



Transforming a University to Transform a Region



of the

The University West Indies

Annual Report

2008/2009



Professor The Hon Ralston (Rex) M. Nettleford

FEBRUARY 3, 1933 – FEBRUARY 2, 2010

- 1953 Matriculated at University of the West Indies (UWI)
- 1957 Goes up to Oxford University on Rhodes Scholarship
- 1959 Resident Tutor, Extra Mural Department, UWI
- 1971 Director, Extra Mural Studies, UWI
- 1976 Professor, Extra Mural Studies
- 1988 Pro Vice-Chancellor, Outreach & Institutional Relations
- 1996 Deputy Vice-Chancellor
- 1998 Vice-Chancellor
- 2004 Vice-Chancellor Emeritus
- 2004 Rhodes Trust establishes the Rex Nettleford Prize in Cultural Studies
- 2009 Awarded the UWI Chancellor's Medal

The
University
of the West Indies
Annual Report
2008/2009



UWI

CAVE HILL | MONA | ST AUGUSTINE | OPEN CAMPUS

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Introduction

Transforming a University to Transform a Region

DURING THE 2008/2009 ACADEMIC YEAR the University of the West Indies continued on its path of transformation to reinforce the critical developmental role it plays within the region that we serve. During this period, the national, regional and international environments in which The UWI operates have been very dynamic and we have had to be both pro-active and re-active in ensuring that we maintain our standard of excellence.

The higher education landscape in the region has been evolving as have countries' development priorities and strategies. As of July 2009, it is estimated that there are more than 150 tertiary level institutions operating in the region. Of that number, 60% are public, 30% are private and the remaining 10% receive some Government support. The resulting competition for increasingly diminishing resources that are available for higher education whether through private means or through public funding mechanisms such as direct Government support or student loan schemes, has placed a tremendous burden on students and institutions alike. This has been exacerbated by the overall economic climate in the region as our contributing countries continue to face considerable economic challenges.

The UWI embarked upon a plan of transforming itself to meet the changing needs of our contributing countries and our students and focussed on four core areas in the Strategic Plan: Teaching and Learning, growing our Graduate Programmes, nurturing a culture of Research and Innovation and Outreach to the UWI-12 countries and other under-served communities. These core areas are supported by seven "enablers": Administrative Transformation; Marketing and Branding, Funding the Enterprise; Strengthening Regionality; Strengthening

National Engagement Processes, Leveraging International Partnerships, and Fostering Alumni Involvement. There has been progress in all areas, but much more is to be done if we are to meet targets that we set for ourselves. The mid-term review to take place during 2010 will help us to better assess where we are and what adjustments have to be made to continue on a path of growth and development that will meet the needs of our stakeholders.

This Report of academic year 2008/2009 – the second year of our 2007–2012 Strategic Plan – has been presented in thematic format, based on the goals and enablers of the Strategic Plan. This is a radical departure from the usual format, of presenting a compendium of reports from Centre Units, the Campuses and the Faculties. It is hoped that the new format will give a better overview of the achievements of the University and of the status of implementation of the goals of the Strategic Plan. However, more detailed accounts of the work of the various academic departments are recorded in the reports to Campus Councils and can be made available on request.

A very visible and dramatic revolution has taken place with respect to the infrastructural development of our three residential campuses. Despite challenging economic circumstances, the unswerving efforts of our Principals to garner support from their host and contributing Governments and from non-governmental sources has resulted in tremendous additions to our physical plant and this has enabled us to accommodate increased numbers of students in new programmes that are geared towards meeting the demands of the region. While these advances can be considered the hardware,



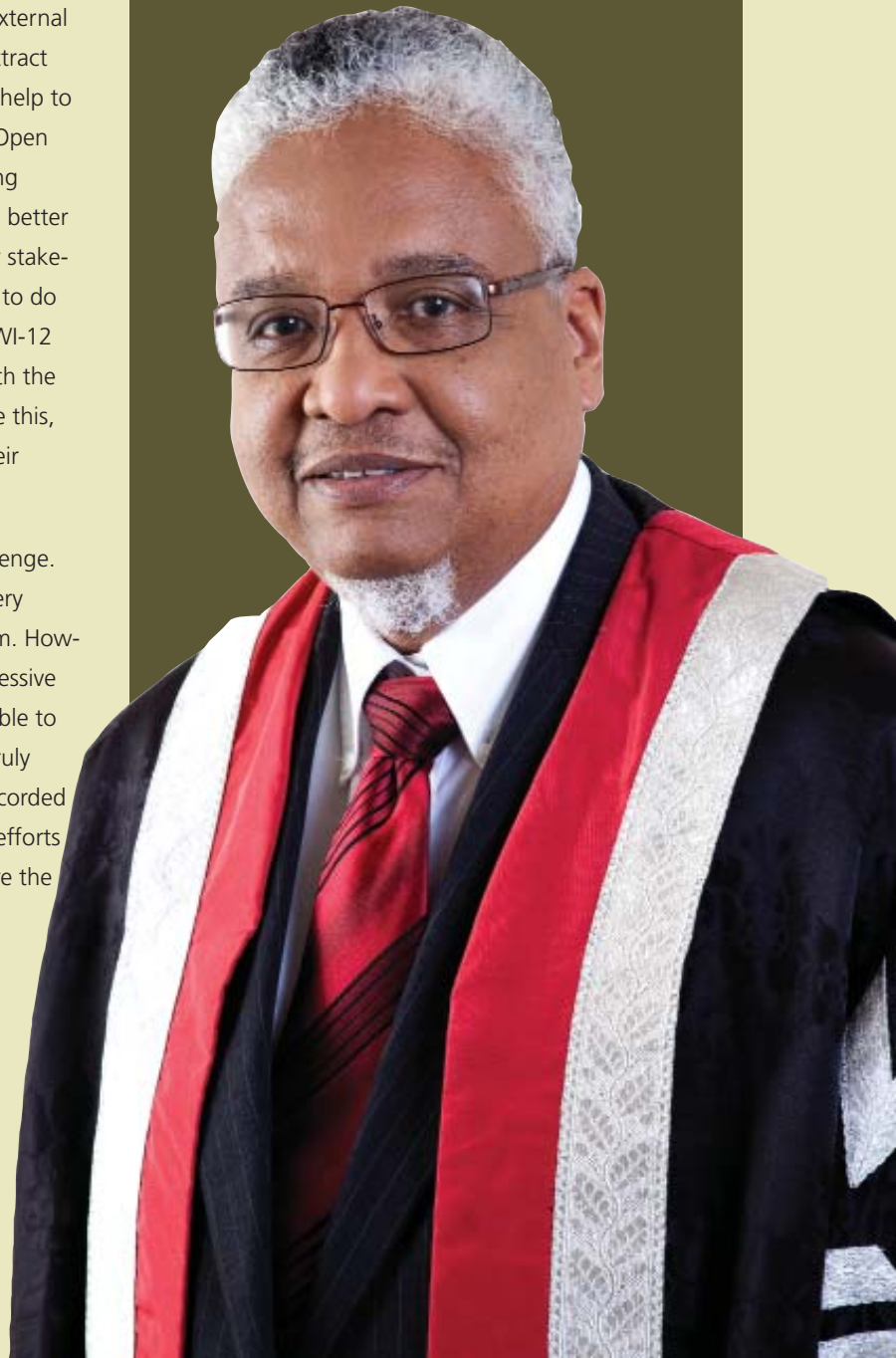
the software is represented by the administrative transformation and institutional strengthening processes that have accompanied this infrastructure development. There has been a significant overhaul of curricula across the entire institution as well as the adoption of more modern pedagogical methodologies. This has been accompanied by increased emphasis on quality assurance at undergraduate and postgraduate levels; and all of this is geared towards creating a distinctive UWI graduate who will have, among other attributes, better oral and written communication skills, greater readiness for work, qualities of leadership and entrepreneurship. We have made progress in rationalising the research enterprise across our campuses, and now have to grow that sector considerably through aggressive efforts to attract more research grants and funding from external sources. This will, in turn, impact our ability to attract full-time graduate students who will themselves help to grow the research output of the University. The Open Campus continues on its trajectory of streamlining administrative and academic programming to be better able to meet the broad educational needs of our stakeholders in the UWI-12 countries. We have much to do to improve the numbers of students from the UWI-12 coming to the UWI and we continue to work with the Governments of the UWI-12 countries to achieve this, and to assist those Governments in achieving their national objectives.

Funding the enterprise remains an ongoing challenge. Our contributing Governments continue to be very supportive and we are extremely grateful to them. However, we shall have to be more creative and aggressive in seeking funding from external sources to be able to meet all of our objectives and transform into a truly robust and agile enterprise by 2010. We have recorded some successes and we will be counting on the efforts of the entire team and our stakeholders to ensure the ongoing success of this institution that we love.

EON N. HARRIS

VICE-CHANCELLOR

“At the heart of the Strategic Plan is transformation . . . and transformation on that scale will only take place with a shift in thinking which leads to culture change.”





Mission, Vision

Our Mission

The enduring mission of The University of the West Indies is to propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community services and intellectual leadership.

Our Vision

By 2012, The UWI will be an innovative, internationally competitive, contemporary university, deeply rooted in the Caribbean, committed to creating the best possible future for all its stakeholders. It will be the university of first choice for the region's students and talented academics. It will provide a truly supportive environment that rewards excellence and it will be agile enough to thrive in a dynamic global environment.

In order to achieve this vision, the UWI has committed itself to building excellence in four areas that, taken together, represent the core activities of the University, namely: **teaching and learning; graduate studies; research and innovation;** and **outreach to underserved communities.**

During academic year 2007/2008 significant progress was made in all these four areas as well as in the critical 'enablers' without which it would be unlikely that the UWI could achieve its strategic goals.

These enablers are:

- Transformation of the administrative culture and processes
- Effective marketing and branding of the institution
- Funding the institution
- Strengthening regionality
- Strengthening the national engagement process
- Leveraging international partnerships
- Fostering and maintaining the commitment and involvement of alumni.







• ENROLMENT •

TOTAL

43,586

CAVE HILL

8,203

MONA

14,414

ST AUGUSTINE

15,897

OPEN CAMPUS

5,072

1. Teaching and Learning

AN AGGRESSIVE PROGRAMME of pedagogical upgrade and improvement in the quality of instruction has been underway on all four campuses. Teaching certification was introduced as a condition of service for all newly hired lecturers while existing staff have been encouraged to become certified. Workshops and pedagogical training conducted by the Instructional Development Units (IDU) have been enthusiastically embraced by the teaching staff.

E-Learning in Development

The elearn2009 Conference with the theme 'Bridging the Development Gap through Innovative eLearning Environments' was held from June 8th to 11th 2009 at the Hyatt Regency Hotel in Port-of-Spain. The conference sought to develop the use of educational technology at The University of the West Indies and throughout the Caribbean by providing a forum for the exchange of ideas and information on the creative use of e-learning in development.

In partnership with Guardian Life of the Caribbean Ltd, the University has each year rewarded excellence in teaching with the UWI/Guardian Life 'Premium' Teaching Award. This annual award ceremony is held on two of the three campus countries. In 2008 the **St Augustine Campus** celebrated its tenth year of partnership with Guardian Life in a special ceremony at the Learning Resource Centre. The awardees were: Mrs Greer Jones-

Woodham, formerly of the Centre for Creative and Festival Arts, and Dr Celia Poon-King, Department of Para-Clinical Sciences, St Augustine. At **Mona**, Dr Michelle Hamilton and Dr Michael Ponnambalam, both from the Department of Basic Medical Sciences, were the awardees.

