OPEN UNIVERSITY OF MAURITIUS

Strategic Plan
2017-2025
Abridged Version

July 2017

Our Vision

To be among the best open universities in the world.

Our Mission

Use technology and flexible mode of teaching to serve society, transform lives, and make high-quality education, lifelong learning, and training accessible to everyone while promoting excellence in research.

Our Core Values

At the Open University of Mauritius (OU), our core values are seen as supreme commitments that define "who we are as an institution and what is our very purpose". These principles are pervasive in all of our practices and activities within the institution, and sustained through a culture of:

- Openness (access to all: school leavers, adults, people with disabilities, locally and internationally)
- Flexibility (self-directed learning to suit learners' convenience and lifestyle, using innovative ways and means)
- Diversity (acceptance of diversity of thoughts and opinions and range of values to promote maturity of thought and critical and creative thinking)
- Quality (of our programmes, teaching and learning and research activities)
- Excellence (through the use of innovative state-of-the-art technology, andragogy and intellectual rigour while responding to the needs of the industry; scholarly work, linking theory and practice through effective use of multimedia and a conducive learning environment)

Contents

Foreword

OU's Future: The Will and the Way

I am pleased to present the second Strategic Plan 2017-2025 of the Open University of Mauritius (OU).

The first Strategic Plan 2012-2017 of OU played a pivotal role in establishing the university. It allowed OU to be the only local public university having registered a positive growth (as high as 88%) in 2014 while making it the only ISO-Certified local university. Moreover, before the end of the period of the first plan, OU had nearly 5,000 learners.

This second Plan is the result of many months of consultation with all the stakeholders, data gathering and analysis, and in-depth discussions. I am thankful to all those who have contributed to this Plan.

It is a Plan that provides a clear strategy to take OU from its current position of strength to even greater national, regional and international prominence. During the period 2017–2025, we will focus our efforts and investments in areas like quality research, open distance and blended learning that will allow OU to differentiate itself while having greatest impact. The learners of OU remain at the heart of both Plans.

This second Plan sets the stage for Board members and Management, full-time academics, part-time lecturers, non-academic staff and other stakeholders to connect their endeavours in order to offer high quality education to all OU learners while fashioning a vibrant future for the University. It promotes a motivating environment for the staff which is a key ingredient in achieving the desired success.

This plan challenges all of us to muster our strengths and forge forward collaboratively to establish OU as one of the best Open Universities. I am confident that OU's team has the will to do this, and with this Plan, we have the way.

Dr Kaviraj Sharma Sukon
Director-General

Executive Summary

This Strategic Plan seeks to propel the Open University of Mauritius (OU) at the forefront of innovative learning paradigms with a deep commitment to position itself as a leading university in the delivery of world-class quality open distance learning. We aim to place our learners at the centre of all of our activities while securing a respectable place at the league tables.

While learners require effective support in order to make their learning experience at OU worth remembering, all the members of staff require an environment conducive to giving their best performance.

The challenges and opportunities of OU suggest the need to increase funding. Unfortunately, continuous financial cuts in government grant create a difficult situation that forces us to re-engineer the processes so as to enable OU to fulfil its mission and achieve its vision.

In this light, this Strategic Plan sets out the university-wide strategies and tactics that will help OU meet such challenges effectively during 2017-2025.

Introduction

OU has been the fastest growing public university during the last three years while being the only ISO-Certified public university of Mauritius offering high-quality education.

A large number of learners, mainly adults, study at OU because of the flexibility that it provides. Through its affordable and high-quality blended mode of learning (with the help of reputed international partners), OU broadens access to university education. This has allowed OU to be the second public university locally in terms of number of students.

The focus provided by our previous Strategic Plan formulated in 2012 for the period 2013-2017, is being updated and extended. It also reflects the changes both in the internal and external environments of the organisation, that have led to the successful establishment of OU.

Distance Education and Open Learning (DEOL) has several advantages, including:

The Flexibility of the System
Independent learning is an effective way to combine studies, work, and family commitments. The flexibility is specifically important to all those with special needs or who for other reasons are not able to follow courses on campus.

