



UNIVERSITY of GUYANA

STRATEGIC PLAN 2009-2012

WHERE WE ARE AND WHERE WE NEED TO BE

SEPTEMBER 2011

ACKNOWLEDGEMENTS

I wish to thank the Strategic Plan Review Committee for their assiduousness in going through every aspect of the Strategic Plan 2009 – 2012 as well as the current reality of the University and the country in order to arrive at an appraisal of high value. The Chairperson, Mr. Phillip Da Silva deserves unqualified praise for guiding the committee to conclude its work on schedule.

I also acknowledge the work of Professor Rory Fraser who applied all his experience and astuteness to assist me in finding the mechanisms to convert critical analysis into progressive synthesis for the future execution of the plan and into a platform for a new strategic plan.

Lawrence D. Carrington
Vice-Chancellor
2011-09-25

EXECUTIVE SUMMARY

The Vice-Chancellor commissioned a team to conduct a mid-term review of the Strategic Plan 2009-2012.

The review team found that the University has been able to garner substantial financial resources to improve its infrastructure, management, and programmes consistent with projects proposed in the plan as well as in response to emerging national priorities. It recognised preliminary design work done by supervised students of the Faculty of Technology on several of the buildings identified in the Strategic Plan. It also noted improvements in the provisions for the use of information technology at both campuses and for the application of IT to library circulation and student records management.

Nascent developments in the area of quality assurance have been recorded and financial benefit from MOUs with two agencies has been supportive of important developmental initiatives.

Despite these successes, significant elements of the Plan have not advanced for lack of funding and insufficient resultant attention – notably, the creation of a quality assurance unit, training for various categories of staff, improvement in staff:student ratios and incentives for students. The team lamented the absence of an implementation plan and perceived a disconnect that should be repaired between the general staff population and the content of the Strategic Plan.

The review stressed the importance of addressing the issue of staff emoluments and benefits as fundamental to the quality of the University. It also underscored the necessity for a paradigm shift in the financing of the institution to ensure its viability and ability to provide the best possible education. Adjustment of priorities in the balance of programmes in relation to national priorities was recognized as a critical area for address in fixing revised objectives for the Plan and in shaping the next strategic plan.

The review urges us towards significant game changing initiatives but it confirms that we should continue to address the constants of infrastructural expansion and modernization, a secure financial base and the quality of our staff, programmes and students at the level of goal and objective. The new departure that it projects must ensure that Guyana's development is an embedded commitment of the University of Guyana.

BACKGROUND TO MID-TERM EVALUATION AND REVIEW OF THE STRATEGIC PLAN

The University of Guyana (UG) embarked upon its current three-year Strategic Plan in September 2009 – its 46th year of operation. The theme of the Plan is “Advancing Management, Infrastructure and Quality” (AMIQ) indicating the intention to establish an environment to better promote teaching, learning and research and a higher quality of tertiary education in general. The primary objectives of the AMIQ are to ensure that UG plays a stronger role in meeting the educational and developmental needs of the country and produces socially responsible graduates.

The life of the Plan reached its mid-point and in keeping with the designed intention, the Vice-Chancellor convened a committee to undertake an evaluation of its progress. The Strategic Plan Review Committee (SPRC) was commissioned on 24 May 2011 under the chairmanship of Mr. Phillip Da Silva, Assistant Director of the Berbice Campus and was tasked with completing its work by 30 June 2011. Terms of Reference to guide its work and a plan to execute the task were determined.

OBJECTIVES OF THE EVALUATION

The purpose of the mid-term evaluation was to assess what has been achieved, what has failed and why. It was intended to prompt adjustments of targets in the light of recent developments and to provide guidance on changing or maintaining some targeted outcomes. The dynamism of the environment and the highly politicised nature of engagement with stakeholders were recognised as powerful influences on implementation of the Plan.

WORKING METHODS

The SPRC employed several methods deemed appropriate, including:

- a) Review of documentation, including reports by the Registrar, Personnel Division, Library, Office of Resource Mobilisation and Planning (ORM&P), Faculties and Schools;
- b) Interviews of key informants, including the Vice-Chancellor, the Deputy Vice-Chancellor, the Bursar, Registrar, Personnel Officer, Deans, Deputy and Assistant Deans, Heads of Departments and Estate Management;
- c) Direct observations by members of the committee;
- d) Field visits.

The deliberations of the Committee were organized under the following themes:

- Origins and evolution of UG,
- Assessment of the strategic goals,
- Factors that have changed inside and outside the UG that ought to result in adjustments of the Plan,
- What those adjustments should be,
- Key elements for consideration in the strategic plan beyond 2012,
- Conclusion and recommendations.