ICT as an Enabler

An important feature of the transformation in the teaching and learning environment at the UWI has been the growth in the use of instructional technologies. This development has been supported by efforts to upgrade classrooms, including the installation of multimedia systems. Teaching and Learning are increasingly being conducted in media-enhanced classrooms where the faculty utilise multimedia projection, document visualisers, DVD players, interactive pen tablets and the like. At **Cave Hill** over 30 classrooms have such systems installed. At **Mona**, during the year under review, lecture theatres in the Mathematics Department, the Department of Physics, the Faculty of Law and the UWI School of Nursing (UWISON) were outfitted with state-of-the-art multimedia technologies. The Mona Information Technology Services (MITS) expanded the campus IT network by over 650 nodes, providing high-speed Internet connectivity for in excess of 4,200 computers, with special emphasis on student centric areas. The computer to student ratio, based on computers provided in laboratories

An important feature of the transformation in the teaching and learning environment at the UWI has been the **growth in the use of instructional technologies**. This development has been supported by efforts to upgrade classrooms, including the installation of multimedia systems.



MATH

I bought 9 oranges costing
75¢ each and 6 apples costing
\$2.90 each. What amount of
money did I spend?

HAPPY
HOLES

RES-
er-
ty



and other facilities, currently stands at better than one to ten. There is a strong push on the St Augustine Campus to use technology, particularly internet technology, to increase administrative efficiency, improve programme and service delivery and reduce costs. All of these developments depend upon the information technology infrastructure created by the Campus IT Service (CITS). Among the projects undertaken in 2008/09 to improve and expand the IT backbone on the campus were the upgrade of Internet bandwidth for both staff and students; setup of a private key infrastructure for Virtual Private Network (VPN) access and the re-engineering of the VPN tunnels linking the campuses of the University to ensure an Enterprise Identity Management System is in place to support staff.

Nowhere is the transformation more critical than in the **Open Campus**, as IT is at the core of teaching and learning in that environment. The Open Campus requires all its teaching staff to pass its courses on on-line instruction. Its Computer and Technical Services Division (CATS) was responsible for the enhanced, interactive Open Campus web presence (<http://open.uwi.edu>) and has successfully developed a Student Information Manage-

ment System which it hopes to offer, as a business proposition, to other institutions. Equally important have been the development and enunciation of policies on on-line learning and cost-sharing with Faculties and Departments across the University. Integrating Learning Management platforms to allow students at one campus to seamlessly access courses in the Learning Management system at another campus is a key element of the ultimate aim of achieving a single, seamless ICT space across the University. A pilot group of students from the Mona and Open Campuses has been identified to test this e-learning integration, using Moodle (an open-source application for learning management).

The establishment of a University ICT Working Committee consisting of the IT Directors/Campus CIOs and IT Managers which has, since January 2009 been meeting on a monthly basis, has led to greater collaboration, sharing of information and best practices across the University. Another important step has been a rationalisation of the license agreements concluded by each campus for critical software applications, in order to identify opportunities for economies of scale and cost savings.





Nowhere is the transformation more critical than in the Open Campus, as **IT** is at the core of teaching and learning in that environment





Curriculum Reform – the making of the ‘ideal’ UWI graduate

The process of curriculum review to improve relevance and enhance quality is an ongoing process at The UWI. In many instances, the demands of the market have influenced the reforms undertaken. New courses in Research Methods have been developed by each discipline and are requirements in the various majors. In the **Faculty of Humanities and Education** at the **Cave Hill Campus**, a review of the Psychology programme has been accompanied by the introduction of four new courses and harmonisation with the Psychology programme in the Faculty of Social Sciences has resulted in the sharing of resources and avoidance of duplication. Six new courses were introduced in the History programme, including new courses in the History of Medicine, offering the possibility of synergies with the Faculty of Medicine. The Errol Barrow Centre for the Creative Imagination has further consolidated its programme and is attracting considerable interest from the public.

The Entertainment and Cultural Enterprise Management (ECEM) undergraduate programme, in its second year at the **Mona Campus**, offers an example of a course aimed at preparing a reflective UWI graduate with entrepreneurial skills. A summer internship involving various local businesses provided the students with the opportunity to experience and apply industry practices in a real-world setting. Also at Mona, a new BA programme in History and Heritage was brought on stream in a collaborative effort involving the Departments of History & Archaeology and Educational Studies. Besides the hospitality and tourism industry, graduates of the programme will be prepared to serve in private and public sector organisations and in institutions and agencies interested in Caribbean heritage recovery, preservation and management.

At **St Augustine** the **Faculty of Humanities and Education** introduced within the final year course ‘*Carnival/Festival Management*’, a simulated exercise where students organise themselves into an event project team for the duration of the course. During the



review year, students were required to work on Island People's carnival event DAWN, for which they were required to re-conceptualise the event to address some of its inherent problems and strategise ways of repositioning it within the context of events offered in that week, which required both an application of taught concepts and an awareness of current trends in the carnival industry. This was aimed at developing students' capabilities as critical thinkers, problem solvers, leaders and knowledgeable and informed individuals. Similarly, in the course, *Music Therapy*, students observe how to lead group activities and to work together to conduct sessions in a geriatric home and school setting.

In pursuit of the strategic aim to produce the ideal UWI graduate who are critical thinkers, problem solvers and effective communicators, the Faculty of Social Sciences at St Augustine introduced several new courses and programmes – 'Workplace Protocol for Students' as a course for co-curricular, two-credit courses in French and Spanish offered by the Centre for Language Learning, Business Ethics, and Entrepreneurship and Innovation. Another course entitled 'Caribbean Finance: The

Regulatory and Institutional Framework' was developed in response to suggestions from members of the financial community in Trinidad & Tobago. The International Relations special and a Minor in Criminology were offered for the first time in the 2008/2009 academic year.

In response to student demand, the Faculty also introduced the delivery of one course, 'Introduction to Politics II' at San Fernando in South Trinidad as a pilot Project. The initial feedback has been positive. The Faculty expanded the use of an online/E-Learning component in the delivery of over twenty courses, particularly to facilitate the online delivery of tutorials, project assignments, coursework quizzes, lecturer/student communication and lecture notes, and introduced a blended teaching methodology in the delivery of several courses in Management Studies.

At **Mona**, the **Faculty of Social Sciences** resolved to move away from the traditional content driven courses to an approach which focussed on promoting the skills expected in producing the ideal UWI graduate. A





number of programmes were designed to strengthen characteristics such as leadership, team work, ethics and entrepreneurship. Twenty such new courses were approved for Mona. The Department of Management Studies implemented a new option in Entrepreneurship and an option in Corporate Governance and Business Ethics has gone through the initial stages of approval. Internship opportunities for students have been expanded. A memorandum of understanding was signed with the Government of Jamaica covering the sub-discipline of Public Sector Management. The Social Work unit implemented a new approach to the first year practicum with a view to raising critical self-awareness; facilitating a higher level of participation from students and providing more opportunities for critical thinking and for social and cultural responsive problem solving. The Faculty continued to encourage departments to improve and increase the use of online support for teaching and as such, more courses were

converted to an online format. A preliminary survey of the courses offered in the Faculty revealed that over seventy-five courses have a significant e-learning component.

The **Science and Agriculture Faculty's** response to this imperative was to infuse into their programmes compulsory projects, internships and field trips. Also, a number of specific courses were introduced such as the BSc in Optometry, a major in Tropical Landscaping and a minor in Actuarial Science. At the graduate level the Diploma/MSc in the Science and Management of Tropical Biodiversity and the MSc in Occupational and Environmental Safety and Health as well as MPhil/PhD programmes in Geography and in Human Nutrition and Dietetics were introduced. New programmes developed for introduction in 2009/2010 are the MSc in Food and Agricultural Safety and Quality Management and the Masters in Public Health (in conjunction with the Faculty of Medical Sciences).

The **Faculty of Pure and Applied Sciences** at Cave Hill offers a wide range of programmes. While the double major combinations continue to be the most popular degree choice, for the first time, the number of students opting for single majors with a minor has surpassed those choosing a single major alone. In keeping with the freedom the Faculty gives students to combine disciplines within the sciences, two new combinations, mathematics with statistics and microbiology and physics came on stream during the year. Harmonisation of programmes across campuses in terms of skills and competencies has been achieved at level one in chemistry, biology and physics. Partial harmonisation has been achieved with respect to mathematics and computer science. Students in all the science disciplines at any one campus can now move seamlessly from level one to level two at another campus.

An increased demand for courses offered by the Faculty of Pure and Applied Sciences at Mona no doubt resulted from an intense outreach campaign implemented in the





previous years; it was nevertheless a pleasant surprise given the large dip in enrolment in 2006/7. However, the increase brought considerable pressure on the teaching space, laboratory equipment and staff. Through innovative approaches, flexibility of staff and more efficient use of resources, especially in scheduling of laboratories and human resource deployment, and with additional temporary/part time staff, the challenges were successfully addressed. Most notably, additional laboratory streams in physics, life sciences, computing and mathematics as well as a Saturday chemistry laboratory stream (accommodating nearly 100 additional students) were introduced. All departments registered increases.



The **Faculty of Engineering** undertook significant curriculum and pedagogical reform at both the undergraduate and postgraduate levels. A new set of Faculty regulations took effect as of September 2008 and a revision of the mathematics offering began. The Faculty completed plans for the creation of a pre-engineering programme, inclusive of a vocational training component, to be offered region-wide through the Open Campus. Discussions were also started on the delivery of programmes in engineering at Mona and agreement reached on the delivery of electronics engineering at that campus with effect from September 2009.



During the review period the Faculty enrolled 400 undergraduates and 253 postgraduates. The Faculty offered 58 courses with an e-learning component, introduced 10 market-driven courses, and eliminated five courses because of historically poor enrolment.

Minor modifications were made to the revised BSc in Chemical and Process Engineering launched in September 2005. Amendments resulted mainly from the recommendations of the Quality Assurance Review in 2007, the visit of the Institution of Chemical Engineers (IChemE) Accreditation Team in 2008 and students' feedback. The process to have the BSc in Petroleum Geoscience re-accredited commenced in the prior academic year and resulted in a decision by the Accreditation Panel of the Geological Society of London to re-accredit the programme for the period February 2010 (when the current accreditation period expires), to 2016.



A restructuring of the curriculum of the BSc Programmes in Civil Engineering and Civil with Environmental Engineering was carried out to meet the current accreditation requirements of the Joint Board of Moderators (JBM) which comprises moderators from the UK Institutions of Civil, Structural and Highway Engineers. Of special note is the fact that the President of the Institution of Structural Engineers, Dr Sarah Buck, visited the Department in October 2008. The next accreditation visit is expected in April 2010.

The Department of Electrical & Computer Engineering continued to implement improvements to enhance the teaching and learning process, notably, it introduced a mandatory Community Service Learning Project for all undergraduate students. The Department has received a number of striking expressions of gratitude and kudos, both formal and informal, for exemplary student performance in the Community Service Learning Project and for its internship programme with IBM, New York.

The process of curriculum redesign and development has been ongoing in the Department of Mechanical & Manufacturing Engineering, with the view of bringing the programme further in line with the requirements of the Institution of Mechanical Engineers (IMechE), the accreditation body for the Department. One staff member was engaged in the development of a contemporary

casebook on the teaching of Industrial Engineering, in collaboration with City University of Hong Kong.

The Department of Surveying and Land Information completely revised the curricula of its undergraduate programmes. The BSc Surveying and Land Information was renamed 'BSc Geomatics' and the programme was re-accredited by the Royal Institution of Chartered Surveyors (RICS). Communications Skills was introduced to all the undergraduate programmes and the Department has already reported improvements in students' writing.

Academic year 2008/2009 was one of growth and development for the **Faculty of Medical Sciences**. Most significant was the admission of the first cohort of students in the upgraded Faculty at Cave Hill – a mere 16 months after the plan to upgrade the School of Clinical Medicine and Research to a full Faculty of Medical Sciences was set in motion. The curriculum being used is identical to that at the Mona Faculty, with increased small group /case-based teaching & learning and more





The teaching, particularly of anatomy, has been enhanced by the use of multimedia technology. The increased use of case-based seminars, role-play and videotaped simulations resulted in a **100 percent pass rate** in the Introduction to Medical Practice course.

modes of anatomy teaching, including live model demonstrations. The new, purpose-built Faculty building completed in summer 2009, provides a state-of-the-art Lecture Theatre, a Multi-Modal Teaching Lab and a Research Lab. Retro-fitting of the old Administration building will provide offices, seminar rooms for case-based learning etc., after completion of the new Campus Administration Building.