The Openness of the System
In open universities, the requirements that have to be fulfilled to access the courses are not as strict as in traditional universities.
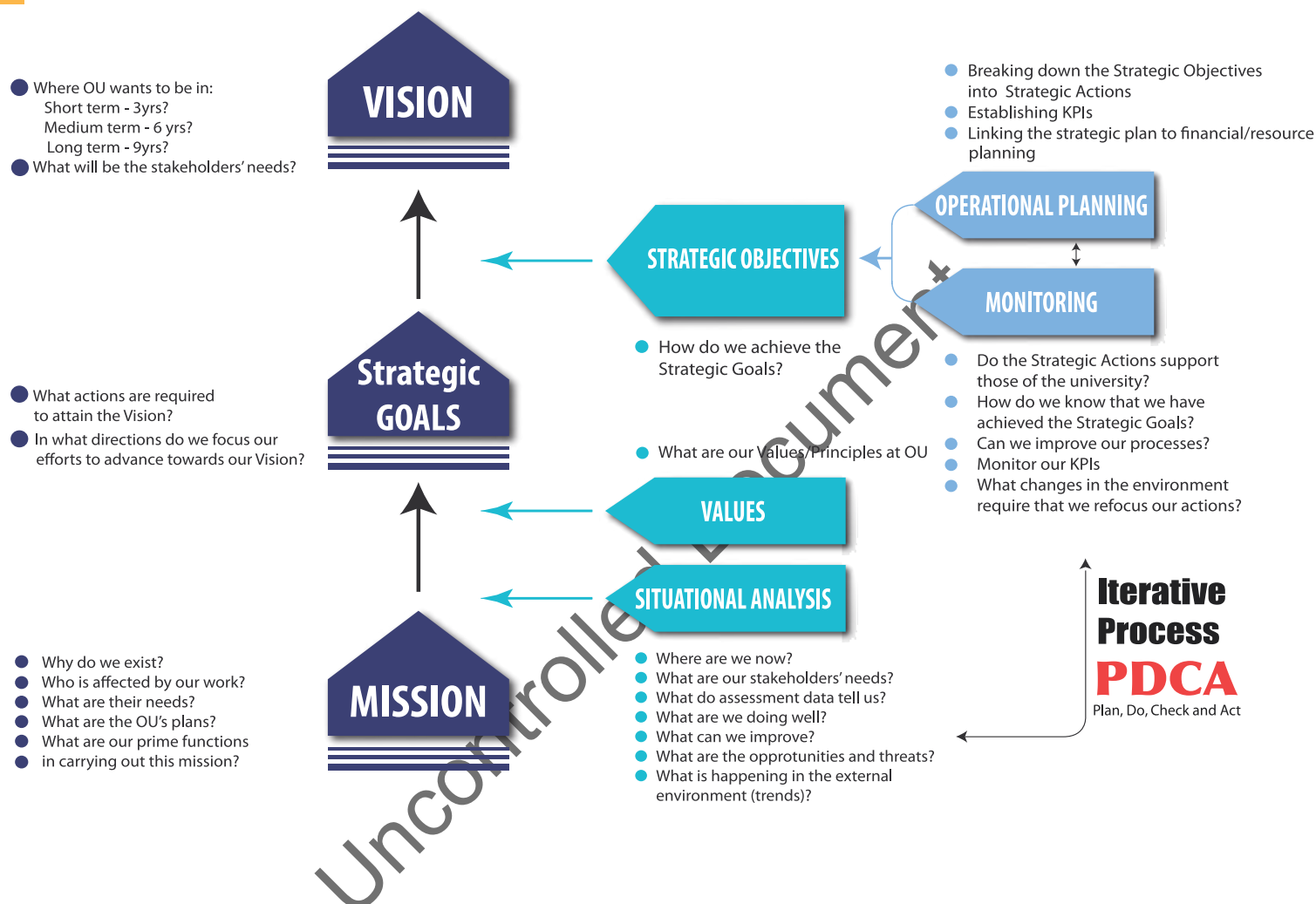
Quality
Open distance learning, contrary to certain misconceptions classifying it as second grade education, is of high quality.

Organisation of the Plan and Strategic Planning Model
The plan is organised as per the diagram below:

- Where OU wants to be in:
  Short term - 3yrs?
  Medium term - 6 yrs?
  Long term - 9yrs?
- What will be the stakeholders' needs?

VISION

- Breaking down the Strategic Objectives into Strategic Actions
- Establishing KPIs
- Linking the strategic plan to financial/resource planning

OPERATIONAL PLANNING

STRATEGIC OBJECTIVES

MONITORING

- How do we achieve the Strategic Goals?

- What actions are required to attain the Vision?
- In what directions do we focus our efforts to advance towards our Vision?

Strategic GOALS

- Do the Strategic Actions support those of the university?
- How do we know that we have achieved the Strategic Goals?
- Can we improve our processes?
- Monitor our KPIs
- What changes in the environment require that we refocus our actions?

- What are our Values/Principles at OU

VALUES

SITUATIONAL ANALYSIS

Iterative Process
PDCA
Plan, Do, Check and Act

- Why do we exist?
- Who is affected by our work?
- What are their needs?
- What are the OU's plans?
- What are our prime functions
- in carrying out this mission?

MISSION

- Where are we now?
- What are our stakeholders' needs?
- What do assessment data tell us?
- What are we doing well?
- What can we improve?
- What are the opprotunities and threats?
- What is happening in the external environment (trends)?