INFRASTRUCTURE

a. Standby electrical system

In September 2010, the UG began to address the rationalization and development of its electrical distribution system to meet its projected strategic development plan. The intention was to include the use of alternative and renewable sources of energy wherever practicable. A team of three staff members was appointed to review capacity requirements, conservation and alternative energy opportunities. The team recognised that the systems on all its campuses [Turkeyen, Tain and the John's Annex] needed upgrading. The team assessed the capability of the present electrical supply systems, both normal and standby, and provided recommendations for improvement. Various forms of renewable energy sources and energy efficiency were investigated and proposals were made for their use. Finally, the electrical needs of future development were assessed and proposals and costs prepared to meet these needs. The work represented a start in addressing one aspect of Strategic Goal 4 (4.2a, 4.2b and 4.2c).

The outcomes of this effort were as follows.

- Installation and commissioning of a new generator at John's Annex.
- Installation and commissioning of a new generator at Turkeyen.
- Decommissioning and sale of generator at Tain.
- Overhaul of generators at Turkeyen and Tain.
- Earmarking of US\$1.4m in the World Bank UG STS Project for rehabilitation and installation of appropriate electrical systems.

b. Upgrade of sewerage, water and drainage systems

At the same time, the UG began assessment of the water, sewerage and drainage systems at both campuses. A team of three staff members was appointed to review the systems. Their report provided a basis for movement on this aspect of the Strategic Plan [Strategic Goal 4 (4.2a, 4.2b and 4.2c)]. A contract was awarded for the rehabilitation of the sewerage systems at Turkeyen Campus and Dennis Irvine Dorms. The Dorms' system has been completed and the Turkeyen system is currently being addressed.

Subsequently between November 2010 - May 2011, a World Bank (WB) team conducted a survey of physical plant and US\$2.5m was earmarked in the WB funded UG Science and Technology Support Project (UG STSP) for rehabilitation and installation of appropriate sewerage, water and drainage systems.

c. Rehabilitation and expansion of laboratories at Turkeyen

UG plans for the rehabilitation and expansion of the science laboratories to address the science and technology needs of the Faculties of Natural Sciences, Agriculture & Forestry, and Technology, and the School of Earth & Environmental Sciences provided the basis for

¹ This section is organized as presented in Chapter 5 of the Strategic Plan.

the UG STSP. The proposed expansion of the laboratory facilities is required to adequately and safely accommodate the current students and for future increases in enrollment.

The UG STSP will address three needs: rehabilitation and improvement of existing science laboratory buildings of four faculties, provision of scientific equipment and multimedia equipment to the existing science laboratory buildings, and establishment of a university-wide internet network to connect its faculties to the internet and to prepare UG to connect into an international link.

The rehabilitated current laboratory capacity, however, is restricted to only support undergraduate teaching. The University recognizes the need to establish a new science research building² to accommodate research activity in fields related to national development. Therefore, while the WB project will address some of the short-term inadequacies with respect to infrastructure and equipment, a long-term solution is still required. The University has drafted a proposal to develop a multi-disciplinary laboratory complex to facilitate both teaching and research.

d. Tele- and video-conferencing for Turkeyen, Tain and continuing education centres

A team of five staff members was appointed to review and propose capacity requirements for sharing teaching between Turkeyen and Tain using tele- and video-conferencing and shared multimedia applications. The group compiled and submitted a report in September 2010. It made proposals for retrofitting science laboratories, classrooms and lecture halls to achieve the preceding intention as well as the following - effective public address systems for large classrooms, internet feeds for each classroom, large projection screen displays associated with multimedia equipment, permanently available multimedia equipment in each classroom, adequate black-out facilities, and linkages for concurrent display of audio-visual material in more than one location at same campus. A WB team conducted a survey (November 2010 - May 2011) of the physical plant to assess rehabilitation and establish a plan for electrical systems in laboratories and infrastructure to be upgraded.

e. Classrooms equipped with contemporary media facilities

A team of three UG employees was appointed to review capacity requirements and a preliminary evaluation of both campuses was conducted to determine the existing situation and to propose capacity requirements for sharing teaching between Turkeyen and Tain using audio and video conferencing and shared multimedia applications. Equipment for video and teleconferencing was identified and some initial costs were developed.