At **Mona**, a number of innovations was introduced during the year aimed at ensuring quality and improving the learning experience of students. Multi-modal methods of delivery of course materials were widely employed and clinical training facilities expanded, including at the Cornwall Regional Hospital and the

Spanish Town as well as Mandeville Hospitals, both of which were accredited for undergraduate and DM programmes. Facilities for students, such as libraries, computer laboratories and recreational areas have been established or upgraded even in the remote training facilities and buses owned by the Faculty are available to transport the students to remote clinical training sites. The teaching, particularly of anatomy, has been enhanced by the use of multimedia technology. The increased use of case-based seminars, role-play and videotaped simulations resulted in a 100 percent pass rate in the Introduction to Medical Practice course. Eleven courses in the BSc Nursing programme are delivered online through partnership with the Open Campus.



New Programmes

New programmes developed and offered by the **Open Campus** during the review year included:

- Child Rights and Responsibility, a professional development course (delivered by the Caribbean Child Development Centre – CCDC)
- Diploma in Social Services (delivered by the Social Welfare Training Centre – SWTC)
- Associate Degree in Social Work (SWTC).

The Campus' main programme development unit worked on a number of undergraduate and pre-University programmes which were intended for delivery in the following year:

- Expanding existing courses to yield a full BSc Accounting degree
- Pre-University Certificates in Entrepreneurship, Sexual and Reproductive Health, Health and Family Life Education, Telecommunications, Criminology.

An internal quality assurance review of the Department of Basic Medical Sciences revealed a number of deficiencies which will be addressed in the next academic year. Highlighted was the need to reorganise the BBMedSci programme to make graduates career ready rather than act as a feeder into the MB BS programme. This will require funding for purchase of equipment and reagents for the laboratories.

Students at the School of Clinical Medicine and Research in the Bahamas doing their 5-week rotations in Community Medicine were assigned for a 1-week period to the "Family Islands" for the first time during the academic year under review. South Eleuthra and Harbour Islands were chosen. Budgetary support and supervision for the period of rotation was provided by the District Medical Officer and facilitated by the Ministry of Health through the Department of Public Health

as well as the School. It is hoped that this "rural" experience will encourage future graduates to choose the Family Islands for medical practice.

Focus on Quality Assurance

The UWI has continued to strengthen and promote quality assurance throughout the institution and has expanded capability in this area to Graduate Studies. Indeed, support and technical assistance has been extended to partner institutions, such as the Hugh Wooding Law School and the University of Guyana.

The **Office of the Board for Undergraduate Studies (OBUS)** has been charged with facilitating the implementation of the teaching and learning component of the UWI 2007–2012 Strategic Plan. During academic year 2008/2009, the Board's principal focus in this area was on the need to promote a new culture in student learning. A key element of OBUS' work in student learning has been reform of the foundation course programme. This process continued during the academic year, with a focus on rationalising foundation courses across campuses, inter-campus dialogue on best teaching and learning practices in the foundation courses, the continued injection of technology into the foundation courses, and the continued facilitation of the support of regional presses for the donation of books for the foundation courses.

During the reporting period, The Quality Assurance Unit organised sixteen quality assurance reviews and thirteen Quality Evaluations. OBUS continued to provide support



Felisha Henry, UWI Regional Endowment fund full scholarship winner with RBTT representatives Minna Israel and Suresh Sookoo and with PVC Alvin Wint at the awards function hosted by RBTT



for the work of the Academic Quality Assurance Committees (AQACs) on each campus, including the newly-formed Committee of the Open Campus. During the year, OBUS also continued to play an active role in the academic boards on the campuses. The follow up reporting requirements for QA reviews was included in the *“Roles and Responsibilities of BUS”* document and widely circulated to ensure university-wide familiarity with the key elements of the QA follow up reporting process. Several initiatives were undertaken, aimed at improving the quality assurance mechanism across the institution. These included the streamlining of responsibilities and reporting relationships within the Quality Assurance Units responsible for conducting Departmental Quality Assurance Reviews; developing an integrated tool that would allow the simultaneous assessment of undergraduate teaching, graduate teaching and research during Departmental QA reviews; and implementing the recommendations arising out of the management audit of the Mona Office of Graduate Studies & Research to ensure best practice in the administration of graduate studies and research matters on all the campuses.

At Cave Hill, the Campus Quality Assurance Office collaborated with the Office of Student Services, the Office of Student Affairs (Admissions) and the Guild of Students to introduce quality management systems. Baselines for measuring service quality were established and standardised customer-service satisfaction cards designed for introduction in the next academic year. The Office continued to prepare statistical reports on student assessments of teaching and course content for all taught Masters programmes in the School for Graduate Studies and Research.

Two important initiatives undertaken by the Campus Quality Assurance Office during the review period were:

- An online survey on ‘Developing Leadership and Managerial Competencies for Building Effective Quality Systems at Cave Hill’;
- A Study on Student Stress and Academic Performance which focussed on the effect of stressors on academic performance in one faculty at Cave Hill.

Some of the issues emerging from the study include the need for the Campus to: i) focus on improving the information flow between departments to ensure improved decision-making on student academic matters; ii) to place more emphasis on work-place learning such as cooperative study programmes, attachments and study exchanges; and iii) to provide for more effective management of student assignments so as to reduce the stress caused by the simultaneous issue of several assignments at the end of semester without considering the impact on examination preparation.

Accreditation

The Office of the Board for Undergraduate Studies continued its advocacy within the Caribbean Community (CARICOM) of the establishment of a regional accreditation agency which would serve as a continuation of the type of functional cooperation in education that CARICOM had excelled at in the past, as is evident particularly in the work of the CARICOM affiliated agencies of CXC and the UWI.

Given the delays in the emergence of the regional accreditation agency, however, OBUS has been of the view that accreditation is sufficiently important as a complement to the UWI’s internal quality assurance system that it has provided support to the efforts of campuses to gain institutional accreditation at the national level. This support has been particularly evident in the active efforts of the Senior Programme Officer, St Augustine, to provide leadership in St Augustine’s pursuit of institutional accreditation from the Accreditation Council of Trinidad & Tobago. The Cave Hill Campus has gained registration for the period 2008–2011 with the Barbados Accreditation Council. The Mona Campus had previously registered with the national Jamaican accreditation agency, the University Council of Jamaica. The programmes delivered by the Open Campus would naturally be subsumed within the registration process of the campus countries.



CHEMICAL ENGINEERING BLOCK



FACULTY OF MEDICAL SCIENCES



ADMINISTRATION BUILDING

new facilities [now open]

CHEMICAL ENGINEERING BLOCK – ST AUGUSTINE

The expanded Block 13 of the Faculty of Engineering that housed the offices of the Department of Chemical Engineering now has an extra floor which provides for two new lecture theatres and four configurable design rooms as well as a 450-seat auditorium.

FACULTY OF MEDICAL SCIENCES – CAVE HILL

The Faculty of Medical Sciences Laboratory and Teaching Complex was officially opened in October 2009 by Prime Minister David Thompson. The building provides over 17,500 sq ft for a state-of-the-art lecture theatre to seat 220 persons.

ADMINISTRATION BUILDING ‘The Golden Stool’ – CAVE HILL

The design for the New Administrative Building was inspired by the Ashanti stool of the Kingdom of Asante in Ghana. The building will house the Offices of the Principal and Registrar, the Bursary, the Registry, Human Resources and Examinations and will be fully occupied by April 2010.

2. Graduate Studies

THE UNIVERSITY OF THE WEST INDIES is committed to developing new graduate programmes in areas that are particularly relevant to national and regional development needs, and for which there is significant market demand. New programmes approved by the Board for Graduate Studies and Research during 2008/2009 included:

- A Masters in Public Health with specialisation in Health Services Management in the School of Clinical Medicine and Research at Cave Hill;
- A Masters in Management with specialisations in Financial, Human Resource, Marketing and International Management in the Department of Management Studies at Cave Hill;
- A Masters in Investments and Wealth Management in the Department of Management Studies at Cave Hill;
- MPhil and PhD programmes in Electronics in the Department of Physics at Mona;
- A Masters in Marine and Terrestrial Ecosystems: Assessment, Conservation and Management, in the Department of Life Sciences at Mona;
- A Masters in Medical Microbiology in the Faculty of Medical Sciences at Mona;
- A Masters in Forensic Science in the Departments of Basic Medical Sciences, Pathology and Chemistry at Mona;
- A Diploma and Masters in Geoinformatics in the Department of Surveying and Land Information at St Augustine;
- MPhil and PhD programmes in Tropical Earth and Environmental Science and in Food Safety and Quality in the Department of Food Production at St Augustine;
- A Masters in Speech-Language Pathology in the Department of Liberal Arts at St Augustine;
- A Masters in Engineering Asset Management in the Department of Mechanical and Manufacturing Engineering at St Augustine; Masters,
- MPhil and PhD programmes in Communication Studies in the Department of Liberal Arts at St Augustine;
- A Diploma and Masters in the Science and Management of Tropical Biodiversity in the Department of Life Sciences at St Augustine;
- A Master in Public Health in the Faculty of Medical Sciences at St Augustine;
- A Diploma and Masters in Water and Wastewater Services Management in the Department of Civil and Environmental Engineering at St Augustine;
- A Master of Education in Reading in the School of Education at St Augustine;
- A Master of Science in Advanced Nursing in the School of Advanced Nursing Education at St Augustine;

The UWI is committed to developing new graduate programmes in areas that are particularly relevant to **national and regional development needs**, and for which there is significant market demand.



Dating the Kalahari

• Since 1969 Quaternary research in the Kalahari has led to the publication of about:

- 300 ^{14}C ages
- 80 Th/U ages
- 1000 OSL ages
(Optically stimulated luminescence)

Technical advances have been very important!



EXIT

EXIT





• PROGRAMMES •

TOTAL

705

UNDERGRADUATE

307

GRADUATE (TAUGHT)

207

GRADUATE (RESEARCH)

191

ONLINE

38



- A Masters in Adult and Continuing Education through the Open Campus; and
- A Diploma and Masters in Literacy Instruction through the Open Campus.

Inter-Campus Collaboration

The School for Graduate Studies and Research sees inter-campus collaboration as an important strategy for continuing to develop the relevance and quality of graduate studies and research and for ensuring that the UWI continues to function as one cohesive institution. In 2008/2009, the School placed particular emphasis on facilitating collaboration in Disaster Risk Reduction, Biotechnology, Biodiversity, Environmental Management, Cultural Studies and Tropical Medicine, through provision of funds, hosting of meetings and assistance with research proposal preparation. The participation of staff from the four campuses in regional workshops and conferences was facilitated. These included a Climate Change Conference in Cuba, a Caribbean Studies Conference in Jamaica, an Environmental Conference in Jamaica, an Ecosystem-based Management Conference in Barbados and a Biotechnology Conference in Trinidad and Tobago.

The School continued to facilitate collaboration between St Augustine, Mona and Cave Hill staff in the joint preparation of proposals for submission to donor agencies, with particular emphasis on the EDULINK programme and the ACP-EU Science and Technology Programme. It also facilitated the participation of staff from Cave Hill, Mona and St Augustine at a meeting with the World Bank in Washington, USA to finalise a grant proposal on Hazard Atlas Mapping in the Caribbean. As a strategy for improving supervisory capacity and for encouraging the regional experience at UWI, the School supported the movement of supervisors and research students between campuses, and continued to assist the delivery of University-wide Masters programmes, such as the Masters in Natural Resource and Environmental Management. The School hosted planning meetings and identified funds to begin the development of a University of the West Indies Online Researcher Database (UWORD), which will be implemented jointly

by the University Chief Information Officer and the Office of Research, and will involve IT and library staff on all campuses. To enhance communication between and among staff and graduate students across the campuses, development of a web portal was initiated, in collaboration with the Chief Information Officer.