Uncontrolled Document

The Operational Plan will comprise a financial strategy to fuel short-, medium- and long-term objectives. Concurrently, the human and infrastructural resources required for the university to operate in the best conditions have been clearly spelt out. The Plan is not a static one; it shall be reviewed on a yearly basis in order to adapt to changes in our evolving environment and thus permit the University to realign its Goals and Vision accordingly.

Context

Competitive Environment

Several countries are establishing open universities to cater for the increasing demand for tertiary education. These universities have the same status as conventional universities. This parity is not only allowing these institutions to grow faster but it is contributing immensely in maintaining a high level of confidence among learners and employers. For instance, in India, the Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, began with only two academic programmes in 1987 with 4,528 learners. Today, IGNOU serves the educational aspirations of over 4 million learners in India and 36 other countries. It offers about 490 certificate, diploma, degree and doctoral programmes. In 1971, the Government of UK established the Open University UK (OUUK). Today, OUUK has more than 250,000 students enrolled including around 32,000 aged below 25 and more than 50,000 overseas students.

The University of Phoenix in America offers open and distance education courses to over 455,000 students around the globe. Athabasca University, Canada's Open University, was established by Order in Council of the Government of Alberta on June 25, 1970. In 2004, its online Executive MBA was rated in the world top 75, by the *Financial Times*. Every year, more than 30,000 learners enrol at this university. Established by the Government of South Africa, University of South Africa (UNISA), which serves over 400,000 learners on open and distance education mode, is considered as one of the prestigious universities of South Africa. These providers of ODL courses are also looking towards increasing their market share.

Increasing Number of Tertiary Education Providers in Mauritius

There is an intense competition for students at both national and international levels. Tertiary education institutions (TEIs) are mushrooming on an unprecedented scale. Moreover, MOOCs (Massive Open Online Courses) offer a panoply of free courses which can be certificated at marginal cost, thus reaching out to thousands of students worldwide. In the midst of this ever-changing scenario, OU's challenge is to offer high-quality and diverse programmes to its potential learning community through regular tutorials and a strong learner support system. Furthermore, OU intends to add value to its teaching through intense research.

Constraints

The government grants to universities are being drastically reduced. Therefore, we need to reassess how OU fulfils its public engagement mission.

There is a dearth of qualified and experienced academics to service the learning community at tertiary level. At the same time, the number of PhD holders and PhD students in Mauritius is relatively low. On the other hand, the costs of infrastructure and student support including computer labs, libraries, research facilities, among others are continuously increasing. In addition, it is generally accepted that there is an urgent need to boost up the research culture among academics by providing research funding and capacity building.

Financial Situation

Our aim is to ensure that by the year 2025, OU becomes financially independent with at least 10,000 students and contributes to the Mauritian Economy while playing a major role in making Mauritius a Knowledge Hub.

OU Programmes and Short Courses

OU is running 78 programmes. The programmes range from foundation to doctoral level.

Academics from OU as well as from other public and private universities are following their PhD/ DBA at OU. OU is the only public university offering employability courses aimed at ensuring that our learners have both the hard and soft skills necessary to secure a promotion or a job.

International Partnerships

The successful and rapid growth of OU would not have been possible without the support from international partners. For example, in collaboration with Imperial College London (ranked among the top ten universities in the world) and the Royal College of Physicians, Edinburgh (RCPE), several training programmes are conducted for medical doctors and specialists.

The team from Imperial College London is also assisting OU to set up a School of Public Health that will play a pivotal role in Mauritius and in the region.

OU is a member of the:

- Association of Commonwealth Universities
- International Council for Open and Distance Education
- African Council for Distance Education
- Distance Education Association of Southern Africa
- Association of African Universities
- International Association of Universities

OU works with the following partners:

- Imperial College, London (UK)
- Commonwealth of Learning (Canada)
- Royal College of Physicians of Edinburgh (UK)
- Stockholm University (Sweden)
- University of KwaZulu Natal (UKZN) (South Africa)
- University of California, San Diego (USA)
- University of South Africa (South Africa)
- Botswana College of Distance Education and Open Learning (Botswana)
- Chartered Institute of Logistics and Transport (UK)
- Open University of Tanzania (Tanzania)
- Open University of Sri Lanka (Sri Lanka)
- Charles Sturt University (Australia)
- African Virtual University (AVU)
- Indira Gandhi National Open University (India)
- African Virtual University
- Southern African Regional Universities Association (SARUA)

Corporate Social Responsibility

Scholarships and Support to Disabled Students

In OU's endeavour to widen access, 23 scholarships have also been offered in 2013, including 19 to citizens in the African region, 2 to detainees of the Mauritius Prison Service and 2 to learners who excelled in their programmes after the first year, based on highest CPA at undergraduate and master's levels respectively.