Component 2 of the UG STSP will address the deficiencies in tele- and video-conferencing at Turkeyen, Tain and continuing education centres.

f. Multifunctional lecture theatre at Turkeyen

A group of seven staff members was convened in 2010 and a report was submitted in September 2010. The group proposed a design for a multifunctional lecture theatre with a capacity of 1500 and provision for the delivery of conventional lectures supported by multimedia inputs, large assemblies and meetings, and theatrical and other artistic performances. Facilities needed were identified and an estimated cost for acquisition of

² This might be located to the east of the Centre for Studies in Biodiversity.

these was determined. A proposal was submitted for inclusion in the World Bank UG STSP and provision has been made for the design phase of the work.

g. Increased office facilities for staff and graduate students in faculties

A new building to house 10 offices for lecturers was completed on the Tain campus and automated library systems were established at Tain and are in progress at Turkeyen. There has been no increase in office facilities for Turkeyen staff and postgraduate students. However, Technology students have designed buildings identified in the Strategic Plan: a campus community centre, a sports complex, a multifunctional lecture theatre, a facility for the Registry, and modular buildings to provide increased office facilities for staff, graduate students and faculty. Funding for these buildings has not yet been identified.

h. New facilities for Examinations and Admissions Divisions [the Registry]

A draft design of this facility has been prepared by students of the Faculty of Technology.

i. Improvement of campus safety and security

A work group was established to assess campus safety and security and to develop proposals for improved safety at Turkeyen campus. Use of ID by staff and students is increasingly observed as a requirement for entry to that campus.

MANAGEMENT

j. Changing the governance and administrative operations

The UG wrote a proposal and received financing from the Caribbean Development Bank [US\$250,000 grant] towards the cost of *Enhancement of the Regulatory Framework for the Improvement of Operations at the University of Guyana*. The objective of the project is to enhance UG's capacity to carry out its day-to-day operations as well as its capacity to effectively undertake its roles as a national tertiary education institution in the 21st Century.

The activities of the project will encompass the key initiatives and strategies outlined for Strategic Goal 2. These include updating the regulatory framework, reviewing and adjusting the departmental structure, strengthening the Vice-Chancellery, enhancing the personnel and human resource management system, and improving administration and management. Proposals from bidders for the contract are due at the time of writing.

k. Establishing a quality assurance unit

The University of the West Indies provided in-kind support³ for quality assurance training and devising a comprehensive initial plan of action for the development of a quality assurance system appropriate for the UG. The implementation of this plan should lead to a QA&E system at UG in which all staff will see themselves as valuable stakeholders. A Quality Assurance coordinator has been appointed and he is working on an institutional self-study generated by the Commonwealth of Learning [Review Improvement Model].

³ The input is valued at US\$10,000.

l. Changing full time to part time ratios

There has been no action on this item. However, the Vice-Chancellor is exploring funding of a review of human capacity recruitment and enhancement.

PROGRAMMES

m. Training programme for lecturers

A three-day workshop for new lecturers was held and quality assurance and instructional design were added to their orientation programme. Overseas facilitators were utilised.

n. Teaching and research for national needs

The School of Earth and Environmental Sciences (SEES) is collaborating with the National Agricultural Research Institute in coastal zone and mangrove management. The School developed a Masters in Environmental Sciences which has been approved by the Academic Board. The Faculty of Health Sciences (FHS) held a strategic workshop with PAHO/WHO/MoH to shape a national research agenda for health and has developed programmes in Optometry, Rehabilitation Sciences and Pharmacy to address national needs. The Faculty of Agriculture and Forestry (FAF) has signed an MOU with the Caribbean Agricultural Research and Development Institute to develop collaborative agricultural research and outreach efforts. The Faculty of Technology (FoT) has partnered with Cornell University in offering a graduate level course in hydrology. At the same time, UG has entered into an MOU with the UWI [and the University of Belize and Anton de Kom University] to offer an expanded and improved Science and Management of Tropical Biodiversity programme at the diploma and masters levels.

MOUs with Iwokrama and Conservation International worth over US\$25,000 have led to increased opportunities for the University to collaborate at the national and regional level with other institutions such as Anton de Kom University of Suriname, INPA [Brazil's National Institute for Amazonian Research], Organization of Tropical Studies (OTS), Food and Agriculture Organization (FAO), and CACHE. This support was instrumental in the University hosting a facilitated consultation on establishing an International Centre for Biodiversity Research and Low Carbon Development as well as developing training programmes with faculty from US universities in Florida, Alabama, New York, and Arizona.

The FHS and the School of Education and Humanities (SEH) have established a research and publication review panel to guide and mentor junior academics in research. The Faculty of Natural Sciences (FNS) has started a young academics club that focuses on providing mentorship in research. At the same time, they have obtained donations from the Government of India and are establishing a library in the Faculty. The UG Library has begun subscribing to JSTOR and regularly request lists of required books from all units on campus. There has been some discussion of development of a virtual health library.

Approximately US\$3m of the UG STSP has been identified for science curriculum reform, that is, updating and reorienting the existing UG curricula to support the Low Carbon Development Strategy (LCDS) as well as providing grants to UG lecturers working on research relevant to the LCDS.

