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UNIVERSITY COLLEGE
OF
BELIZE

A COMPREHENSIVE REPORT OF
THE PROCEEDINGS OF THE
STRATEGIC PLANNING RETREAT

October 28-29, 1989

Held at:

University College of Belize
University Drive
Belize City

Conducted by:

Belize Institute of Management
7 Gabourel Lane
Belize City

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ACKNOWLEDGEMENTS

Neither this report nor the retreat of which it is a report would have been possible without the cooperation and support of all individual participants who not only invested time but considerable brain thrust to making the retreat the outstanding success that it was.

Special thanks to the Minister of Education, Hon. Said Musa for enunciating government's policies on higher education in Belize. These provided overall direction to the planning and guidance in the decision making. The Council and Administration of UCB are to be congratulated for their vision in recognizing the value of such a retreat and for the courage in undertaking a self-imposed review. The members of faculty and student representative who participated are to be commended for their honesty, commitment and dedication to the university college. It is this sense of ownership which in the final analysis will ensure the survival and growth of the institution. Each session leader is acknowledged not only for the success of the session but for producing in such a timely fashion the required report.

D. Conrad, P. Morgan and C. Bennett of the Belize Institute of Management are thanked for all the hard work in preparing for, organizing and facilitating the retreat and in preparing and producing this report.

BIM provided the proper form and directed the process. The substance of this report is the work of the members of the Council, administration, faculty, staff and student representative of the College. They deserve all credit.

Santos Mahung
Retreat Chairman

PARTICIPANTS

<u>NAME</u>	<u>POSITION</u>
Almendarez, Leroy	Student Representative
Barrow, Dorian	Faculty
Belisle, Joseph	Faculty
Bennett, Alexander	Faculty
Bradley, Leo	Faculty
Cal, Angel	Academic Dean
Canto, Gabino	Council Member
Card, Vernon	Council Member
Cattouse, Sylvia	Dean of Administration
Cervantes, Sr. Mercy	Council Member
Edgell, Alvin	Faculty
Foster, Byron	Faculty
Fuller, Joseph	Chairman, UCB Council
Gordon, Henry	Permanent Secretary, MOE
Johnson, Randolph	Council Member
Lara, Mary Ann	Faculty
Leacock, Carolyn	Faculty
Lewis, Gilda	Faculty
Moguel, Linda	Faculty
Olle, Ron	Faculty
Palacio, Bernard	Faculty
Palacio, Timothy	Faculty
Raymond, Ernest	Chief Education Officer
Sosa, Manuel	Council Member
Thompson, Cynthia	Council Member
Walker, George	FSU Representative
Woods, Sylvana	Faculty
Woodye, Marina	Council Member
Young, Colville	President, UCB
Ysaguirre, Joy	Faculty

RETREAT FACILITATORS

RETREAT CHAIRMAN

Santos Mahung Executive Director, BIM

MISSION STATEMENT CHAIRMAN

Joseph Fuller Chairman, UCB Council

INTERNAL ANALYSIS CHAIRMAN

Sylvia Cattouse Dean of Administration, UCB

EXTERNAL ANALYSIS CHAIRMAN

Angel Cal Academic Dean, UCB

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Ernest Raymond Chief Education Officer, MOE

OBJECTIVES AND STRATEGIES (EXTERNAL)

Ernest Raymond Chief Education Officer

OBJECTIVES AND STRATEGIES (INTERNAL)

Cynthia Thompson Principal, Bze. Teachers College

WORK GROUP FACILITATORS

Dorian Barrow Department Head, UCB

Donald Conrad Management Advisor, BIM

Alvin Edgell Faculty, UCB

Carolyn Leacock Faculty, UCB

Ron Olle Faculty, UCB

Sylvana Woods Department Head, UCB

Marina Woodye Council Member, UCB

Colville Young President, UCB

INTRODUCTION

This report is not intended to be a strategic plan for UCB but rather a comprehensive documentation of the proceedings of the strategic planning retreat held on October 28-29, 1989 at the University College of Belize, Belize City.