Inter-Institutional Collaboration

International collaboration with selected high-quality international partners is critical for developing graduate studies and research capacity at the UWI, for ensuring that the University continues to operate at the highest international standard, and for increasing competitiveness in terms of research grants won from external donor agencies. Several such collaborative activities were organised and implemented in academic year 2008/2009. These included:

- collaborative research between the UWI and Duke University in the conservation and non-exploitative use of endangered marine fauna,
- collaborative research between the UWI and McGill University in the recruitment dynamics of coral reef organisms,
- collaboration between the UWI and Newcastle University in the development of a research programme for Iwokrama in Guyana,
- the development of a collaborative research programme between the University of the West Indies and the University of Puerto Rico,
- the development of a collaboration programme on Renewable Energy between the University of the West Indies and Flensburg University in Germany.

The UWI, through its Institute for Sustainable Development continued to function as Secretariat for the University Consortium of Small Island States (UCSIS), whose other members include the University of Malta, the University of Mauritius, the University of the South Pacific and the University College of the Virgin Islands. The School for Graduate Studies and Research facilitated meetings between UCSIS, the United Nations Department for Economic and Social Affairs (UNDESA) and the Universidad de Las Palmas in Gran Canaria to finalise a



proposal for support of UCSIS and UNDESA by the Government of Spain.

The School also coordinated staff and student exchanges, under the Erasmus Mundus Cooperation Programme, between the UWI and the International Institute for Geo-information Science and Earth Observation in the Netherlands, Algarve University in Portugal, Lund University in Sweden and Bilbao University in Spain. Collaborative activities between the UWI and the University of Guyana under the Memorandum of Understanding signed by the two parties continued to be facilitated by the School for Graduate Studies and Research.

Policies and Procedures

In order to facilitate the development of graduate studies and research at the UWI several policy papers prepared by the School in 2008/2009 gained approval.

These included: A policy paper on 'Compensation for Research Student Supervisory Services provided by non-UWI staff and UWI staff from other Campuses', which was supported by the Board for Graduate Studies and Research and approved by the University Finance and General Purposes Committee; A paper on 'Procedural Guidelines for the Preparation of Manuscript-Based Theses', which has been approved by the Board for Graduate Studies and Research; A paper on the 'Structure, Responsibilities and Procedures of the School for Graduate Studies and Research', which has been accepted by University Finance and General Purposes Committee; A paper to clarify the governance and mode of operation of campus-based components of University-wide institutes, with particular reference to the Chronic Disease Research Centre in the Tropical Medicine Research Institute; A paper on 'Developing a Field Trip Culture at the UWI', to promote regional awareness; and a paper entitled 'Towards a Policy on Inter-Institutional Graduate Degrees at the University of the West Indies'.





The School made further progress in the development of a more flexible policy on tuition fees and economic costs for research students and, in collaboration with the Board for Undergraduate Studies, began the preparation of a new Policy on Plagiarism at the UWI. The School for Graduate Studies and Research continued to oversee, on behalf of the Vice Chancellor, the operations of Centres and Institutes funded by the University Centre.

IP Protection and Technology Transfer

In collaboration with the Legal Unit, the Business Development Offices and the Office of Sponsored Research (Mona), the School continued to oversee the application process for IP protection and patent registration at the UWI. The School also funded the subscription necessary for the UWI to remain a client of the Florida-based Company, UTEK Knowledge Express, which has Technology Transfer Offices and a customer base in 30 coun-

tries. The School began the planning necessary for an Intellectual Property Audit to be conducted at the UWI in 2009 by the World Intellectual Property Organisation (WIPO). The Legal Unit began the process of registering UWI symbols as trade marks in contributing countries. Applications have been filed in Barbados, Jamaica, St Lucia and Trinidad and Tobago.

Enrolment in Higher Degree Programmes

For the reporting period there was an overall increase in enrolment of half of a percentage point to reach 16% of the total student body pursuing higher degree studies. In 2008/2009 three campuses recorded increases in the percentage of students enrolled in postgraduate programmes, with Cave Hill leading the way at 18.8%, followed by St Augustine at 11.6% and Mona at 3.8%. However, the proportion of students pursuing postgraduate degrees was 20% at Mona, 14% at St Augustine and 12% at Cave Hill.

Honorary Distinguished Fellows

In recognition of their outstanding regional and international eminence, and in efforts to enhance the profile and recognition of the School for Graduate Studies and Research, the following honorary appointments were offered and accepted in the School during 2008/2009.



Honorary Professor and Distinguished Fellow: His Excellency the Most Honourable Professor Sir Kenneth Hall. Professor Sir Kenneth Hall is a former Principal of the Mona Campus and former Governor General of Jamaica. He is currently implementing a UWI/CARICOM project on CARICOM Foreign Policy Options, in collaboration with the Mona School of Business.



Honorary Distinguished Fellow: Professor Robert Trivers. Professor Trivers is a distinguished behavioural scientist currently based at Rutgers University. He is the chief conceptualiser of Evolutionary Psychology, and has done much of the field work in support of his research in Jamaica. He is currently conducting a collaborative research project with Dr Eric Garraway in the Department of Life Sciences at Mona.



Improving and Strengthening the Management of Graduate Studies

In recent years there has been concern at the disproportionate number of students pursuing taught Masters programmes as against research degrees and at the slow throughput rate of research-based degree programmes. There are several reasons for this, chief among them a lack of funding to sustain PhD studies and also that the majority of postgraduate students pursue their degrees on a part-time basis. There have also been justified complaints about unsatisfactory supervision. To counter these problems various administrative initiatives were undertaken to strengthen research supervision and programme quality, with significant improvement in student morale.

In the **Faculty of Humanities and Education** at the **Cave Hill** Campus, the naming of a Deputy Dean with special responsibility for graduate affairs has led to the establishment of a forum to air issues confronting grad-

uate students. Each Department identified a Coordinator to monitor the conduct of graduate programmes offered. The introduction of supervisory committees and cross-campus arrangements for supervision, particularly in the case of Cultural Studies, has considerably strengthened the research programme. The Cave Hill Campus administration has embarked on an aggressive campaign to significantly increase enrolment in graduate studies and research and was fortunate to gain the support of the private and public sector in Barbados for this expansion. The provision of loans from the First-Caribbean Bank, the Royal Bank of Canada (Barbados) and CLICO Mortgage and Finance Corporation as well as Bds\$1 million from the Government of Barbados allowed the campus to develop long-term research agendas, recruit the best students on a full-time basis and attract a cadre of dedicated researchers and support staff. During the report period, the campus was able to award a total of twenty-five scholarships instead of the four normally provided through funding from the University Centre.



At the **Mona Campus** 18% of graduate students were enrolled in research programmes. The goal of the UWI Strategic Plan is that by 2012 the overall University target of 25% research graduate enrolment will be achieved. To this end, the academic year witnessed the continuation of Mona's dynamic programme, begun in 2007, of reviewing and instituting processes and mechanisms to strengthen the graduate studies programme. Arising from the review, there was a deliberate decision to strengthen graduate student enrolment and supervision criteria, as well as foster improved throughput rates for graduate research programmes.

The difficulty of funding research degrees, however, remains a major concern at Mona. Sixty percent of research students were registered part-time in the 2008/2009 academic year. This has serious implications for throughput rates. The Campus Central Administration's initiative to markedly increase the value of post-graduate scholarships, as well as the 33% increase in awards at the departmental level, are important steps towards improving research graduate student enrolment and throughput rates.

The Institute of Gender and Development Studies (IGDS) conducted graduate seminars for its graduate research students at the Mona Campus. These seminars provided opportunities for students to examine their individual research proposals, develop the appropriate techniques for data collection and to share their findings for peer review and critique, as well as allow for supervisor guidance. It bears noting that despite sustained student interest in programmatic offerings, particularly at the graduate level, resource constraints experienced by the Institute – particularly with regards to space facilities for students, support to part-time and full-time students and supervision capacity – continue to prove challenging.

In an effort to maximise the capacity of the IGDS to supervise graduate students, linkages have been established with campus-based faculty from other departments to serve on supervisory committees. At the Cave Hill campus, cross-campus supervisory arrangements have also been instituted. Despite the resource challenges, significant strides were made by the Institute with regards to the expansion of programme offerings.





A Major in Gender and Development Studies, offered through the Mona Unit in collaboration with the Department of Sociology, Psychology and Social Work, enjoyed its first intake of students and, although the St Augustine Unit had historically offered an MSc Programme, a post-graduate Diploma in Gender and Development Studies was introduced for the first time in the 2008/2009 academic year.

Postgraduate programmes were given major emphasis by the **Faculty of Medical Sciences**. At the **School for Clinical Medicine and Research (SCMR)** in the Bahamas, DM programmes in Surgery, O&G, Internal Medicine, Family Medicine, Psychiatry, Paediatrics, Emergency Medicine, Anaesthesia and Intensive Care were introduced, and 53 students were registered for the 2008/2009 academic year. During the year four students completed the DM programme in O&G; one passed the Part I and two passed the Part II examinations in Psychiatry; another candidate passed the MSc Family Medicine with distinction.

At **Cave Hill** postgraduate training in Public Health was introduced, first with a Diploma course that was conducted between March and August, 2008, with 23 of the 25 candidates passing the Diploma. The MSc in Public Health commenced in Semester I, 2008. Great attention has been given to strengthening the Family Medicine programme and translating the two-year diploma course into a predominantly distance mode.

At **Mona** the Faculty of Medical Sciences had 626 registered graduate students for academic year 2008/2009. This represents a 5 percent increase over the previous year, which is in line with the projections of the UWI Strategic Plan, although less than what was called for in the Faculty's strategic plan. However, emphasis was placed on strengthening supervision and improving throughput. During the year 131 students graduated from graduate programmes at Mona, in the disciplines detailed in Table 1.

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) which has a presence on the three campus countries, has as its mission, "to undertake high-quality research and graduate teaching in the

Table 1: Registration – Faculty of Medical Sciences, Mona

| Programmes | Numbers |
|------------------------------------|------------|
| DMs | |
| Anaesthesia & Intensive Care | 3 |
| Internal Medicine | 8 |
| Obstetrics & Gynaecology | 9 |
| Paediatrics | 5 |
| Psychiatry | 3 |
| Radiology | 4 |
| Surgery – A&E | 4 |
| Cardiothoracic | 1 |
| ENT | 2 |
| General | 6 |
| Orthopaedics | 1 |
| Urology | 1 |
| Taught Masters | |
| MPH | 21 |
| MPH-Health Education/ Promotion | 7 |
| Nutrition | 6 |
| Nursing | 3 |
| Epidemiology | 2 |
| Online Masters | |
| Counselling | 37 |
| Research Degrees | |
| PhDs | 8 |
| Total | 131 |

areas of social and economic development policy, governance and public policy with special reference to small developing countries" and a major thrust of its vision is to become "an internationally renowned institution for development policy analysis". The work carried out in 2008/2009 was in keeping with the mission and vision of the SALISES as well as with the core objectives of the University's Strategic Plan 2007–2012.

SALISES is a graduate institution with two options: a largely taught MSc and a dissertation driven MPhil/PhD.



In 2008/2009 a total of 94 students was registered in the MPhil/PhD programmes – fourteen at Cave Hill, sixty at Mona and twenty at the St Augustine Campus.

Several major conferences and seminars are hosted each year by SALISES. In 2008/2009 SALISES (Cave Hill) hosted the Institute's 10th Annual Conference during the period March 25–27, 2009. The theme of the conference which was *"Navigating Risks and Building Resilience in Small States"* attracted 70 papers. The annual Sir Arthur Lewis Distinguished Lecture was delivered by Professor Dani Rodrik of Harvard University. The

The Institute, in collaboration with UNIFEM, published a special issue of its *Journal of Eastern Caribbean Studies* on "Gender and Economics in the Caribbean", while it partnered with the World Economic Forum to administer the Executive Opinion Survey for the Global Competitiveness Report. A discussion was also held on the "Global Economic Crisis in the Caribbean" in association with the Barbados Economics Society.