UG has started the process of the reviews and rationalisation of the Institute of Distance and Continuing Education (IDCE) and the School of Professional Development (SPD). A

proposal has been submitted to the Vice-Chancellor for consideration. The timelines for the completion of in-house review and consultancy have not been indicated. There is some concern about the adequacy of the resources allocated for this aspect of Plan.

o. Training for technicians and technologists in use of new equipment

No direct internal funding has yet been provided. Technical training is currently being done through training courses organised by the Personnel Division. There may be some opportunity for training under the WB funded equipment purchase agreements.

p. Student incentive programme

Students have been involved in study abroad programmes to Universities of Winnipeg and York but no new arrangements for study abroad have resulted from the Strategic Plan. A formal programme of recognition of academic performance was implemented in May 2010 in the School of Education and Humanities.

a. Low Carbon Development Strategy

The Government of Guyana (GoG) articulated its Low Carbon Development Strategy (LCDS) after the initiation of the Strategic Plan of the University. The LCDS promoted by the GoG seeks to transform Guyana's economy while combating climate change. It sets out a framework by which the country will attract investments and foster sustainable economic development from the maintenance of its forest carbon stock. In essence, Guyana will maintain its forest cover in order to offer climate services to planet earth. Funds earned from the international community in return for these carbon services will be applied to the country's development along lines consistent with the conservation and sustainable utilisation of forest resources.

Recognizing the importance of the initiative, the UG appointed a multidisciplinary team to study the LCDS documents. The resultant report was shared with the GoG. The team noted that preparing Guyana for the imminent effects of climate change and for successful life in a low carbon economy required immediate investment in a wide variety of knowledge and skill sets. The following themes have been identified as necessary for building human capacity to respond to the LCDS:

1. Monitoring, reporting and verification
2. Sustainable exploitation of protected resources
3. Economic production from natural resources
4. Economic diversification
5. Governance, management and regulatory practice
6. Inter-human interactions and human interactions with systems
7. Alternative energy development and exploitation
8. Protection and mitigation of anticipated effects of sea-level rise
9. Education and training.

As noted in a communication on the subject by the Vice-Chancellor "Listing is ... neither a strategy nor a mechanism. However, it allows recognition that the area of crisis is the tertiary sector in broad terms and the science sector of both the tertiary and the secondary sector. They require immediate direct intervention by capital infusion to modernise and enhance the instructional and research environments as well as to recruit high quality personnel." ⁴

The need for three other urgent initiatives was identified:

1. A concerted effort to curb the haemorrhage of migration of trained cadres by improving substantially their incentives to remain in Guyana.
2. An effective network among agencies pertinent to responses to climate change and to a low carbon development strategy and, where appropriate, consolidation of their now scattered resources.
3. Determination of the quantities of trained personnel and the rate of preparation required for national sustainability.

⁴ Carrington, Lawrence. *Building human capacity to respond and support a low carbon strategy*. Presentation at Stakeholder Dialogue Series, sponsored by Iwokrama and Conservation International, Georgetown. August 2009.

The Strategic Plan (Chapter 5) identified the alignment of teaching and research with the national agendas as one of the many variables that needed to be addressed if it was to succeed. At Section N of that chapter, it is noted that “The institution will start a systematic review of its curricula and offerings, with the intention of offering quality programmes, both academic and professional, that address national needs and demands ... IDCE will be required to play a more dominant role in support of the drive for the institution to extend the delivery of its programmes to all parts of Guyana and to be dual mode.”

These considerations were included in the development of the WB project and provided the bases for the Science and Technology option identified by UG and the WB and supported by the GoG. The project document reads:

“UG staff has analyzed the LCDS to identify the most promising research topics ... This research agenda would be further defined as part of the annual external consultations ... related to curriculum reform.”

“...would provide funding to stimulate research relevant to the LCDS, with the aim of (a) generating knowledge products which directly contribute to the LCDS and (b) supporting the development of a broader research / knowledge-generation culture at the UG. Such knowledge products would include: formulation of public policy recommendations; development of LCDS-relevant services or products; generation of field research skills among UG graduates demanded in the labour market; production of industry-specific baseline information (e.g. water quality, timber supply, flora/fauna inventory) against which the impact of economic activities can be measured; studies of social groups affected by LCDS industrial development, etc.”

b. Development of an International Centre for Biodiversity Research and Low Carbon Development

The Guyana REDD+ Investment Fund is a multi-donor fund (managed by the WB) for the financing of activities identified under the LCDS. The GoG has identified US\$2m grants in 2010 and 2011 towards the development of an International Centre for Biodiversity Research (ICBR) and UG’s Low Carbon Curriculum Development and IT Training efforts.