The retreat was divided into two sections. The first section considered strategic issues relating to UCB's role and development for a period of five years (1989-1994). The topics and issues considered in the first section are key elements of the strategic planning process. It is anticipated that the clarification of government's policies on higher education which must necessarily guide the institution, the articulation of a mission for the College, the identification of strengths and weaknesses in the capacity of the institution to pursue its objectives and to execute its functions, the identification of opportunities and threats or rather challenges (as noted by one participant) to the college from the external environment, the articulation of assumptions as probable development having a significant impact on UCB and the formulation of institutional goals and general strategies for achieving these objectives will stand the University College of Belize in good stead charting a direction for the institution and developing plans of action that will promote the viability of the college and enhance the validity of its pursuits.

The second section focussed on organizational development issues and activities for immediate implementation. The overall goal of the second section of the retreat was to identify specific objectives and tasks within the framework of the overall objectives and strategies for the institution which had acquired a degree of urgency and therefore required early attention. In order to identify issues which would not be normally aired in a public forum, a professional climate survey was conducted. The tabulation of the responses is included in this report. The intent of this section was to provide the relevant parties concerned with a listing and description of issues of importance to the various stakeholders and a guide for action.

AGENDA

SATURDAY, OCTOBER 21

- | | | |
|-------|--------------------------------------------------------------------|----------------------|
| 08:00 | The Planning Process | <u>Group Leaders</u> |
| | - Clarification of Objectives | |
| | - Explanation of Plan of Action | |
| | - Assignment of Responsibilities | S. Mahung |
| 08:30 | Government's Proposals for Higher Education in Belize | S. Musa |
| 09:00 | UCB's Mission Statement | |
| | Session Chairman | J. Fuller |
| | - Charter | A. Bennett |
| | - Philosophy and Values | M. Woodye |
| | - Goals | C. Young |
| 10:15 | Break | |
| 10:30 | The Internal Situation | |
| | -Business/Financial, | |
| | Academic, Student | |
| | (<u>S</u> trengths and <u>W</u> eaknesses) | S. Cattouse |
| 10:30 | The External Environment | |
| | -Competition, Government Policies, | |
| | Funding, Affiliations | |
| | (<u>O</u> pportunities and <u>T</u> hreats) | A. Cal |
| 12:30 | Lunch - Catered to UCB | |
| 13:30 | Plenary: Reports on <u>SWOT</u> Analysis | |
| 14:30 | Scenarios and Assumptions | |
| | - Probable Developments Impacting on | |
| | UCB Internal | E. Raymond |
| | External | C. Thompson |
| 15:45 | Break | |
| 16:00 | Objectives and Strategies | |
| | - Identification of Key Result Areas | |
| | - Formulation of Objectives | |
| | for each KRA | |
| | - Formulation of Strategies | |
| | (Policies and Plans of Action) | |
| | for Achieving Objectives | |
| 18:00 | Dinner - "The Grill" - Courtesy of BIM | |
| | Work Shop Participants | |

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- Formulation of Objectives
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- Formulation of Strategies
(Policies and Plans of Action)
for Achieving Objectives | |
| 18:00 | Dinner - "The Grill" - Courtesy of BIM
..... | Work Shop Participants |

UCB SPR (1989-1994)

SUNDAY, OCTOBER 22

- 08:30 Plenary: Reports on Objectives and Strategies
..... Previous Day's Group Leaders
- 09:30 Organizational Development Issues
(Personal and Professional Limiters
to Effective and Efficient Operations)
- 11:00 1989-1990 Operational Plan:
Objectives and Tasks
- 12:30 LUNCH
- 13:30 Objectives and Tasks (Continued)
- 14:00 Reports on Objectives and Tasks for 1989-1990
..... Group Leaders
- 15:00 Workshop Evaluation and Closing All
.....

OBJECTIVES1.0 Purpose of Retreat

1.1 The Purpose is to address those issues and considerations essential for a planned and directed development of the institute, improve its efficiency and effectiveness and increase its competitiveness and chance for survival and growth in the foreseeable future.

2.0 UCB: 1989-1994

- 2.1 Formulate a mission statement for UCB clearly stating the overall policies and values of the institute and its long term goals.
- 2.2 Conduct an analysis of the internal situation of the institute looking at its strengths and weaknesses with reference to its operational efficiency and ability to effectively execute its functions and meet its targets and objectives.
- 2.3 Conduct an analysis of the external environment in which the Institute operates in terms of those factors affecting the Institute calling attention to opportunities and threats to be considered in determining the objectives and plan of action for the Institute for the time period in question.
- 2.4 Determine and develop a scenario for UCB's development and operation for the period 1989-1994 in view of the internal situation and external environment analyses and informed by the mission statement.
- 2.5 Identify key result areas for UCB's future operations, formulate objectives for each key result area and recommend strategies for the attainment of these objectives.

