

UNIVERSITY OF GUYANA STRATEGIC PLAN 2009-2012

SUMMARY

The most recent strategic plan of the University of Guyana covers the period September 2009 to August 2012. Its theme – Advancing Management, Infrastructure and Quality (AMIQ) – speaks to the intention to establish an environment that can better promote teaching, learning and research in order to achieve a higher quality of tertiary education. AMIQ's primary objectives are to ensure that the University plays a stronger role in meeting the educational and developmental needs of the country, and produces socially responsible graduates.

It is built on four (4) goals:

1. Achieve higher quality teaching and learning aligned with expanded national needs, especially in science and technology;
2. Improve institutional governance, administration and management by statutory and structural adjustments;
3. Broaden the financial base of the University and enhance its ability to recruit and retain high quality staff;
4. Improve the teaching, learning and service environment.

Chapter 1 provides background information and key performance indicators on the institution. The financial operation, staffing with particular reference to teaching staff, enrollment by Faculty and the profile of the graduates by programme are discussed for the Turkeyen and Tain campuses, using statistical data covering at least 5 years. The chapter concludes with a section on the units that are responsible for conducting extension and distance courses/programmes.

Chapter 2 focuses on the institution's aim, mission, vision for 2009 - 2012, its core values, strengths, weaknesses, and the external factors that can influence its operation. Some of UG's key strengths (in no order of priority) are:

- An expressed desire and intention of the University community to have an institution that is held in high regard.
- A core of staff that display a high level of commitment.
- A student body that has a cordial relationship with the administration.
- Alumni and ex-staff who indicate a willingness to assist their university.
- Numbers of graduates who bring credibility to the quality of our programmes by their accomplishments.

Notwithstanding other weaknesses, UG's greatest weakness by far is the under-financing of the University resulting in major deficiencies (material, human, technological etc) as well as a number of secondary negative effects.

Some of the opportunities include:

- Readiness of stakeholders for meaningful engagement.
- Distance programmes to target students in all the regions of Guyana and abroad.
- Rich national natural resources including biodiversity and forestry, and potential for agriculture and tourism.
- Strategic location to attract staff and students from the Caribbean and Latin America.
- Unmet demand for higher education in local market.

Some of the threats include:

- Lack of financial resources to adequately operate the institution and to implement development plans.
- Low material support from national and international organisations.
- Implications and consequences of the trade in higher education proposed by the World Trade Organisation *via* GATS (General Agreement on Trade in Services).
- Brain drain and high rate of skilled migration.

Chapter 3 describes each of the strategic goals in terms of the key initiatives/strategies necessary for their achievement, specific outcomes expected, actions required and possible sources of funding of the actions.

Chapter 4 addresses considerations and assumptions that will impact on the successful implementation of the plan. The development of the University of Guyana along the lines defined in this strategic plan requires that it be funded at a level significantly above the current provisions. The second requirement for the execution of the plan is strengthening the specific component of our collaboration with the University of the West Indies that deals with the improvement of the level of qualifications of staff at the UG. The third requirement for the success of the plan relates to quality assurance provisions.

Since the greater portion of the activities can be implemented as projects, **Chapter 5** describes the actions in terms of specific projects under three (3) basic categories –

1. Infrastructure
 - a. Standby electrical system
 - b. Upgrade of sewerage, water and drainage systems
 - c. Rehabilitation and expansion of laboratories at Turkeyen
 - d. Tele- and video-conferencing Turkeyen, Tain and continuing education centres
 - e. Classrooms equipped with contemporary media facilities
 - f. Multifunctional lecture theatre at Turkeyen campus
 - g. Increased office facilities for staff and post-graduate students
 - h. New facilities for Examinations and Admissions Divisions
 - i. Improvement of campus safety and security
2. Management
 - a. Changing the governance and administrative operations
 - b. Establishing a quality assurance unit
 - c. Changing full-time to part-time ratios
3. Programmes
 - a. Training programmes for lecturers
 - b. Teaching and research for national needs
 - c. Training programmes for technicians and technologists in use of new equipment
 - d. Student incentive programme

The chapter concludes with a section that speaks in brief to the resources, human and financial that will be required. The costing of the activities informs that funding to the tune of US\$4.2m, 8.6m and 7.8m is required in Years 1, 2 and 3 in that order.