The process of planning for an ICBR is recognized as an integral part of the response to the LCDS prepared by an interdisciplinary team of the UG. The UG developed a concept document for the venture and it has now reached the stage where key stakeholder input and technical review has commenced to refine the concepts. As stated in the concept note, the ICBR could be:

- the locus for information on Guyana’s biodiversity,
- the hub for research, national, regional and international networking to enhance Guyana’s ability to develop information on its biodiversity assets,
- a pivot for the creation and dissemination of knowledge on the role of biodiversity in global low carbon development strategies,
- an integral part of assessing natural and anthropogenic changes in biodiversity, and
- an essential part of the training and formation of cadres engaged in natural resources management.

In June 2011, UG convened a consultation with local stakeholders and a panel of international experts to develop a conceptual framework for the ICBR which is to be fed into “studies related to the creation of a biodiversity institute” for which US\$350,000 will be provided by the World Bank STSP.

c. Caribbean Development Bank funded project

The UG has received financing from the Caribbean Development Bank (US\$250,000) towards the cost of *Enhancement of the Regulatory Framework for the Improvement of Operations at the University of Guyana*. The objective of the project is to enhance UG’s capacity to carry out its day-to-day operations and to enhance its capacity to effectively undertake its roles as a national tertiary education institution in the 21st Century. The main activities will include:

1. Review and development of the regulatory framework, and development of appropriate regulations and policy recommendations to address issues critical to the University’s operations;
2. Review of the process improvement background, organisational efficiency and effectiveness of the University’s operations;
3. Review of financial processes and regulations; and
4. Recommendation of procedures, systems and structures to undergird the operation of critical areas that impact on the organisational effectiveness of the University.

The project is supportive of Goal 2 of the Strategic Plan 2009-2012 ‘Improving institutional regulation, administration and management by statutory and structural adjustments’. The activities of the project will encompass the key initiatives and strategies outlined for this goal.

d. World Bank funded UG Science and Technology Support Project

The UG is to receive funding from the WB through a GoG credit to assist the University with improvements to curriculum and infrastructure, in part, to promote the revitalization and reorientation of the UG science curriculum toward critical needs for the LCDS. The scope of the project extends to the rehabilitation of university infrastructure at university campuses, particularly with respect to laboratory spaces and internal curriculum development. It provides a source of funds for research grants related to the LCDS. The main activities will include:

Component 1

- Carrying out a science curriculum reform process by updating existing curricula and/or reorienting the existing curricula of UG aimed to support the LCDS.
- Carrying out selected research relevant to LCDS through the provision of research grants to selected UG lecturers.

Component 2

- Support rehabilitation and improvement of existing science laboratory buildings of four Faculties located within UG;
- Provision of scientific equipment and multimedia equipment for the existing science laboratory buildings;
- Establishment of a campus-wide Internet network within UG to connect its Faculties to the Internet and to prepare UG to connect it into an international link.

Component 3

- Support the building of institutional capacity within UG through the provision of technical assistance and managerial capacities and strategic business planning matters;
- Provide honoraria to selected UG staff for carrying out project tasks.

The World Bank (US\$10m loan, 2011-2015) UG STSP complements the LCDS by having the potential to contribute to “Improving Educational Quality” and “Contributing to supporting the Government in addressing exposure to climate risk”, the two areas identified by the Executive Directors of World Bank Guyana Country Assistance Strategy for 2009-2012. The STSP will strengthen the University of Guyana by providing resources to improve the quality of science education in those faculties most relevant to the human capacity and environmental knowledge demands of the LCDS.

The implementation of the LCDS project could provide significant financial resources to Guyana over a four-year period. Improving education and relevance of skills would be critical as the country aims to develop its LCDS and new skill sets to execute this strategy. The UG has a major role to play in generating new knowledge, improving the relevance of skills of its staff and graduates as well as enhancing science and technology programmes that would be vital to the successful implementation of the LCDS.

e. Fibre Optic Cable and ICT Strategy

Guyana has made a significant step to improving and modernizing its telecommunication services. The long awaited shore-end landing works of the Suriname-Guyana Submarine Cable System (SG-SCS) was realized. It will offer 3,000 times the current bandwidth capacity and will facilitate enormous development opportunities including regional hosting opportunities, subscriber bandwidth services and distance learning. Another fibre optic cable from Brazil will be government operated to facilitate countrywide e-government and education. Access to it will be made available to UG to facilitate its ICT and distance delivery capabilities. This will be further enhanced by the ICT provisions in the WB project.

f. Collaboration and Partnership Support from the UWI

The University of the West Indies has provided in-kind (approximately US\$10,000) support for training and for a comprehensive initial plan of action for the development of a quality assurance system appropriate for the UG. The implementation of this plan should lead to a QA&E system at UG in which all staff will see themselves as valuable stakeholders.