3.0 UCB: 1989-1990

- 3.1 Formulate objectives and identify relevant tasks for implementation during the period 1989-1990.

UCB'S
MISSION

MISSION STATEMENT

The UNIVERSITY COLLEGE OF BELIZE (UCB) is established to provide education and training and to conduct research relevant to Belize's development needs thereby enabling Belizeans to participate in the advancement of humanity. It operates under an autonomous Council that is representative of broad sectors of the Belizean society.

In serving Belizeans and others, UCB is committed to:

- academic freedom
- excellence in teaching and research
- equity of access
- active community participation in Belizean society
- economic vitality by helping to meet manpower needs
- the quality of life through enhancement of intellectual, aesthetic and cultural participation
- the quality of education at all levels in coordination with other Belizean educational institutions

SWOT ANALYSIS

(STRENGTHS, WEAKNESSES,
OPPORTUNITIES, THREATS)

ANALYSIS OF THE INTERNAL SITUATION(STRENGTHS AND WEAKNESSES)1.0 INTRODUCTION

1.1 The task set for this group was to analyze UCB's internal situation, specifically addressing UCB's strengths and weaknesses with respect to its Business/Administrative status, Financial status, Academic programs, and Student Affairs. In discussing the strengths and weaknesses of UCB's internal situation, the group heard from staff members as well as from observers who served as resource personnel.

2.0 BUSINESS/ADMINISTRATIVE

2.1 In identifying the strengths and weaknesses of UCB's internal Business/Administrative situation and to enable the group to formulate recommendations for strengthening the institution managerially and administratively, the group first focused on UCB's managerial/administrative performance. It must be noted that no official records of performance evaluations were referenced in the session. There seemed to be, however, general agreement within the group that the strengths and weaknesses identified were valid.

2.2 The group agreed that UCB was particularly strong in three areas with respect to its management/administration. Firstly, it was noted that management/administration is committed to the growth of the University in all areas of service and function. Secondly, the group felt that management/administration is approachable and ready to listen. Thirdly, it was generally accepted that management/administration seems ready to admit their limitations and the fact that there are pressing problems within.

- 2.3 Turning their focus to the weakness of management/administration at UCB, the group recorded six perceived weaknesses. The first point of weakness in this area is that there are no clear channels of communication inter and intra management/administration, council, full time staff, part time staff, and students at UCB. A second point of weakness is that management/administration is seen as lacking competence in business practice and managerial skills at the top levels. The third point made was that the university lacks office equipment and the right personnel to run the necessary equipment. There was special mention of the urgent need for an accountant and an office manager. Closely associated with the third point is this fourth point which states that the university lacks support staff to help administration perform effectively. To illustrate this point it was noted that many students have complained about the slow production of transcript evaluations. The fifth point of weakness mentioned is also closely related to the third point but looking at the situation from a proactive standpoint. The group felt that UCB lacked a support staff development and recruitment plan. A sixth point made was that UCB's management/administration lacked responsiveness to student's welfare. Particular mention was made about the lack of security for students using the university building late evenings and early mornings. Mention was also made of the lack of telephone and food services for students.

3.0 FINANCIAL

- 3.1 Discussions on the strengths and weaknesses of UCB's financial situation was not detailed due to the lack of reference documents and time constraints. In examining the internal strengths of UCB in the financial area however, the group agreed that there was one major point of strength and two major weaknesses.
- 3.2 The first point of strength under this heading is the good intentions and honesty displayed by management/administration in handling the limited funds available and executing their tasks in financial management.
- 3.3 Funding for carrying out university programs and operations is in very short supply. This was the first point of weakness in UCB's internal financial situation. The second point of weakness mentioned by the group was that the University lacked a business procedures manual which would outline accounting practices, and would serve to inform the relevant people as to the administrative practices of the university with respect to finances.