OU has been supporting a learner with special needs (bed-ridden) who is enrolled in the BA (Hons) Graphic, Design and Multimedia since August 2013 through the Open Distance Learning mode (ODL).

Open and Distance Learning at the Workplace

In an era where demands are changing at a faster pace at the workplace, Open and Distance Learning (ODL) plays a pivotal role in the career development of those already working. Employees must have employability skills as well as be ready to learn, unlearn and relearn, as employers value employees who are committed to developing their skills and knowledge. Additional qualifications not only help to acquire new skills and competencies but also serve as the springboard for promotion.

Support to Learners

OU endeavours to ensure that every learner gets an exceptional learning experience and supports them through

- Innovative study materials and videos produced at OU's studio
- Regular support from the lecturers, always just an email away
- Tutorials (optional)
- Guidance and assistance from other OU Staff members
- Regular face-to-face sessions (optional)
- Virtual classroom sessions
- Physical infrastructure (OU's campuses at Réduit and Forest Side)
- Several computer labs (one with Mac computers)
- MOODLE e-learning platform to ensure OU remains in contact with its learners.

Other study centres (Rodrigues) will also be set up.

Infrastructure of E-library

E-library Facilities at OU

E-Books

The e-books library consists of: textbooks, audio-visual programmes, past exam papers, dissertations, projects and a collection of nearly 500,000 titles of e-books for reference and loan purposes.

Online Journals

Registered learners have access to online journals such as EBSCO, EMERALD, PROQUEST LITERATURE ONLINE, PROQUEST ARTS AND HUMANITIES, SCIENCE DIRECT and JSTOR reference books and periodicals.
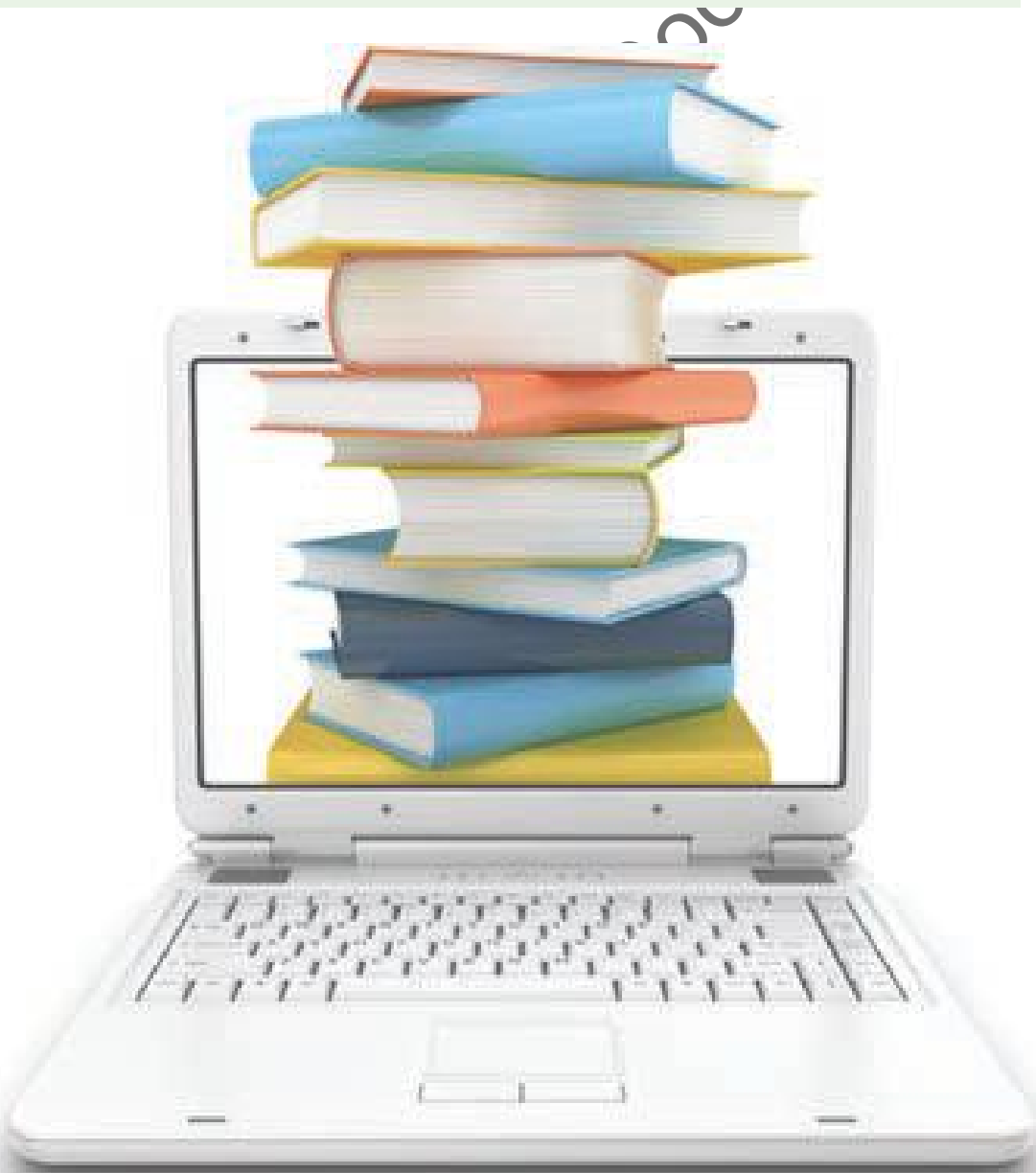
Employability Courses