UWI has also entered into an MOU with the UG (and the University of Belize and Anton de Kom University) to offer an expanded and improved Science and Management of Tropical Biodiversity Diploma and M.Sc.

g. MOUs with Non-Governmental Organisations

Memoranda of Understanding with Iwokrama and Conservation International-Guyana worth over US\$25,000 have increased opportunities for the University to collaborate at the national and regional level with other institutions such as Anton de Kom University, INPA (Brazil’s Amazonian Natural Resources Institute), OTS, FAO and CACHE. This support was instrumental in the University hosting a facilitated consultation on establishing an International Centre for Biodiversity Research and Low Carbon Development as well as developing training programmes with faculty from US universities in Florida, Alabama, New York, and Arizona.

DEFICIENCIES IN THE STRATEGIC PLAN

The Strategic Plan represented a policy document without an adequate implementation plan to support the policy. The fact that funding priorities are set at the national level and not within the institution has been a serious constraint on its implementation. The costing of the Plan was done *post hoc* by the UG Bursary. However, there was lack of congruence on some ideas of persons writing the Plan and those of the persons determining the financing. Consequently, budgeting for the Plan appears incomplete; some allocations are insufficient, and some activities were not costed.

There were other instances of internal disconnect between the University administration and faculties/schools/institutes and among faculties, schools and institutes and staff.

The Strategic Plan provided very little guidance on the human resource issues such as management, processes, quality, and numbers of personnel. There has also been no examination of staff emoluments or provision for improvement of the relationships between job evaluations, appraisals and rewards. The strategy placed more emphasis on how to administer and did not focus on delivery to students. Additionally, there was no apparent prioritizing of the goals and very little mention of UGBC in the Plan.

Very little information was provided on solicitation of funding or on negotiations. The Plan did not include a monitoring instrument or mechanism to determine achievement of goals. Several of specific activities related to a determination of national needs, for example, did not reflect consideration of the national competitiveness strategy, development strategy and poverty reduction strategy and other sector specific national documents.

More specifically, the following deficiencies were noted.

INFRASTRUCTURE

- The provisions for standby electrical system and upgrade of sewerage, water and drainage systems do not include explicit identification of alternative energy or energy conservation in current activities or proposed plans.
- The current efforts to rehabilitate and expand laboratories will fund only the basic provision of equipment and replacement of contemporary stock.
- Efforts to develop tele- and video-conferencing for Turkeyen, Tain and continuing education centres will not be achieved in year 2 as planned.
- The funding identified for equipping classrooms with contemporary media facilities in the budget is inadequate.
- There is no provision at the Berbice Campus for a multifunctional lecture theatre similar to the provision at Turkeyen.
- No resources have been identified for increased office facilities for staff and postgraduate students, new facilities for Examinations and Admissions Divisions [the Registry], and for improvement of campus safety and security.

MANAGEMENT

- A quality assurance unit has not been implemented because of non-availability of funds to establish and operate the QA unit and build on the initial training and sensitization process.
- There has been no initiative taken on changing the ratio of full-time to part-time staff.

PROGRAMMES

- Training programmes for lecturers has not gone beyond established programmes and have not been offered with greater frequency or to larger audiences.
- The efforts to determine teaching and for national needs have not gone far enough into national strategies promulgated by the GoG and there has been little engagement of some faculties such as the Faculty of Social Sciences and the School of Education and Humanities.
- UG needs a virtual library and the UG library is in need of a makeover to facilitate this 3G learning.
- There is no provisions for a bookstore.
- Very little resources have been identified for training programmes for technicians and technologists in the use of new equipment.
- No resources have been identified for student incentive programmes.

KEY ELEMENTS FOR CONSIDERATION IN THE STRATEGIC PLAN BEYOND 2012

1. Guyana is scheduled to hold an election in 2011 and a new president and administration will be installed. The UG should seize the opportunity to renegotiate and enhance its relationship with the state, its main strategic partner.
2. If the UG is to be truly transformed into a university that understands and serves national needs in all sectors, it is important that faculties and schools outside science and technology are not neglected. Funding should be secured to enhance these areas as Guyana's needs are multifaceted and include periodic and enduring need for response to social, political and health crises.
3. While buildings and laboratories are critically needed, it is important to recognize that these will not be properly and effectively utilized unless high quality staff is available to function therein.
4. Innovative strategies and responses to our financial impasse should complement our search for new capital.
5. Haemorrhaging of staff and the consequential closure of several programmes due to lack of academic staff are clear indications that an improved emolument package is critical to the sustenance of the University and must be given priority.
6. Prioritising research for more effective teaching must not be limited to improving library acquisitions and generating new graduate programmes but must also include annual financial support for individual academic staff to conduct research and attend conferences and workshops.