4.0 ACADEMIC PROGRAMS

- 4.1 In discussing this area, one immediate strength and several areas of weakness were identified.
- 4.2 Considered as a major strength under this heading is the composition of the faculty with a 3:1 bias toward part-time faculty. This situation is seen as beneficial to UCB for two reasons. First, the part-time staff bring industry-specific knowledge to the students based on experience and current practices. They keep students in tune to reality in their environment. Secondly, part-time faculty is an economical bargain for the university, which is struggling with a limited cash flow. With part-time faculty, the university is spared the overhead expenses incurred having full-time instructors.
- 4.3 On the other hand this same composition of the faculty was seen as a major weakness for the following reasons:
- Part-time instructors may not be as committed to the university as would be desired. Their attendance for delivery of classes has been below that of full-time instructors.
 - Finding part-time instructors may become increasingly difficult as programs expand. Those capable of becoming instructors who work outside the university are usually too occupied to become part-time instructors.
 - Leadership problems are created especially with respect to discipline with a high number of part-time faculty. The disproportionate composition of the faculty with respect to academic qualifications (25% Ph D, 58% M.S/A and 17% B.S/A) poses a problem for the university for accreditation.
- 4.4 A second weakness identified by the group was the lack of research activities, which the university should be undertaking.
- 4.5 A third major weakness of UCB's academic programs which the group identified is the university's lack of a staff development/recruitment plan. The group felt that this weakness requires immediate attention if the university is to remain Belizean, recognizing that Belize does not abound with high quality university professors.
- 4.6 A fourth major weakness identified is that programs are often disorganized. This is sometimes connected to the lack of funding of those programs.

- 4.7 A Fifth area of weakness is the ratio of full-time to part-time students. UCB offers most of its classes in the evenings which encourages part-time students but discourages full-time enrollment.
- 4.8 The sixth and final weakness mentioned under this heading is that UCB does not have the textbooks or the necessary equipment to support its academic programs

5.0 STUDENTS AFFAIRS

- 5.1 The group identified three major strengths and three major weaknesses in the area of students affairs at UCB.
- 5.2 The first point of strength identified was the fact that UCB's student body is composed of a cross-section of Belizeans with respect to ethnic background, religion, income bracket, location/residence etc. The group felt that a second strength in this area is the commitment of the students at UCB to complete their programs in spite of problems faced due to the perceived "disorganization". A third strength identified is the fact that UCB has a functioning student council.
- 5.3 In the weakness department under this heading, the group first recognized the point that there was a high attrition rate from UCB's courses. This they felt was due to students trying to overachieve, taking on too heavy a school load. Some students have been known to register for enough courses to make them full-time students and yet they hold a full-time job. A second point of weakness identified is the problem of students not taking advantage of UCB's counselling services. Because of this fact, the students tend not to be fully informed on matters concerning academic programs/courses. A third point of weakness exposed is that prerequisites to enroll in courses at UCB are not established.

EXTERNAL ENVIRONMENT SCAN

KEY AREAS	OPPORTUNITIES	THREATS	COMMENTS
COMPETITION	<ul style="list-style-type: none"> Standards enhancement Identity building UCB offer relevant programs Extra-Mural Feeders (local) } Tertiary Resource pooling} Level } Association 	<ul style="list-style-type: none"> Brain-drain Choices will lure students to other universities 	<ul style="list-style-type: none"> New Government and and university life development - might reduce threats Non-threats but employment opportunities
GOVERNMENT	<ul style="list-style-type: none"> Supporting programmes recommendations 	<ul style="list-style-type: none"> Vo-Tech 	<ul style="list-style-type: none"> If
POLICY	<ul style="list-style-type: none"> Enhance positive inter-relationships between GOB/UCB 	<ul style="list-style-type: none"> Wilting of autonomy Stretching resources 	<ul style="list-style-type: none"> - no problem, but a distinctive yes
FUNDING	<ul style="list-style-type: none"> Seeking external funding enhances UCB capability with more reliance 	<ul style="list-style-type: none"> GOB funding; problematic and inadequate 	
AFFILIATION	<ul style="list-style-type: none"> Faculty in charge of accreditation, recognition Programme adaptation Standards National, regional, international 	<ul style="list-style-type: none"> Control Dependency Physical location 	<ul style="list-style-type: none"> FSU conjures a feeling of negativism

EXTERNAL

ASSUMPTIONS AND SCENARIOS
GOVERNMENT POLICY

IF:

GOVERNMENT POLICY IS FOR:

MULTI-CAMPUS UNIVERSITY

Belmopan and/or other
remote Branch Campuses

Belize City locations

STRONGER VOCATIONAL-TECHNICAL
PROGRAM EMPHASIS IN TERTIARY
EDUCATION

THEN:

UCB must begin, almost immediately, to review programs and determine the impact of the multi-campus environment on the short and long term future of UCB.