The Caribbean Child Research conference, financed by UNICEF, was hosted by SALISES, Mona, in October 2008 while the conference 'Local Governance and Intergov-



Institute also co-hosted a workshop on *"Researching Inequality through Science and Technology"* with the ResIST Group based at the University of Oxford on October 7–8, 2008.

The Institute at Cave Hill also hosted a public lecture and book launch on *"A Novel Caribbean Model of Psychotherapy"* by Professor Fredrick Hickling, UWI, Mona Campus on December 4, 2008.

The regular staff seminars series was active during the first semester with three presentations.

ernmental Relations in the Caribbean: Examining the Past, Assessing the Present and Predicting the Future', co-hosted by the Department of Government, Mona, took place in January 2009. The Institute also participated significantly in two conferences hosted by the Institute for Gender and Development Studies, the first on 'Women's Rights and Economic Partnership Agreements: The implications of Trade Liberalisation' and the second entitled 'Establishing Common Ground: A Conversation on Reforming the Laws of Abortion in Jamaica'.



Among the awards given to faculty members were: Ms Kristin Fox who received the Planning Institute of Jamaica's award in its 20th anniversary celebrations for her sterling work on the Survey of Living Conditions; Dr Aldrie Henry Lee along with Professor Julie Meeks, received the Mona Principal's award for the project with the most economic/developmental/business impact, based on their work on the annual Child Development Conference; and Dr Patsy Lewis won the Baroness Amos fellowship to do research at Warwick University for 2009/2010.

The Institute continued its scholarly, professional and outreach activity, which resulted in the publication of journal articles, technical reports and *Caribbean Dialogue*, the conduct of consulting and executive training programmes and the continuation of the public discussion series, the SALISES Forum. At St Augustine, it collaborated with other units of the wider Faculty of Social Sciences in hosting the biennial conference of Business, Banking and Finance, the Sir Arthur Lewis Memorial Conference and the Sir Arthur Lewis Distinguished Lecture Series which ran from March to December 2008. It also collaborated with BHP Billiton and the Turtle Village Trust of Trinidad & Tobago to put on an international conference on Turtle Conservation. The Institute introduced a seminar series where members of its staff and

other researchers were invited to present the results of their most recent research activity. The SALISES was part of a consortium with the C-FOAM (University of Ottawa, www.c-foam.management.uottawa.ca) that won C\$2 million in funding over five years for a project entitled 'Managing Adaptation to Environmental Change'. There were four awardees out of an initial field of over 200 entrants with 9 finalists chosen to submit full proposals.





CARICOM RESEARCH BUILDING



THE SIR ALISTER MCINTYRE BUILDING



THE MAIN LIBRARY

new facilities [open & pending]

CARICOM RESEARCH BUILDING – CAVE HILL

The Research Building housed in the CARICOM Research Park houses the Cave Hill Campus' key research units (including the Sir Arthur Lewis Institute of Social and Economic Studies, the Shridath Ramphal Centre for Trade Law, Policy and Services, and the Office of the PVC Research).

THE SIR ALISTER McINTYRE BUILDING – CAVE HILL

The CARICOM Research Park was enhanced with the upgrading of the Multi-Cultural Centre which was renamed the Alister McIntyre Building in honour of Vice-Chancellor Emeritus Sir Alister McIntyre.

THE MAIN LIBRARY – CAVE HILL

The new library is designed to provide an additional 40,000 sq. ft. of library space to supplement the existing library. The project is expected to be financed through a Bds\$20 million grant to be provided by the Government of Barbados.

3. Research and Innovation

Researcher Development and Recognition

IT IS RECOGNISED THAT the capability for attracting and managing research grants are critical for the growth and development of research at the UWI. The School for Graduate Studies and Research organised and facilitated the participation of staff from the Office of Research and from the Business Development Offices in capacity development workshops on research proposal preparation and on research management in the USA and the UK. It continued to fund and manage the services of the Community of Science Network, which provides an opportunity to publicise UWI's research expertise in an international online research database. An assessment of research units, centres and institutes is being undertaken to determine areas of best practice that can be shared and to identify areas that need improvement. This assessment will include a mechanism for measuring the output of staff in teaching, research and service.

In support of the institution's objective to become an international centre of excellence in research and innovation, recognised as the major source of knowledge creation and expertise for dealing with issues relating to the Caribbean, the **University Libraries** focussed on the acquisition of special collections and the development of digital content for research purposes.

During the year in review, further international recognition was given to the UWI special collections as important sources of research. The Nita Barrow Collection,

housed at the Cave Hill Campus Library was inscribed to the International Register of UNESCO's Memory of the World Programme. (The Derek Walcott, C.L.R. James and Eric Williams Memorial Collections at St Augustine had previously received this recognition).

At St Augustine, several new special collections were acquired including a set of maps and charts for the period 1555–1818, 124 sketches of Macro Algae from Professor Emeritus Julian Duncan and a set of framed paintings, books, papers and manuscripts of the late artist/author, Isaiah Boodhoo.

For purposes of preservation and in order to make these important research collections more widely known, the University Libraries continued their efforts at digitisation. At Mona, through arrangements with Mona GeoInformatic, three collections (the Cousins Hereward Postcard Collection, Roger Mais Short Stories and Articles and the Roger Mais Plays – 416 images), were made accessible on the library's website.

At St Augustine, a total of twelve collections (12,227 images) were digitised and deposited into the institutional repository, UWISpace. These included the Imperial College of Tropical Agriculture (ICTA) theses and digital research material from the Faculty of Engineering.

Additionally, the Mona Information Network (UWI-MINET) encompassing 12 libraries was created to enable the libraries on the Mona Campus to share resources through the integrated library system.

The institution's objective is to become an international centre of excellence in research and innovation, recognised as the major source of knowledge creation and expertise for dealing with issues relating to the Caribbean.





• RESEARCH •

International Partnerships

Caribbean-based research
projects with 37 Universities
in 29 countries

Regional Partnerships

5 current research projects
with the University of Guyana

4 with Anton de Kom University
(Suriname)

3 with the University of Belize

EU-funded Partnership Projects

Total value

€14.2 million



Research Funding

Through the use of the Community of Science Network and other international information sources, the School for Graduate Studies and Research continued to identify research funding opportunities and distribute these as 'Funding Alerts' to UWI researchers on all campuses.

The School coordinated and assisted the development and submission of research proposals by UWI staff to large donor agency funding programmes which treat the University as a single institutional applicant. Examples included the EDULINK programme, the EU-ACP Science and Technology Programme, the EU FP7 Programme and the DFID Poverty Alleviation Programme, inter alia. **As of 2008/2009, the UWI is the most successful institution globally in the competition for funds under the EDULINK programme**, having been successful

with four proposals as Lead Applicant (total value about €1.8 million) and four as Partner (total value about €1.5 million). Consortia involving UWI have also been successful with two large proposals under the EU FP7 programme – one valued at €1.5 million and the other at €6.6 million.

The UWI has been successful as Lead Applicant with one proposal to date under the EU/ACP Science and Technology Programme (valued at €922,200), and with two proposals as Partner (one with the University of Hamburg, Germany as Lead, valued at about €993,000; the second with Wageningen University in the Netherlands as Lead, valued at about €992,000). The School coordinated and led the negotiations for a research grant of US\$510,000 which has now been awarded by the World Bank to the Centre for Disaster Risk Reduction at Mona, and coordinated the negotiations for a grant of US\$2.0 million to UNDESA and UCSIS in the Institute





for Sustainable Development, which has now been approved by the Government of Spain. The School provided support to the Department of Life Sciences at St Augustine for research on the identification of resistance to viruses in hot peppers, to PhD students in the Departments of Government and Geography and Geology at Mona, and in the Tropical Medicine Research Institute, to facilitate the completion of their research projects. In addition, the School continued to oversee the provision and use of UWI Research and Publications funds, and UWI Scholarship funds, across the four campuses.

Research Achievements

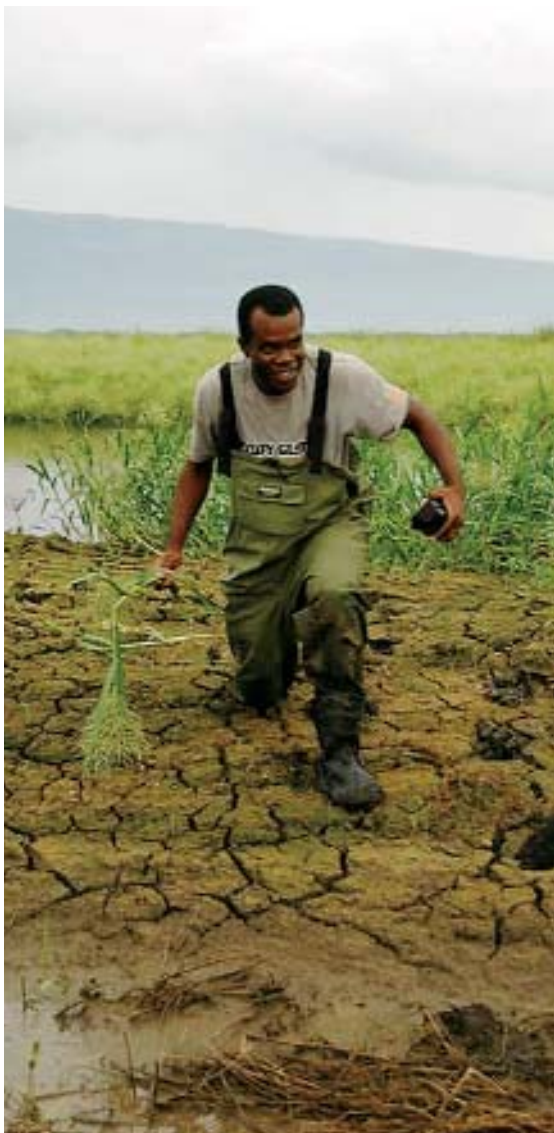
Against the background of the many challenges facing the Caribbean, during the past year, Professor Denis Benn, who holds **The Michael Manley Chair in Public Policy**, (Mona Campus) sought to orient his work to



address directly several of the more important policy issues relevant to the needs of the region. On this basis he was able to advance new and innovative ideas that contributed to the formulation of a number of critical policy positions in respect of national, regional and international issues.

The Michael Manley Professor carried out research on production integration aimed at advancing the objectives of Article 52 of the Revised-Treaty of Chaguaramas. The research effort has focussed on the relationship between aesthetics, psychic income and development with a view to articulating a public policy position on the issue. This research is highly innovative since the nature of the relationship between these elements has never been fully explored in the literature on economics.

Research is being carried out on the viability of the establishment of growth triangles in the Caribbean as part of a strategy of production integration aimed at optimising the development potential of the region.





