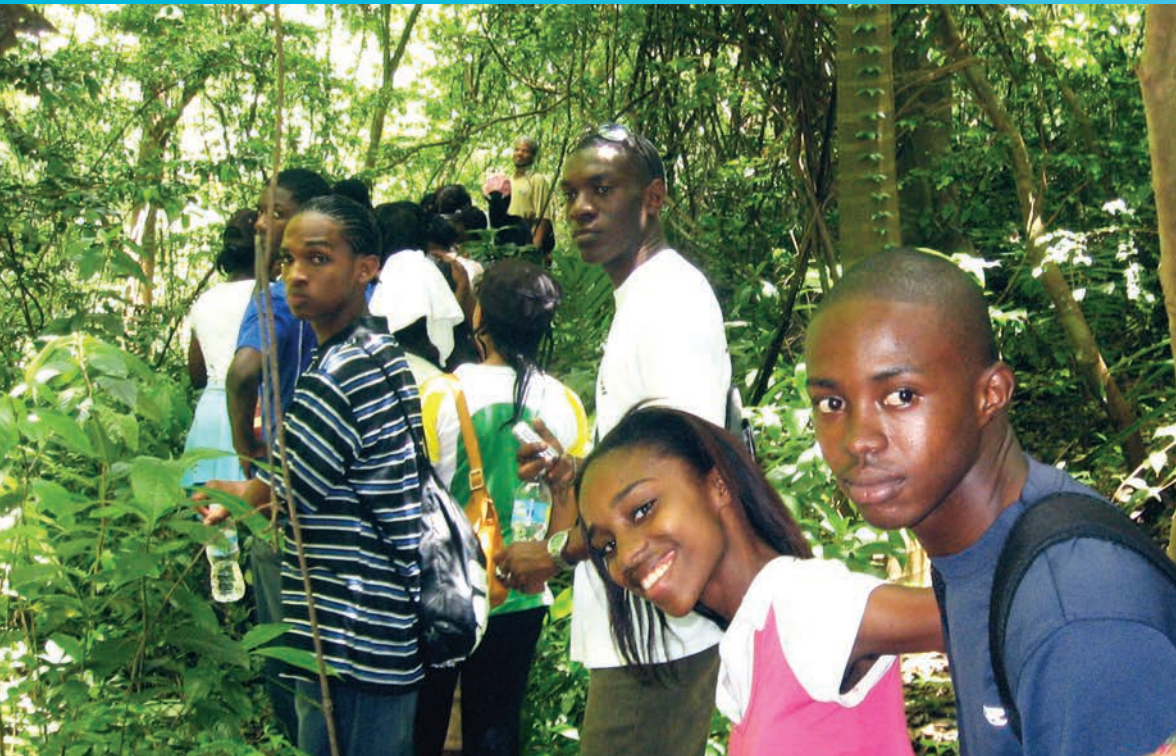


PHOTO: Marketing and Communications

ABOVE: Mona First Year Experience participants along a hiking trail during their Cave Hill Campus exchange

TOP RIGHT: School of Veterinary Medicine, St Augustine, Open Day, 2008

MIDDLE RIGHT: Review Team for Review of Social Work, Cave Hill, 2012 and QAU Administrative Assistant, Ms. Sandra Mahon (standing)

BOTTOM RIGHT: Meeting of the Review Team with staff of the Biology Department, review of Biology, 2010, Cave Hill Campus



A Quality Tip from Q-ty

Good practice encourages faculty/student contact.

Kevin Bailey, who contributed the Quality Tip, is a recent UWI graduate in economics and statistics. He works part-time in the Latin American-Caribbean Centre.

SOLUTIONS TO WORD-O-GRAM

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NEWS OF REVIEWS, EVALUATIONS, ACCREDITATION & FORA

DISCIPLINES FOR REVIEW 2013 – 2014

CAVE HILL	MONA	OPEN CAMPUS	ST AUGUSTINE
<ul style="list-style-type: none"> • Errol Barrow Centre for Creative Imagination 	<ul style="list-style-type: none"> • UWI School of Nursing • Geology • Geography • Literatures in English • Linguistics 	<ul style="list-style-type: none"> • Accounting 	<ul style="list-style-type: none"> • Pathology & Microbiology • Chemical Engineering • Physics • Mathematics and Statistics

QUALITY EVALUATIONS 2013 – 2014

CAVE HILL	MONA	OPEN CAMPUS	ST AUGUSTINE
<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • Spanish • French • Moneague Teachers College (BSc Social Work) • Institute of Caribbean Studies • Theology (St Michael's Theological College & United Theological College) • Centre for Excellence in Teaching & Learning (formerly IDU) 	<ul style="list-style-type: none"> • OCCS programmes to be determined • Literacy • Accounting 	<ul style="list-style-type: none"> • Literatures in English • Government • Department of Creative and Festival Arts • Spanish • Linguistics • Computing & Information Technology • Mechanical Engineering

INSTITUTIONAL ACCREDITATION

ALL CAMPUSES

- Follow-up of recommendations of self-study reports and of evaluators

QUALITY ASSURANCE FORA

CAVE HILL	MONA	ST AUGUSTINE
<ul style="list-style-type: none"> • To be determined 	<ul style="list-style-type: none"> • 'Quality Ahead': The HOD and the QA Review 	<ul style="list-style-type: none"> • Second Training Session for Co-Evaluators