The Human Resource Development Council (HRDC) conducted the labour shortage survey in the months of July to October 2011 with nearly 1,100 employers/participants. Based on this survey, OU developed a number of short courses on employability/soft skills that employers are looking for in employees.

Experts from the industry were selected to form the core team to develop the study materials, after being thoroughly briefed about the development of ODL materials. The Open School staff produced all the materials in collaboration with employers. Each short course, of varying duration, comprises several videos showing the application of the employability skills at the workplace.

Full-Time Courses

At the request of the public, similar to practices at other open universities such as Wawasan Open University-Malaysia and Hong Kong Open University and in line with the Government's philosophy to optimise the use of the infrastructure (classrooms, studio…), OU has started full-time programmes in a few fields such as language, media and communication. Thus, school-leavers can study full-time at one of its campuses.

However, OU wishes to focus on increasing its list of distance learning courses while limiting its full-time courses in fields where it has unparalleled advantage such as in the field of Multimedia.

Consultancy

As per the Open University of Mauritius Act of 2010, the Open School has been developing courses in the context of lifelong learning: Employability courses and Continuous Professional Development (CPD) courses. Since most of the learners are mature students, OU has developed a number of CPD courses for professionals in various fields.

On top of the Employability courses, the Open School has also been offering the following courses at the demand of employers and operators in both public and private sectors:

- Noise and Related Risk Assessment Competency Course
- Courses for Civil Servants
- Employability Courses for the Vulnerable Groups

Royal College of Physicians of Edinburgh (RCPE) Symposia

OU hosted the first symposium, web-streamed live from RCPE in September 2014. The Symposium dealt with Renal Medicine. Around 50 local Medical professionals participated in the event. After the first event in September 2014, RCPE approached OU to host several other symposia. RCPE symposia are hosted simultaneously by around 30 sites around the world.

Video Production

OU produces video and clips against payment for both public and private stakeholders; records Live Lectures (Face-to-Face Sessions) and special video sessions of Key difficult concepts presented by Lecturers in the OU Studio at Le Réduit, which are all uploaded on the e-learning platform (MOODLE).

Since the coming into operations of OU in 2012, about 800 hours (48,000 minutes) of edited video, mostly for Fellow Learners, were produced.

OU has also distributed, free of charge, about 25,000 DVDs and CDs to Learners.

Development of Course Materials for BOCODOL

OU has developed course materials for the Botswana College of Distance and Open Learning (BOCODOL) for the following courses:

- BEd (Hons) Primary Education (Top-Up): 14 Modules
- BEd (Hons) Early Childhood Education and Care: 30 modules.

Designing, Editing and Formatting Services

The Ministry of Education and Human Resources, Tertiary Education and Scientific Research outsources the publishing and printing of documents to OU Graphics, Publishing and Printing section which also caters for the publishing for all Open and Distance Learning (ODL) materials as well as general jobbing and fiduciary works.

Physical and Technological Infrastructure

We provide "SMART" classrooms where each space is equipped with projection, computer or laptop connection, sound amplification where necessary and SMART electronic white board. Lecturers can access either a physical or wireless high speed connection, and students are provided with high speed wireless capability in all of our classroom spaces. A majority of the classroom spaces will support multiple wireless devices for each student to address emerging technologies.

In terms of infrastructure and physical working space, core of face-to-face sessions are carried out at Open University Curepipe Campus (OUCC). Part of the building structure is half a century old and they show signs of weaknesses. The time is now opportune to plan for better prospects in terms of building infrastructure so that we can cope with the growth of student population. To ensure the fitness for purpose, a series of requests for consultancies have been launched to advise on the way forward.

Existing Facilities:

- 40 classrooms have wireless capacity supporting one device per classroom seat;
- 10 % of the classrooms meet the AV standards;
- 17% of the classrooms incorporate current digital technology;
- 3 classrooms are enhanced with computer lab equipment;
- One fully equipped conference room which can accommodate 150 participants;
- One lecture theatre at Réduit Campus; and
- Video and audio recording studios.