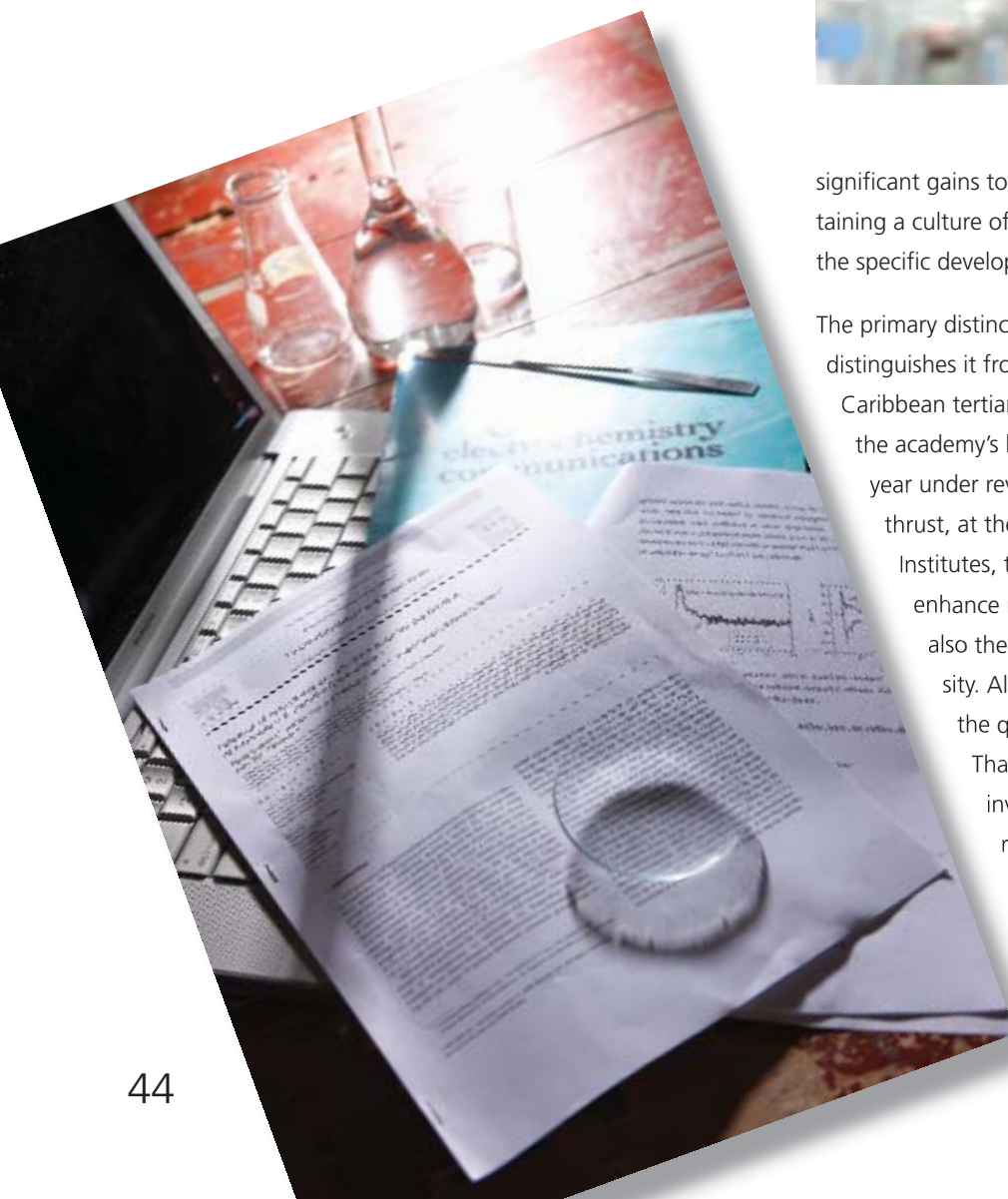
Research has also focussed on the creative interpretation and application of sovereignty in the context of regional integration in an effort to improve regional governance within the Caribbean Community. Finally, the Michael Manley Professor has carried out research on the institutional dimension of South-South cooperation which highlights the role of institutional arrangements, both within and outside the United Nation system, in promoting such cooperation. In view of its relevance, the report emanating from this research served as a background document for the UN High Level Conference on South-South Cooperation held in Nairobi, Kenya in December 2009.

Despite the constraints faced by its academics when research demands are combined with those of providing service to the University and to the public, limited funding for research and insufficient numbers of full-time research students, The UWI continued to make



significant gains towards its goal of growing and sustaining a culture of research and innovation aligned to the specific developmental needs of the region.

The primary distinction of a UWI curriculum, that which distinguishes it from those of other English-speaking Caribbean tertiary education institutions, is its base in the academy's long-standing research culture. The year under review saw the continuation of a thrust, at the level of the Faculties and Research Institutes, towards increasing research output to enhance not only curriculum development but also the international standing of the University. All Faculties recorded improvements in the quantum of research publications. That faculty members are increasingly invited to guest edit international research volumes is indicative of a growing recognition of the quality research that is being undertaken at the UWI.





The primary distinction of a UWI curriculum, that which distinguishes it from those of other English-speaking Caribbean tertiary education institutions, is its base in the academy's long-standing research culture.

In keeping with the thrust of the **UWI Institute of Gender and Development Studies (IGDS)** to be responsive to development needs and issues in the Caribbean and to increase relevant research, it undertook during the review period several research and outreach initiatives with long-term implications for the region. These initiatives include research on youth issues, abortion legislation reform, reproductive health, transformational leadership, implications of trade and the European Partnership Agreement and water and eco-system management.

In January 2009, the final reports of the *Gender Differentials at the Secondary and Tertiary Levels of the Education System in the Anglophone Caribbean Project*, undertaken by the Institute, were submitted to the Caribbean Development Bank (CDB). Findings from the research which sought to provide an understanding of points of male/female advantage and disadvantage at the secondary levels of education systems in the region were disseminated in several public fora, including meetings hosted by the CDB, the Inter-American Development Bank, the World Bank and the Commonwealth Secretariat.

In relation to the global concern about gender disparities in education, particularly at the higher levels, Professor Bailey was invited to present a paper on the Caribbean situation at a conference held at Oxford University in March, 2009 on *Commonwealth Co-operation in Education: Looking Ahead at 50* held to mark the 50th Anniversary of the hosting of the Biennial Commonwealth Education Conferences.

The IGDS is now sought after as an Institute of excellence in research by both state and non-state actors, who both seek the Institute's expertise on issues related to gender and development; and have come to depend on its advisory services.

During the 2008/2009 academic year researchers from the **Faculties of Medical Sciences and Pure and Applied Sciences** came together under the leadership of the Director of the International Office, to create the Biotechnology Research Group at the Cave Hill Campus. The main focus of the Group is the identification of



bioactive compounds in marine and plant life, for pharmaceuticals, nutraceuticals and cosmetic use. It is expected that a partnership between Professor Winston Tinto at Cave Hill and the Kerr Laboratories of the University of Prince Edward Island (UPEI), brokered by the International Office, will hasten discovery efforts. As part of the collaboration, two PhD students have been accepted by UPEI to spend six months at that University. The students receive free tuition as well as a grant of CDN \$10,000.

Another significant research initiative which came on stream during the review period was the establishment of the Cave Hill Renewable Energy Group by the Director of the International Office and Professor Emeritus, Dr Leo Moseley. The main objectives of the Energy Group are a reduction of the campus energy bill, and the transformation of the campus into a site for the demonstration and research of renewable energy technologies.

The Faculty of Pure and Applied Sciences completed the Eastern Caribbean Plant Database and Web Portal Project. A new addition – the Barbados Virtual Herbarium – allows researchers and the general public to view the 3,800 plant specimens of the Barbados herbarium. To expand this project to the wider Caribbean and to promote the conservation and sustainable use of Caribbean plants, during the year, Professor Sean Carrington submitted a proposal entitled 'Caribbean Island Plant Diversity-Building Capacity for Research and Conservation' to the EU-ACP Science & Technology Programme. The research capacity of both the Faculty of Pure and Applied Sciences and the Department of Biological and Chemical Sciences was significantly enhanced by the purchase of several chemical instrumentation including two Nuclear Magnetic Resonance (NMR) spectrometers, a Liquid Chromatography Mass spectrometer (LC-MS), a Gas Chromatography Mass spectrometer as well as a Liquid Nitrogen Generator. A new Senior Technician post was added to the Department of Biological and Chemical Sciences and filled by Dr Joanne Simmons-Boyce towards the end of the year.



The Department of Management Studies commenced work on a series of surveys which will not only provide timely and relevant information for the sectors of Caribbean society, but will contribute to reinforcing a research culture within the Department. These surveys include: Corporate Confidence in Barbados and the OECS which provides the results of a quarterly survey of the financial, investment and employment performance of local and global economic outlook of companies in Barbados and the OECS; Tourism and Hospitality Performance and Outlook in Barbados and the OECS which evaluates the performance and outlook of these sectors on a quarterly basis; The Caribbean Investor Quarterly which tracks the performance of stocks, bonds, treasury bills, mutual funds, real estate, and annuities across the Caribbean; and the Caribbean Consumer Empowerment Report which provides detailed comparative information on a variety of goods and services across the Caribbean on a bi-annual basis.



The TMRI faculty teaches both undergraduate and graduate medical students in the areas of Biostatistics, Epidemiology, Family Medicine, Paediatrics, Immunology, Clinical Nutrition and Haematology ...

The Tropical Medicine Research Institute

A major research arm of the University is the Tropical Medicine Research Institute (TMRI) which was formed in 1999 by merging two existing research units, the Tropical Metabolism Research Unit and the Sickle Cell Unit on the Mona Campus and creating an Epidemiology Research Unit from the staff members in the TMRU who worked in that discipline. A year later, the Institute expanded into Barbados by incorporating the Chronic Diseases Research Centre, another epidemiology unit on the Cave Hill Campus.

While the University provides a resource base for the TMRI as a line item in its budget (supporting approximately 30 academic staff, real estate and utilities' costs across all Units), all research activity is expected to be

grant funded. Senior investigators at the TMRI have a track record of acquiring funds from international sources, chief ones being the National Institutes of Health (USA), the Wellcome Trust, the Medical Research Council (UK) and the European Union. More recently, significant local grants have been obtained primarily at Mona in Jamaica. Annual spending from grants was approximately US\$1.6m in 2008.

Academic Activity

The Institute is active in training at undergraduate and postgraduate levels. The TMRI faculty teaches both undergraduate and graduate medical students in the areas of Biostatistics, Epidemiology, Family Medicine, Paediatrics, Immunology, Clinical Nutrition and Haematology. MSc degree programmes in Nutrition and



Epidemiology are offered and the Institute operates a structured postdoctoral programme which aims to develop independent academic researchers. There are three Faculty of Medical Sciences fellowships tenable on the Mona Campus and three TMRI institutional fellowships.

Research output in the form of peer reviewed papers was approximately 3.3 per academic member of staff in 2008. Major areas of ongoing research include:

- Human Nutrition and Metabolism
- Protein, amino acid metabolism in severe malnutrition
- Energy Metabolism in transitional populations
- Child Development – Impact of early life experiences and interventions
- Developmental Origins of Health and Disease
- Hypertension and insulin resistance
- Genetic underpinnings of disease susceptibility and severity
- Hypertension
- Diabetes
- Sickle Cell Disease – Natural History; Clinical Trials; Interventions for improved care
- Epidemiology and Genetic Risks for Prostate Cancer
- Chronic Disease Epidemiology to inform Public Health.

In addition, the Institute provides technical advice at

several levels: to Caribbean Ministries of Health and Education; CARICOM Ministers of Health; the Pan American Health Organisation; the International Atomic Energy Agency; the Wellcome Trust and the UK Medical Research Council. With regard to quality assurance and benchmarking, the TMRI is appraised quinquennially by an external team supported by the UK Medical Research Council.

Sickle Cell Conference and World Sickle Cell Day

The inaugural biennial Sickle Cell Conference with the theme 'Managing Sickle Cell Disease: the Chronic Care Model' was held at the Mona Campus on October 30th. TMRI used the occasion to launch at the conference its SCD care handbook entitled *Sickle Cell Disease: The clinical care guidelines of the Sickle Cell Unit*. This resource was used in an island-wide educational campaign targeted at health care professionals during 2009.

The United Nations (UN), the World Health Organisation (WHO) and the Pan American Health Organisation (PAHO) have collectively recognised the public health burden of sickle cell in various declarations and resolutions. More recently, in December 2008, the UN declared June 19th, as the *World Day of Sickle Cell Disease* "... to encourage relevant parties to strengthen health systems and primary health-care delivery ... " to address the Sickle Cell Disease as a public health





Research team members (L-R) Dr Gordon-Strachan, Dr Claremont Kirton, Mrs Cunningham-Myrie, Ms McLeod and Professor Forrester

concern. The SCU welcomed this declaration and intends to commemorate the day annually with special activities. For the inaugural day, June 19, 2009, the SCU undertook a series of activities which focussed on increasing public awareness, through print and electronic media messages. In 2010, it is planned to combine the Sickle Cell Conference with the World Sickle Cell Day.