In addition to the impact review, planning must also take place to implement the ~~structure of the programs~~ determined. ie. duplication of Main Campus courses or diversification by location to better serve the outlying districts and take advantage of local resources.

Similar review and planning must occur. The possibility of utilizing other classroom space and equipment to supplement the present UCB resources would exist, however the adequacy of such additional resources may be questioned.

Begin almost immediately to establish strong linkages with the Vocational Technical Education Unit to plan appropriate programs and to conduct an impact assessment of the implications of those programs on the functioning of UCB. Use of existing Vo-tech facilities and equipment may also be considered to supplement the resources of UCB. Again the question of appropriateness may be questioned.

EXTERNAL

ASSUMPTIONS AND SCENARIOS
GOVERNMENT POLICY (Continued)

IF:

IF THE ABOVE STATEMENTS ARE
RECOMMENDATIONS, NOT POLICY:

THEN:

Both of the major points above, multi-campus and vocational emphasis may eventually lead to specialized Sixth Form to provide a smooth transition into UCB's expanded programs.

The recommendations will be studied for the short and long term impact on UCB and the implications for organizational growth and development. The present scope of operation will, at least for the near term, continued to be planned and improved.

EXTERNAL
ASSUMPTIONS AND SCENARIOS
FUNDING

IF:

GOVERNMENT FUNDING THROUGH
REGULAR APPROPRIATION
CONTINUES TO BE INADEQUATE:

THEN:

UCB should make every attempt to actively seek alternative sources of funding, both internal and external. A list of funding agencies should be compiled, or used if already available. There are many sources of funding but the research is time consuming and should not be tasked upon the teaching faculty or the Council, who are part time volunteers. Internal audits need to be conducted to reveal strong and weak points in the finance generation and management program. The Government's commitment to, and support of, present programs needs to be reviewed with the purpose of eliminating those which may be at risk. With much of the external support necessarily coming from foreign sources, care must be exercised to keep the aims of UCB foremost and not become subjugated to undue outside influence.

EXTERNALASSUMPTIONS AND SCENARIOS
AFFILIATIONSIF:

THE FERRIS STATE UNIVERSITY
(FSU) CONTRACT IS:

RENEWED

THEN:

UCB must begin immediately to formulate position statements for the purpose of renegotiations with FSU. There is a feeling that the needs of UCB could be better met if the structure of the contract were changed. It is recognized that the present representative of FSU is most accommodating and willing to work with UCB toward goals and objectives that would be acceptable to both parties.

NOT RENEWED

UCB needs to almost immediately begin to actively seek recognition from outside agencies that rather quickly can support its various short term programmatic needs such as: text book supply and/or funding; technical assistance; approval of courses for accreditation of student records. The longer term goals would include: joining or forming regional and international consortiums for faculty and student exchange; and accreditation of UCB in its own right.

In either case, the need to actively seek outside affiliation and recognition exists for UCB if it wishes to seen as the true representative of higher education in Belize.

OBJECTIVES
AND
STRATEGIES

1.0 GOVERNMENT POLICY

OBJECTIVE: To determine how Government Policy (GP) will influence UCB's operations

<u>TASK NO.</u>	<u>ACTIVITY/IMPLEMENTOR</u>	<u>STATE DATE</u>	<u>END DATE</u>
1.1	Clarify GP on Higher Education and UCB in particular. <u>UCB Council</u>	11/01/89	11/30/89
1.2	Evaluate UCB's existing programmes. <u>Select Committee</u>	11/01/89	04/30/90
1.3	Determine implications of GP for the implementation of new programmes. <u>UCB Council</u>	11/01/89	01/31/90
1.4	Identify needs to comply with GP: _____	_____	_____
1.4.1	Staffing needs; _____	_____	_____
1.4.2	Curriculum needs. _____	_____	_____
1.5	Determine costs and develop a budget. _____	_____	_____

44 2.0 FUNDING

OBJECTIVE: To secure the financial sustainability of UCB.

<u>TASK NO.</u>	<u>ACTIVITY/IMPLEMENTOR</u>	<u>STATE DATE</u>	<u>END DATE</u>
2.1	Review UCB's current financial situation.	_____	_____
2.2	Develop a short term/long term forecast of revenue and expenditure.	_____	_____
2.3	Secure funds from sources internal and external to UCB.	_____	_____

3.0 AFFILIATION

OBJECTIVE: To establish and maintain affiliation arrangements with national, regional and international institutions.