OU Strengths

To be able to anticipate the future with accrued confidence, OU must acknowledge its strengths and continue to develop them in order to achieve its vision.

Teaching and Learning Facilities

- A flexible and adaptable framework that has succeeded in raising levels of student satisfaction and has improved their ability to realise their full potential, by helping them achieve better than expected academic results.
- Mode of delivery and assessment embraces varied, flexible, innovative and sustainable practices.
- Tutorial sessions (face-to-face sessions) for enhanced interaction between learners and lecturers ensure that the "human touch" is not lost. This also contributes to keep drop-out rate very low.
- Continuous learner support to all learners through the learner management system.

Technology driven facilities have helped learners to have access to learning materials and teaching aids without any stress wherever they are located and at any time of the day.

Sustained learner support has been devised and implemented to accompany the learner on his/her journey at OU.

At OU we cater for accrued learner welfare that is central to its development, but also as a means to keep the balance between academic and social activities in one's life at the university.

International Collaborations and Foreign Learners

OU's presence on the African continent shall be an important factor in attracting international students; alongside an enhanced network of academic partnerships around the world, OU shall be in a position to increase its ability to compete regionally and internationally.

Goals

Goal 1
THE FIRST CHOICE FOR HIGHER EDUCATION

Objectives	
1.1	Establish OU as one of the best ODL universities in the region.
1.2	Provide strong academic and administrative support for students.
1.3	Ensure the well-being of all learners.

GOAL 2
AN EXCELLENT FACULTY

Objectives	
2.1	Strengthen the pool of full-time and part-time academic staff.
2.2	Achieve healthy ratios related to the teaching and learning process.
2.3	Encourage full-time academic staff to complete a doctoral degree and to develop ODL competencies for full-time and part-time academic staff.

GOAL 3
AN EFFECTIVE QUALITY ASSURANCE SYSTEM

Objectives	
3.1	Establish the Quality Assurance Unit/Division with qualified personnel.
3.2	Develop a Quality Assurance Management Structure.
3.3	Application of the European Credit Transfer and Accumulation System (ECTS).
3.4	Consolidate the ISO Quality Management System.
3.5	Conduct relevant surveys regularly to collect data related to the quality standards to ensure continuous improvement.

GOAL 4
EXCELLENT EVALUATION, ASSESSMENT, AND EXAMINATION MECHANISMS

Objectives	
4.1	Set and maintain internationally recognised performance standards.
4.2	Ensure that assessment is fair, reliable and valid.
4.3	Protect the integrity of examinations by continuously improving all aspects related to confidentiality, security of question papers and mark schemes.

GOAL 5
HIGH QUALITY DISTANCE EDUCATION AND ONLINE LEARNING MATERIALS

Objectives	
5.1	Explore market demand for specific courses and programmes.
5.2	Continuously update learning materials.
5.3	Develop comprehensive guidelines for resource persons involved in the production of learning materials.
5.4	Develop a database of Open Educational Resources (OERs)
5.5	Enhance collaborative development of modules/programmes with other stakeholders.

GOAL 6
THE BEST PROVIDER OF LIFELONG LEARNING OPPORTUNITIES, EMPLOYABILITY COURSES AND CONSULTANCY

Objectives	
6.1	Ensure that OU is the first choice, locally and regionally, for continuous professional development and lifelong learning.
6.2	Tap into new public, private and niche markets and assess market requirements regularly.
6.3	Develop short courses, including employability programmes that meet the requirements of the employers, both locally and regionally.
6.4	Empower the workforce with up-to-date and emerging skills to respond to sector and sub-sector needs.

GOAL 7
WELL ESTABLISHED OPEN SCHOOL DIVISION

Objectives	
7.1	Setting up of a Language Centre with a view to set up a Language Institute as per OU ACT.
7.2	Develop learning pathways for mature students using Recognition of Prior Learning (RPL) as appropriate in line with SDG 4, thus promoting lifelong learning opportunities for all.
7.3	Develop MOOCs and OERs.

GOAL 8
PROFESSIONAL LEARNER SUPPORT AND EXCELLENT CUSTOMER CARE

Objectives	
8.1	Offer a multi-communication system to all learners.
8.2	Develop, maintain and promote the university website and e-Learning platform.
8.3	Promote the online extra-curricular activities.
8.4	Respond to all requests for support, queries and complaints within a reasonable time.
8.5	Consolidate the Student Affairs Unit.