Launch of the University of the West Indies Clinical Epidemiology Unit

In 2009 The University of the West Indies Clinical Epidemiology Unit (CEU) was inaugurated as part of the International Clinical Epidemiology Network (INCLIN). INCLIN is a global network of clinical epidemiologists, biostatisticians, social scientists, health economists and other health professionals affiliated with key academic institutions. The network is dedicated to improving the health of disadvantaged populations by promoting equi-

table health care based on the best evidence of effectiveness and the efficient use of resources. The University of the West Indies CEU comprises the staff of the Epidemiology Research Unit together with colleagues from the Faculties of Medical and Social Sciences. The CEU is the first in the Caribbean and is a part of CANUSACLEN, a regional network of institutions in Canada and the United States.

To mark the launch a meeting of CANUSACLEN was held at the Mona Visitor's Lodge from February 19–20, 2009. Areas of discussion included: The role of clinical epidemiologists in the Caribbean; Training opportunities for epidemiologists, biostatisticians, health economists and social scientists to best serve and direct health policy; mentoring of young researchers; identification of collaborative research projects that would bring together regional as well as CANUSACLEN and INCLIN interests; and the development of the UWI CEU into a Clinical Epidemiology and Research Training Centre.



Tangible Results of TMRI Research

Research in Human Nutrition and Metabolism

carried out by the Tropical Metabolism Research unit is directed at understanding whole body metabolism at two extremes of nutritional status – malnutrition and overweight/obesity. Already, much of the work done on the causes and cure for malnutrition, which remains a huge global problem, has been incorporated into the WHO Manual for the rehabilitation of children suffering severe malnutrition. A sub-programme of this, energy metabolism, aims to determine the energetic pathways to obesity in research focussed on adults at the workplace and children in schools. The TMRU, in collaboration with researchers in Ghana, South Africa, the Seychelles and the USA, have launched a project to measure longitudinally energy expenditure, energy intake and body composition to delineate the energetic pathways to weight gain across populations at different stages in the epidemiologic transition.



Genetics – Research by the TMRU includes projects related to haemoglobinopathies, to human nutrition and growth, and also to obesity, high blood pressure and type 2 diabetes mellitus. This apparent diverse array of projects is unified by a concern with understanding the role of heritable variation in determining differences in phenotypic outcomes between individuals.

Sickle Cell Disease (SCD) – The Sickle Cell Unit (SCU) is the only comprehensive facility for the care of persons with SCD in the English speaking Caribbean. There are over 5,000 patients registered in the SCU database and for the academic year 2008/2009 3,151 patients (1,658 females, 1,493 males) were cared for. The Sickle Cell





Unit has pioneered a model of care that is out-patient based, focussing on key goals of chronic disease management such as education, anticipatory guidance and infection disease prophylaxis resulting in survival comparable to that attained in the developed world. Further, the Unit has an enviable track record in biomedical research with emphasis on understanding the clinical epidemiology of the disease as well as cost-effective interventions for managing the disease. This has been achieved through longitudinal clinical epidemiological observations on two cohorts. The first, The Jamaica Sickle Cell Cohort Study 1 (JSCCS1) was recruited at birth from neonatal screening of 100,000 consecutive normal deliveries at the Victoria Jubilee Hospital

between June 25, 1973 and December 27, 1981. This resulted in the detection of 550 children with all sickle genotypes of which 315 were homozygous sickle cell disease. Approximately 2/3 of these subjects is alive and continues to be observed at the SCU today. Data from this study has facilitated the description of the evolution of SCD from birth and has led to improvements in the care of individuals with SCD in Jamaica and worldwide. The second Jamaica Sickle Cell Cohort (JSCCS2) was recruited at birth from neonatal screening of 173,857 births at the Spanish Town, Victoria Jubilee and University of the West Indies hospitals starting in 1995. 575 persons were enrolled and currently 414 are being followed at the SCU.



The theme of the SCU's research programme is, "Modifiers of disease severity". This is broadly executed using four techniques/disciplines, genetics, nutrition, inflammation, and clinical care.

Epidemiology Research Unit (ERU) – The ERU investigates two of the four main chronic non-communicable diseases which are emerging as a modern epidemic in middle income developing countries – cardiovascular disease and type-2 diabetes. These diseases are responsible for most of the morbidity and mortality in Jamaica and other countries of the region. In addition to these, two other areas of health and disease (mental health, in particular, depressive symptoms and violence and injuries) which are also emerging as major contributors to the non-communicable disease epidemic are investigated. The main objectives are to estimate the burden of these diseases in the Jamaican population, the major risk factors and secular trends while identifying and embarking on feasible interventions to ameliorate this epidemic. First priority is the creation of knowledge on



these subjects, including improving understanding of the impact of risk factors and how these risk factors may be best estimated. The ERU relationship with policy makers in government, non-government organisations, other civil organisations and international agencies – all of whom have a stake in the burden of disease – is critical, if the research information is to be taken up into policies and programmes in a timely manner.

CDRU Programme – The Child Development Research Group within the Epidemiology Research Unit should become one of the newest TMRI Units by 2010 as recommended at the last Quinquennial Review in 2005. The focus of the Child Development Research Group is the cognitive and socio-emotional development of disadvantaged young children. The research has focussed on longitudinal studies of high risk children to evaluate the long term effects of early childhood experiences and on the development and evaluation of interventions to improve development. Interventions are designed to be feasible for integration into existing services for children. In 2008/2009 a World Bank funded study entitled '*The effects of early childhood stimulation on economic, cognitive and social outcomes in a cohort of stunted Jamaican children: The 22 years follow-up study*' was completed. The study provides the best longitudinal



data from low and middle income countries of the benefits of early childhood interventions and the long term effects of under-nutrition. Participants were assessed at age 22 years and included those resident in Jamaica as well as migrants to the US, Canada and UK. The results provide evidence of gains from early childhood stimulation to cognition, educational achievement and psychological functioning. Participants who had received the stimulation programme were also significantly less likely to have been expelled from school and to be involved in fights suggesting reduced antisocial behaviour. The study also gives further evidence of the long term deficits to cognition, educational achievement and emotional well-being associated with early childhood under-nutrition. This work is informing policy at several multi-national agencies.

Chronic Disease Research Centre (CDRC) has as its central focus disease surveillance and investigation into the pathogenesis of chronic non-communicable diseases with the objective of translating research into health policy and practice within the Caribbean region. The first theme in its research strategy is surveillance of chronic diseases in Barbados, through the development of national registries for key chronic diseases affecting the island. This development was motivated by the paucity of prospective data on chronic disease incidence and mortality for Barbados and the wider Caribbean. The second theme entails 'layering' a research agenda onto these registries, which enables focus on the translation of registry data into practical information for public health policy. An example is the Barbados National Cancer Study (BNCS), which focuses on the epidemiology, aetiology and genetic determinants of breast and prostate cancers in Barbados, providing previously unavailable information on the principal cancers affecting the population. The third theme in the research agenda is inflammation and its role in wound healing. This programme is underpinned by the Diabetic Amputation study and the 5-year mortality follow-up, which revealed high mortality due to wound infections. Present work is directed towards novel hypotheses on macrophage control of inflammation in diabetic ulcers and in other chronic disease and surgical settings.



Recipients of the Vice-Chancellor's Award for Excellence 2008/2009



DR MICHAEL PONNAMBALAM
Department of Physics,
Faculty of Pure and Applied
Sciences, Mona, for Teaching



PROFESSOR CLEMENT IMBERT
Department of Mechanical &
Manufacturing Engineering,
Faculty of Engineering, St
Augustine for Public Service



PROFESSOR ROBIN MAHON
Centre for Resource Man-
agement and Environmental
Studies, Cave Hill for all-
round excellence in Research
and Public Service



PROFESSOR ANTHONY HARRIOTT
Department of Government,
Faculty of Social Sciences,
Mona for all-round excellence
in Research and Public Service



DR AFFETTE McCAW-BINNS
Department of Community
Health & Psychiatry, Faculty
of Medical Sciences, Mona,
for all-round excellence in
Research and Public Service



ONCOLOGY CENTRE



OFFICE OF GRADUATE STUDIES & RESEARCH



MAIN ADMINISTRATION BUILDING

refurbished facilities [now open]

ONCOLOGY CENTRE – THE BAHAMAS

Formerly the Ba’hai Centre, the refurbished building, opened in January, 2009 is now an outpatient clinic for cancer patients and also houses a library used jointly by the UWI School of Clinical Medicine & Research and the Princess Margaret Hospital.

OFFICE OF GRADUATE STUDIES & RESEARCH – MONA

The refurbishing and renovation of the building housing the Office of Graduate Studies and Research, completed in April 2009, had taken a record three months. The refurbished space has afforded the staff a more comfortable working environment, enabling better service to graduate students.

MAIN ADMINISTRATION BUILDING – ST AUGUSTINE

The iconic Administration Building of The UWI St Augustine Campus, formerly the Imperial College of Agriculture, has recently undergone substantial renovation and interior refurbishment and will be rededicated in an official ceremony formally marking the re-opening of the building on March 12, 2010.

4. Outreach to Underserved Communities

THE RATIONALE FOR CREATING AN Open Campus was to enable the University to expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries that it serves by providing more flexible and convenient access for persons from all the contributing countries wishing to pursue higher education or continuing personal development programmes.

During 2008/2009, despite the difficult economic climate, enrolment in Open Campus programmes was encouraging. Continuing education courses catered to almost 20,000 persons – the vast majority, 14,000 being in Trinidad; and almost 4,000 in Jamaica. As initiatives taken later in the year revealed, there is still a large untapped market for such courses in Jamaica, and no doubt, elsewhere. The degree programmes attracted a little over 5,000 students – 3,000 of whom were located in the three campus countries.

Student Orientation

All Sites throughout the region held orientations for new and returning students. For the first time a standard template for orienting students was used region-wide which included presentations on (a) the Open Campus purpose and Structure; (b) the role of the Site; (c) available Site resources; (d) the Open Campus approach to learning; (e) strategies for success in the on-line environment; and (f) Moodle and the Learning Exchange. Some Sites (Dominica, Jamaica, Belize) also included sessions with current and past students who spoke to new students about their experiences in the on-line environment.

Local Student Guilds

Working closely with the new Assistant Registrar for Student Services, Sites have been encouraging students



Dr Francis Severin, Head of the UWI Open Campus Dominica site, conducting an orientation session for new and returning students





to organise themselves into formal student guild branches. In the year under review three such branches were formally launched in Belize, Grenada and Montserrat. The President of the Grenada Guild, Ms Jacklyn Castillo, became the first Open Campus representative on the University Council.

Student Co-curricular Activity

Mr Walter Berkeley, a student at the St Lucia site represented the Open Campus at the Summer Institute for Future Leaders in the Caribbean held at the University of the Virgin Islands in St Thomas. Mr Berkeley was selected from a slate of nominees from the fifteen contributing regional territories where the University of the West Indies Open Campus operates.

Mr Ryan Austin a student at the Open Campus, Barbados, was selected to play in the Combined Colleges and Campuses cricket team which reached the regional semi-finals. Mr Austin had the distinction of taking the most wickets in the competition.

Two students of the Open Campus Dominica won prizes in the annual Carnival Competitions in Dominica. Ms Kayan Toussaint won the 2009 Carnival Queen Pageant and Mr Gregory Riviere (Lord Karessah) won the Calypso Monarch competition.



Upgrading Facilities

- The BVI, St Lucia and St Kitts Sites reorganised their Libraries to improve student access and comfort.
- Antigua installed benches and tables on the compound for student use.
- Belize, BVI, Anguilla, Antigua and Montserrat upgraded their computer equipment and laboratories.
- Belize converted a former classroom into a student lounge.
- St Vincent and the Grenadines converted under-utilised space into a new tutorial room.
- All Sites installed wireless access points which allowed for students and tutors to freely access the internet anywhere on the compound and not just in the computer lab.
- In Jamaica the Mandeville and Savanna-la-Mar Sites moved into new premises, enhancing the learning environment for over 300 students.
- Trinidad and Tobago Sites had several infrastructural projects including a new building in Tobago to house science labs, a library and classroom space as well as the refurbishing of a building on Austin Street to house the expanded Early Childhood Education programme.