<u>TASK NO.</u>	<u>ACTIVITY/IMPLEMENTOR</u>	<u>STATE DATE</u>	<u>END DATE</u>
3.1	Review existing affiliation arrangements.	_____	_____
3.2	Decide and implement policy on FSU affiliation arrangements.	_____	_____
3.3	Seek new and strengthen existing affiliation with regional and international institutions.	_____	_____
3.4	Seek accreditation.	_____	_____

OBJECTIVES AND STRATEGIES

KEY RESULT AREAS

1.0 Facilities
Equipment and
Supplies

OBJECTIVES

1.0 To provide facilities equipment
and space in order to conduct
quality instruction at UCB.

STRATEGIES/TASKS

1.1 Secure immediate funding for
equipment and supplies to
accommodate science programs
currently being offered.

1.2 Select a committee (board
level) to complete a campus
development plan.

1.3 Activate campus development
committee to oversee the
physical development of the
campus.

1.4 Build and equip a science
building.

- 2.0 Student Affairs 2.0 To provide and promote a healthy campus life for UCS's students and visitors.
- 2.1 2.1 Install adequate lighting and telephone services on campus and ensure the installation of the same in areas trafficked by users of the campus.
- 2.2 2.2 Initiate a newsletter and year book to disseminate information on campus and to the community.
- 2.3 2.3 Ensure that adequate transportation and a functioning cafeteria are available to users of campus facilities.
- 2.4 2.4 Form an alumni association.
- 2.5 2.5 Establish a loan and financial assistance office to assist deserving students in financial difficulties.
- 2.6 2.6 Name the student council President to lead a committee to carry out these tasks and other activities that would enhance student affairs.

- 3.0 Management and Administration
 - 3.0 To improve the management and administration of UCB.
 - 3.1 Conduct a management audit of UCB's administration.
 - Prepare request for proposal to include audit and development of an internal evaluation system.
 - Hire the necessary technical assistance.
 - 3.2 Act on results of audit.
 - 3.3 Examine the current structure and applicability of the charter and council functions as they relate to the management of UCB and act on findings.

4.0 Faculty and Staff Development
4.0 To formulate a plan for the development of UCB's faculty and staff.

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4.1 Do a needs assessment for faculty and staff and develop a recruitment plan.

4.2 Conduct regular performance appraisal of faculty and staff.

4.3 Conduct in-service training and orientation of staff prior to the commencement of the academic year.

4.4 Develop a scholarship program for faculty members to obtain their masters and doctorate degrees.

4.5 Provide training opportunities for staff.

4.6 Initiate a faculty exchange program with other universities.

4.7 Finalize a faculty handbook.

5.0 Evaluation System
5.0 To conduct periodic evaluation of student performance and facilities inspection so as to maintain high standard at UCB.

5.1 Implement evaluation system developed from the technical assistance discussed in 3.1.

- 6.0 External Accreditation and Recognition
- 6.0 To obtain international recognition and accreditation for UCB's programs.
- 6.1 Establish an official transcript evaluation committee which will be chaired by the academic dean and comprised of area heads and registrar.
- 6.2 Conduct research into the demands and needs of Belizean society for the development of appropriate programs.
- 6.3 Review existing programs; revises as necessary and compile course descriptions.
- 6.4 Write SACS consortium to determine what is needed for their organization to recognize UCB's programs.
- 6.5 Review attempts to meet requirements for SACS and submit plans for accreditation for review by consortium members at next meeting.
- 6.6 Pursue a commitment from consortium members to recognize UCB's programs.
- 6.7 Inform students and the general public what accreditation really means.
- 6.8 Produce academic section of UCB's catalog.

7.0 Research and Development

7.0 To establish a research department that will facilitate proactive behavior at UCB.

7.1 Design a research function.
7.2 Assign a research development coordinator.

8.0 Library Development

8.0 To improve and maintain an adequate library to support the programs and activities at UCB.

8.0 Recruit the appropriate number and quality staff to manage the library and provide the supplementary training for them as needed.

8.1 Develop the present stock of 4000 to 20000 concentrating on a core collection with special emphasis on a reference collection and national and regional books.

8.2 Equip the library with the necessary furniture and equipment.

8.3 Build a library (centrally located) with growth potential in mind.

8.4 Provide the library direction with functional autonomy in the matter of library management and development.