GOAL 9
EXCELLENT MARKETING AND PUBLIC RELATIONS

Objectives	
9.1	Invest in marketing research and engage in data-driven strategies.
9.2	Develop marketing strategies to attract international learners.
9.3	Establish a framework for the intensive and judicious use of social media.
9.4	Establish and manage an Alumni Relations Office.
9.5	Intensify organisation of events for branding and public relations.
9.6	Develop and implement Content Marketing strategies through website and other platforms.
9.7	Develop and attract niche markets with full array of communication tools.
9.8	Carry out regular Marketing Campaigns to attract potential learners and build awareness through various media.
9.9	Consolidate the Marketing and Public Relations (MPR) Unit.

GOAL 10
EFFECTIVE FINANCING STRATEGY

Objectives	
10.1	Continuously enhance financial sustainability of the university.
10.2	Achieve financial independence.

GOAL 11
A COMPETENT, PRODUCTIVE, MOTIVATED, AND SATISFIED HUMAN RESOURCE BASE

Objectives	
11.1	Be an employer of choice.
11.2	Maintain an effective staff development plan.
11.3	Promote welfare of staff.

GOAL 12
EFFECTIVE MANAGEMENT SUPPORT

Objectives	
12.1	Effective Leadership
12.2	Effective communication internally and externally for quality service delivery
12.3	Effective work culture and high ethical standards

GOAL 13
THE BEST ICT FACILITIES AND BUILDING INFRASTRUCTURE

Objectives	
13.1	Develop a state-of-the-art ICT infrastructure for delivery of the courses and online tutorials.
13.2	Ensure that course materials and tutorials are available in different formats (e.g. IPOD, Mobile, You Tube, iTunes, …).
13.3	Provide the best ICT support to all staff.
13.4	Develop the building infrastructure.

GOAL 14
EFFECTIVE RESEARCH, CONSULTANCY AND INNOVATION

Objectives	
14.1	Finalise the organigram of the Research, Consultancy and Innovation (RCI) Unit and get the appropriate staff to man the Unit.
14.2	Create a critical mass of researchers and consultants in key development areas.
14.3	Open avenues to secure funding for research-related activities at OU.
14.4	Organise workshops, conferences and other research-related activities.
14.5	Collaborate with journal publishers and tertiary and cultural institutions, nationally and internationally.
14.6	Breed a culture of innovation in OU research projects.
14.7	Set up research hubs in key research areas.
14.8	Provide consultancy services to national and international organisations.
14.9	Develop research-based studies leading to Masters and Doctoral degrees.

GOAL 15
AN EFFECTIVE LIBRARY SERVICE

Objectives	
15.1	Build up the library collections continuously while consolidating the e-library.
15.2	Enhance the study environment with suitable areas of study.
15.3	Create a repository of publications of OU.
15.4	Promote the use of library services.
15.5	Develop comprehensive guidelines for the storage of learning materials on the e-learning platform and in the e-library.

GOAL 16
AN EFFECTIVE PARTNERSHIP, COLLABORATION AND INTERNATIONAL NETWORK

Objectives	
16.1	Strengthen the existing local, regional and international networks of OU.
16.2	Develop new collaborative opportunities.
16.3	Develop new partnerships.
16.4	Establish six overseas study centres (Rodrigues, Kenya, Tanzania, Uganda, Rwanda and Botswana) and ensure that all learners of OU have the same learning experience.

Appendix - Organisation Chart

DIRECTOR GENERAL

This organisation chart will evolve with the following changes:

1. Procurement section will go under Management Unit.
2. Research, Consultancy and Innovation Centre will go under Academic Affairs Division (AAD).
3. Engineering Unit will take on board recent changes in scheme of service of staff concerned.
4. Student Affairs Unit will appear in the organisation chart under the AAD.
5. The Administrative Division will take on board future changes in the administrative cadre.
6. Any other changes prescribed by the authorities.

SUPPORT STAFF

Higher Executive Officer, Confidential Secretary Executive Officer, Assistant Financial Operations Officer, Assistant Procurement and Supply Officer, Purchasing and Supply Officer (Personal), Assistant Printing Officer, Clerk/Word Processing Operator, Receptionist/Telephone Operator, Senior Handy Worker/Tradesman (Skilled), Senior/Head Office Attendant, Handy Worker/Tradesman (Skilled), Driver, Office Attendant, General Worker (Personal).

50,000   45,000   40,000

Uncontrolled Document

Annex

Library E-Resources

The Library of OU provides study facilities at its main campus in Réduit as well as its branch in Forest Side. It also subscribes to several online databases where Learners can access journals and e-books from any locations with Internet.

Some e-resources are located on the E-learn Platform of the OU Website. Others are available on secure websites of the online providers.