INFRASTRUCTURE

- a. Standby electrical system
 - Incorporate energy conservation and alternative energy explicitly into the currently funded activities
 - Provide for the rehabilitation of the other campuses and address their needs directly.
- b. Upgrade of sewerage, water and drainage systems
 - Include provision for the cost and resources needed for work to be done at the UGBC.
- c. Rehabilitation and expansion of laboratories at Turkeyen
 - Source funding beyond the World Bank loan for needs not catered for in the loan.
 - Make provision for the necessary pre-feasibility studies.
 - Establish realistic timelines for pre-feasibility, feasibility studies and fundraising.
 - Include explicit provision for training programmes for technicians and technologists in the use of new equipment.
 - Examine the Multidisciplinary Laboratory Proposal prepared by the laboratory sub-committee with a view to implementation.
 - Make provision in the international centre for biodiversity research for dedicated specialised research space.
- d. Tele- and video-conferencing for Turkeyen, Tain and continuing education centres
 - Explicit attempts are needed to address the needs of the both campuses. Funding may need to be sourced from external funding agencies.
- e. Classrooms equipped with contemporary media facilities
 - Explicit attempts to address the needs of both campuses. Funding may need to be sourced from external funding agencies.
- f. Multifunctional lecture theatre at Turkeyen
 - Physical/photo survey (as built drawing), rehabilitation schedule, and remodelling costs needed.
- g. Increased office facilities for staff and postgraduate students
 - Increased funding needed and this needs to be a funding priority.
- h. New facilities for Examinations and Admissions Divisions [the Registry]
 - Increased funding needed.

i. Improvement of campus safety and security

- The work group should continue work to fine tune recommendations and evaluation of existing situation and prepare a proposal that includes estimated costs for work to be done. The group should ensure that the equipment to be acquired must be in accordance with the latest technical specifications available.
- There may be a need to include renovation to some buildings and construction of the new parking area.

MANAGEMENT

a. Changing the governance and administrative operations

- Completion of review and implementation of recommendations.

b. Establishing a quality assurance unit

- Funds needed to establish and sustain the efforts of the unit.

c. Changing full time to part time ratios

d. Study required, followed by implementation.

PROGRAMMES

a. Training programme for lecturers

- Programme needs to be developed.

b. Teaching and research for national needs

- Expanded analyses and consideration of UG's role in the various strategies needed.

c. Training programme for technicians and technologists in use of new equipment

- Funding and programme required.

d. Student incentive programme

- Funding and programme required.

WHERE DO WE GO FROM HERE?

The examination of the implementation of the Strategic Plan, of progress made, of the deficiencies exposed and of the changes in the operational environment of the UG point firmly to the need for fresh weighting of the objectives of the Plan as well as to the desirability of working towards a new plan to take the University forward from 2012.

Of necessity, the identification of funding for the building expansion identified in the 2009-2012 Plan must constitute a major inclusion. However, the objectives directed at the infrastructure of the institution should be focused on balancing the nature of the University's plant and equipment so that faculties outside the sphere of science and technology are set on a complementary footing with the latter. Similarly, these objectives should ensure that the Berbice campus, the newer campus, does not slip into the state of disrepair and obsolescence that beset the Turkeyen campus.

The review makes clear that beyond objectives to improve the physical work environment, there has been insufficient emphasis on the issues related to the quality of provision for staff effectiveness, efficiency and quality. This is a complex weave of the competitiveness of the terms and conditions of service, confidence in the fairness of appraisal and satisfaction with the systems of incentives, rewards and recognition. Repairing this deficiency must be the driver of a revised strategic goal that targets higher emoluments, the improvement of the quality of staffing that the University can nurture and the establishment of a higher platform in its initial recruitment capacity.

The movement of the UG towards dual mode delivery of tertiary education is a critical desirable that comes out of the review. Although not mentioned in the submission from the SPRC, the launch of an educational TV channel by the Ministry of Education opens a new pathway for such a development. When this development is linked to the multimedia delivery systems already articulated in the 2009-2012 Plan and with the already funded provision of Internet network and linkage to the e-Government fibre optic cable, the synergy that is achievable invites a bold new departure for the post-2012 period. The role of the IDCE acquires momentous significance in that different future.

The review laments the slow development of quality assurance systems. While in the context of the extant plan this was a victim of funding priority, it clearly cannot remain thus. The place of quality assurance in the new plan must be raised to that of a higher order driver. Similarly, support for national agendas has to be re-conceptualised so that the academic enterprise offers leadership in policy formation by the quality of its disseminated research output.