Database	Descriptions
CAIRN.INFO	Mostly in French though it does include e-resources in English as well. The database is strong in human and social sciences in French. It gives access to 437 French periodicals on the following subjects: ■ Arts ■ Law ■ Economics ■ Management ■ Geography ■ History ■ Communication ■ Literature ■ Linguistics ■ Philosophy ■ Psychology ■ Public Health ■ Education ■ Political Science ■ Sociology ■ Sports
EBSCOHost	One of the best-known online databases. It offers 148,532 titles, including 129,000 e-books and 19,532 online journals. **Collections** ■ Academic Search Complete ■ Business Source Complete ■ Ebook Collection (EBSCOHost) ■ Environmental Complete ■ Green FLE ■ Hospitality and Tourism Complete ■ Library, Information Science & Technology Abstracts ■ Regional Business News ■ Ebook Academic Collection (EBSCOHost)

Emerald	Emerald is one of the leading publishers of Management journals and provider of online databases. It publishes over 180 journals. It is strong on Management, Accounting and Business.
	Collections ■ Accounting and Finance Collection ■ Business, Management and Strategy ■ Education eJournal ■ Engineering ■ HR, Learning and Organisation Studies ■ Health and Social Care ■ Information and Knowledge Management ■ Library and Information Studies ■ Marketing ■ Operations, Logistics and Quality ■ Property Management ■ Public Policy and Environmental Management ■ Tourism and Hospitality
JSTOR	Includes more than 2,000 academic journals, dating back to the first volume ever published. It offers thousands of monographs and other materials.
	Subjects ■ Arts ■ Business and Economics ■ History ■ Humanities ■ Law ■ Medicine and Allied Health ■ Science and Mathematics ■ Social Sciences
ProQuest Arts and Humanities	Full-text journal database and is multidisciplinary across the Arts and Humanities. The coverage is from 1970s to current.
	Subjects Covered ■ Art ■ Design ■ Archaeology ■ Anthropology ■ Classical Studies ■ Architecture ■ History ■ Philosophy ■ Geography ■ Modern Languages ■ Literature ■ Cultural Studies ■ Music
ProQuest Literature Online	It includes more than 350,000 full-text works of poetry, prose and drama in English. It includes online criticism and reference library. Literature Online is the world's largest cross-searchable database of literature and criticism. It covers authors from the eighth century to the present day.

List of Board Members

Mr R Duva Pentiah, C.S.K.
Chairperson of OU Board

Mr R P Ramlugun
Senior Chief Executive, Ministry of Education and
Human Resources, Tertiary Education
and Scientific Research

Mrs S Gayan
Director-General, Mahatma Gandhi Institute and
Rabindranath Tagore Institute

Mr P Ramsurrun
Ag. Registrar, *Université des Mascareignes*

Mrs R D Rampersad
Educational Technologist, University of Mauritius

Mr J Ramdenee
Managing Director of Trio Contracting Ltd

Mr J Malié
Retired Rector, St Esprit College

Mr M Sohoraye
(Representative of OU Academic Staff)
Lecturer, Open University of Mauritius

Mrs P Ramdoo-Sadien
(Representative of General Staff)
Internal Auditor/Senior Internal Auditor,
Open University of Mauritius

Dr K S Sukon
Director-General, Open University of Mauritius

Management Team/Process Owners

S/N	Name	Designation
1	Dr K S Sukon	Director-General
2	Mr I Seetaramadoo	Director (Open School)
3	Mrs S L D Gopee	Registrar
4	Mr V Veerabudren	Deputy Registrar
5	Mr S Nunkoo	Financial Controller
6	Mrs A Tirvassen	Senior Lecturer
7	Mrs S Nundoo-Ghoorah	Senior Lecturer
8	Mr S A Latchayya	Head, Audio-Video Production
9	Mr L Neliah	Head, Engineering and Technology Services
10	Miss Pitt Fong Ah Fat	Head, Library Services
11	Mr V Patten	Head, Graphics, Publishing and Printing/Responsible Officer for Quality Assurance
12	Miss M Li Yin	Senior Media Academic Coordinator
13	Mr P Appavoo	Senior Media Academic Coordinator/ Responsible Officer for Research, Consultancy and Innovation Unit
14	Mrs P Ramdoo-Sadien	Internal Auditor/Senior Internal Auditor
15	Mr J Beesoon	Marketing and Development Officer
16	Mr D Murdan	Systems Analyst/Senior Systems Analyst
17	Mr A Beekharry	Systems Analyst/Senior Systems Analyst
18	Mrs L Sobnach	Administrative Officer (Management)
19	Miss M D Gokhul	Administrative Officer (HR)
20	Mrs A Ramkhalawon	Administrative Officer (Open School)
21	Mrs K Moonian	Administrative Officer (Admission)
22	Mr P Ramlochun	Administrative Officer (Examination)
23	Mrs K Lucknauth	Administrative Officer (Academic Affairs)
24	Mrs M Chadee	Administrative Officer (Quality Assurance)
25	Mrs H Atawoo	Responsible Officer for Student Affairs
26	Mr A Jugmohun	Technical Officer/Senior Technical Officer

Notes

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