It is clear that in a new plan, the UG must set itself a goal of developing its research capacity especially in areas supportive of national priority. Given the current institutional configuration, developing research capacity must be both an outcome of and an incentive for upgrade of its core staffing as well as a stimulus for the creation of new curricula at both the undergraduate and postgraduate levels. The production of sustainable cadres to allow the country to deliver its potential through the low carbon development strategy must be one of the pivots for the determination of research agendas and the direction of curricula.

In respect of curriculum development, the challenges go beyond the nature of the technical knowledge and skills that must be targeted. The students' experience of the University needs to be such as would build loyalty to the University itself and a sense of engagement with Guyana's future. The role of curriculum in creating this rootedness must be exploited in

the curriculum formation process and in the teaching delivery. The review made reference to the haemorrhage of migration of trained cadres from Guyana. The reversal of outflow is a complex matter. However, the chances of reversal are improved if the root commitment among trained cadres is experientially linked to learning styles and to perceptions of pertinence of their formation to progress in the environment of Guyana.

Related to effective outcomes for the curriculum process is valid information on the quantities of trained personnel and the rate of preparation required for sustainability in the fields identified as critical for development. In the absence of national manpower planning as a standard part of free enterprise systems, the UG must include in its strategic objectives a strong data gathering capacity associated with its planning initiatives. Adjustment of academic direction is not akin to hydraulic braking and electronic acceleration; the time cycles are longer and the redeployment of human and financial resources is subject to longer procedural paths. Robust planning competence, monitoring ability and implementation capacity are at the root of accountability and the new plan must achieve this.

The review team alluded to the UG repositioning itself in the national context. In a new plan, that repositioning is not only in its relationship to the state. The repositioning must also be in relation to the many agencies and enterprises that absorb its graduates and whose operations are based on knowledge and skills that are normally within the purview of universities. The UG has to set itself the goal of being a nexus point in the networks that will drive Guyana's development.

In that particular, the development of the international centre for biodiversity research and low carbon development must find a place in the objectives of a new plan both as part of research towards fulfillment of national agendas and as a pull factor for UG into the network of development agencies. Success of the LCDS rests partially on the country's ability to consolidate its scattered resources.

The review identifies a significant information and communication gap among stakeholders in the University on matters of importance to its development and its credibility. This is not simply an issue of the provision of information but also an issue of developing an interactive relationship with the publics and internal groups that are crucial to the institution's well-being. The next plan must therefore make substantial provision for the public relations and information dissemination capacity of the University as an integral part of its self-presentation as well as of its systems for recruitment and financial support.

Repeatedly, the review pointed to the need for more funds to be allocated to an objective or project. Strategic goals and objectives to address the funding issue must therefore remain part of future planning. Ingenuity in creating saleable services and products has to be fostered to satisfy the contemporary obsession with monetized measurement of value. However, it behooves a university to work assiduously as well to revalue the intellectual enterprise so that its benefits to our society are differently weighed and placed in philosophical frames that imperatively link it to the engines of development. Strategic goals that target the public perception of the value of the University must also pre-occupy planners for the next strategic plan. Investment in converting students into graduate advocates and alumni into investors in the Institution must be part of the next plan.

The reviewers were hard pressed to document the achievements under the Strategic Plan, a circumstance that gave substance to their concern about the monitoring and implementation capacity of the UG for its projects. Beyond doubt, the new strategic plan

must address the development of this element of the institutional strength. Its linkage with the information and public relations development already identified is clear.

In summary then, the review urges us towards significant game changing initiatives but it ensures that we continue to address at the level of goal and objective the constants of infrastructure expansion and modernization, a secure financial base and the quality of our staff, programmes and students. The new departure that it projects must ensure that Guyana's development is a design commitment of the University of Guyana.

COMMITTEE MEMBERS

The Strategic Plan Review Committee comprised the following persons.

1. Mr. Phillip Da Silva (Chair), Assistant Director, UGBC
2. Ms. Hazel Bentinck, Chief Accountant (ag.)
3. Ms. Denise De Souza, Lecturer, School of Earth and Environmental Sciences
4. Dr. Patsy Ann Francis, Lecturer, Faculty of Agriculture and Forestry
5. Mr. Bruce Haynes, Chairman, UG Workers Union
6. Mr. William Harris, Head, Department of Architecture, Faculty of Technology
7. Dr. Mellissa Ifill, Lecturer, School of Education and Humanities
8. Dr. Dalgleish Joseph, Director, UG School of Medicine
9. Mr. Patrick Ketwaru, Lecturer, Faculty of Natural Sciences
10. Ms. Daniella King, Assistant Registrar, Students Welfare Division
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12. Ms. Stacy Peters-London, Planning Officer-HR, Office of Resource Mobilisation & Planning
13. Dr. Thomas Singh, Coordinator, Institute of Development Studies