Refurbished Open Campus Site, Anguilla



Refurbished cottage, Open Campus, Dominica

E-Learning Policies

A major hurdle, to reach consensus with the Faculties and Departments of the campus countries on cost-sharing and policies on e-learning, was overcome and these policies have been enunciated and implemented across the University. Ongoing rationalisation of delivery by distance will be necessary, to avoid duplication, overlaps and wastage of resources.



The **Mona Campus** cemented its partnership with the **Open Campus** by facilitating their delivery of the online BEd degree that draws on various departments in the Faculty of Humanities and Education for content and/or professional courses, and the CARIMAC's courses in Online Journalism and Community Media. The Faculty of Medical Sciences completed the online conversion of the BScN (post RN) degree which has a wide student population around the Caribbean. The UWI School of Nursing conducted a Curriculum Development Workshop in Nevis to build capacity at the Health Science Division, Clarence Fitzroy Bryant College to transition the Associate Nursing degree to a baccalaureate degree. The Social Sciences Faculty committed to working with the Open Campus to facilitate their offering of either a major or minor in Economics and subsequently other Social Sciences programmes.

In enhancing the strategy to reach underserved communities, the Mona Campus approved the establishment of a **Centre for Disabilities Studies**, primarily to conduct research, sensitise the public and assist in policy formation with regard to persons with disabilities.

The BSc in Nursing began online delivery and some 363 students were enrolled during the year. This gives nurses from the UWI-12 countries the opportunity to complete the BSc Nursing from their home country. Access to the MB BS programme was also improved, through a more



accommodating selection of students from the UWI-12 countries which ensured that significantly more qualified students were admitted than in former years.

National and Regional Outreach

The School of Education at the **Mona Campus** carried out its mandate of institutional strengthening in the following activities:

- Extension services for teachers colleges in Belize, Cayman, Jamaica and the Turks and Caicos Islands.
- The Caribbean Centre for Teacher Training (CETT) Project reinforced the competence of primary school teachers in literacy education in eight Commonwealth Caribbean countries.
- Hosted a forum on "Tertiary Education at the Crossroads" in Jamaica which attracted participation from colleagues from other tertiary institutions, the Ministry of Education and the Planning Institute of Jamaica.
- Together with the Caribbean Examinations Council (CXC) entered into a collaborative Agreement that provides graduate students in the School of Education with access to CXC data for research, as well as supervision from approved CXC staff. CXC staff would also have access to the School of Education's facilities for their research.

The **Faculty of Humanities and Education's** long standing support for the CXC's CSEC and CAPE examinations continued with colleagues serving as Chief and Assistant Chief Examiners in respective disciplines, and departments put on workshops for teachers and students in support of the respective syllabi.

The Head of the Radio Education Unit worked closely with the Caribbean Broadcasting Union in its thrust for improving programming content, through its annual awards programme across broadcast stations in the region. The Head is also an adviser to the National Broadcasting Corporation in St Vincent and the Grenadines.

Considerable efforts were made to respond to the request of various local agencies for the development of specific programmes, such as in Trinidad, Belize,

St Vincent and the Grenadines, and Grenada. The Open Campus Sites acted as key intermediaries between the relevant Ministries of Education and the School of Education at the Mona Campus in discussing and implementing teacher education programmes. Other Highlights are:

- The issue of crime and training in the area of Criminal Justice was addressed through the staging of programmes at Trinidad and Tobago sites and the initiation of a programme for Dominica.

» Reaching Under-served Communities

The entire raison d'être of the Open Campus is to reach the underserved communities of the region and expand access to persons who would previously not have had such an opportunity. Following are a few highlights of activities in some communities that have not been traditionally included in the profile of the student of the Open Campus.

- **Senior Citizens:** Sites in Trinidad and Tobago, Jamaica, Belize and St Lucia put on special programmes for Senior Citizens, particularly in the area of Computer Literacy. These programmes were highly successful, particularly in Trinidad and Tobago and Jamaica.
- **Children and Teens:** St Vincent and the Grenadines, BVI, Antigua and St Lucia had programmes for children and teens focusing on cultural activities such as drama and dance as well as arts and crafts and computer training.
- **Immigrants:** The Montserrat Site ran courses in English which were well attended by Spanish speaking immigrants.



- The Trinidad Open Campus continued its Certificate in Leadership programme for members of the Trinidad and Tobago Defence Force.
- The Camp Road Centre collaborated with the Statistics Department of the Jamaica Constabulary Force for the implementation of an Electronic Database Seminar held on November 24–28, 2008. This seminar was well-attended with over forty police officers participating.
- The modernisation of the Public Sector in the region was also high on the agenda of many governments with the Open Campus being asked to provide training for Public Officers in Jamaica (Camp Road), Belize and St Lucia.
- The Barbados Site runs a regular lunchtime seminar series with the Central Bank of Barbados, addressing issues of national concern including the economy, health and safety issues among others.

The Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) conducted two workshops in Grenada on 'The CSME & Regional Integration' and 'Gender in the Caribbean Context,' and three workshops in Jamaica with government, private sector and workers' representatives while the Social Welfare Training Centre conducted workshops in Customer Service and Wellness.

A lecture series, "Forever Indebted to Women" was hosted by the HLSTUEI across the Caribbean, focusing on Women and the Trade Union Movement. Seven lectures were delivered in the OECS and the Cayman Islands.

The St Lucia Centre Site received a gift of the entire private library and collection of papers of the late Patricia Ismond who had taught at St Augustine for more than thirty years and was recognised internationally as the leading authority on the work of Derek Walcott. This and the Roderick Walcott collection received the previous year are housed in the Site Library and will be an essential resource for research on these two artists.

A number of activities, especially in the area of agriculture, geared to serve the needs of the CARICOM region have been implemented by the Faculty of Science and Agriculture. Some of these initiatives included:



Prof Brathwaite giving Minister of Agriculture Roberto Hector, a guided tour of UWI's booth at the Nevis Agricultural Fair

- An agricultural exposition (AgriTECH Expo 2008) at the St Augustine Agricultural Field station showcasing the latest technologies driving the "new agriculture" in a modern farm setting.
- A three-day International Congress on Tropical Agriculture entitled "Overcoming Challenges to Developing Sustainable Agri-Food Systems in the Caribbean" followed by a two-day Caribbean agri-stakeholders workshop, with the objective of arriving at a consensus on a holistic way forward for modernising Caribbean Agriculture and placing it on a sustainable path. The workshop also considered the role of UWI in the strategic transformation of Caribbean agriculture. A draft white paper has been prepared for forwarding to CARICOM.
- Signing of an MOU with the Chaguaramas Development Authority (CDA) resulting in a more meaningful working relationship on their mega farm project. Field trials of new plant varieties developed in the Faculty are currently in progress.
- The offering of a number of specific, short training courses through the Faculty's Business Development Unit geared at upgrading the skills of the agricultural labour force in Trinidad and Tobago.
- Production of two of science documentaries (*Wild and Wonderful* and *All is Numbers*).
- Signing of an MOU with the Ministry of Agriculture, Grenada. Work has been initiated to assist in the rehabilitation of the cocoa and nutmeg industries as well as in postgraduate training of the technical staff in the Ministry.





Major Enablers

- Transformation of the Administrative Culture and Processes
- Effective Marketing and Branding of the Institution
- Funding the Institution
- Strengthening Regionality
- Strengthening the National Engagement Process
- Leveraging International Partnerships
- Fostering and maintaining the commitment and involvement of Alumni



Transforming the Leadership & Administrative Culture and Processes

THE FIRST OF THE MAJOR ENABLERS of the Strategic Plan is reformation of the administrative structures and systems in order to facilitate and support implementation of the vision and goals of the Plan. The University Registrar, Mr C William Iton, is the point person charged with overseeing implementation of these critical activities.

During the academic year 2008/2009 satisfactory progress was made in reviewing the software systems used by the University to determine whether the full potential of these enterprise systems were being exploited. Some headway was made in human resource development, in terms of strengthening institutional capacity to sustain the strategic and operational objectives.

Sungard (Banner) consultants completed a post-implementation assessment of the Banner Student and Finance systems in 2009. Recommendations arising from this exercise will inform the development of an implementation plan. PeopleSoft HRMS upgrades were completed in June 2009 at St Augustine and in August

2009 the Mona Campus. An upgrade project is now in progress at the Cave Hill Campus.

The succession planning module in the new PeopleSoft (HR) version will be useful in updating and standardising across campuses the succession planning process. Introduction of a system of HR metrics to assist in improving productivity would shift the emphasis from transactional to a strategic focus. This as well as a work-force analysis and redesign of job descriptions will also be completed in the coming academic year.

In terms of leadership development, the 360-degree feedback system was introduced to senior administrative staff at all four campuses, facilitated by *Novations* consultants. The Mona Campus and the Vice-Chancellery will be fully on board by the first quarter of 2010. The system was piloted by the Vice-Chancellor himself, who submitted to the 360-degree evaluation as a tool for assessing his first six years of stewardship, on the basis of which his contract was renewed for another six-year term by Council in April 2009.

The first of the major enablers of the Strategic Plan is **reformation of the administrative structures and systems** in order to facilitate and support implementation of the vision and goals of the Plan.



360-degree Novations workshop



The process of developing an ideology and culture that promotes excellence in performance and in the way stakeholders are treated, was not without challenges. These could be categorised as issues of alignment, issues of communication, ownership and finally, finding an optimum balance between operational and strategic actions.

The Chief Information Officer piloted a Management Report Generation project that would provide consolidated reports for HR and Students from campus information systems (Banner SAS and PeopleSoft HRMS) on a monthly basis, using Business Objects as the reporting platform. During the year the report portfolio was expanded to include measurable Key Performance Indicators in accordance with the UWI Strategic Plan.

With the appointment of a new University Archivist in January 2009, the University Archives and Records Management Programme was revived and the Archives and Records Management Committee resumed meetings. Approval was granted for acquisition of the *WebGencat* software archival system as a service option, with the St Augustine Campus leading the implementation.

The deteriorating financial situation forced a mid-year review of certain processes in order to identify ways of reducing costs while achieving greater efficiency. The University Registrar researched the responses by major universities to the global economic crisis and prepared a position paper identifying two possible strategies for consideration by the University Executive Management Committee for reducing costs. The full proposal submitted was:

- reduction in vacation leave – to be capped at 30 days
- cessation of the practice of ‘selling’ leave
- reduction in departmental leave from 14 to 7 days
- freeze on pay raises for a triennium
- ban of overtime pay
- freeze on filling of vacant posts (only the most inescapable to be exempted)
- freeze of acting and responsibility allowances

Immediately accepted was the capping of vacation leave for staff of the Vice-Chancellor who were willing to forgo the *status quo* of 42 days per year. Many of the



other proposals were subsequently adopted by the campuses as the severity of the financial situation worsened.

ICT Policy Deployment

Three policy papers governing UWI ICT use which had been under consideration for several years were approved and implemented. These are: Acceptable Use Policy; Electronic Mail and Messaging Services; and ICT Security Policy. Implementation involved requiring computer users to indicate acceptance of the policy by responding to a pop-up display with a short narrative before they were allowed to proceed with log-in.

Single, Virtual University Space

The University ICT team has made significant progress on a number of projects relating to this mandate. These include:

- establishing an integrated learning management system using Moodle Networks which will allow faculty and students from one campus to seamlessly participate in online courses offered by another campus;
- providing voice interconnectivity between the campuses by simply dialling an extension. During the review period a pilot project was successfully completed;
- providing students and staff moving across the UWI seamless access to ICT resources by implementing an enterprise identity management solution;
- establishing an integrated student portal;
- undertaking a review of the license agreements on critical software applications in order to rationalise them and to identify opportunities for economies of scale and cost savings.

There are a several other cross-campus initiatives being spearheaded by the University ICT Working Committee. The Working Committee is lead by the University ICT Officer and comprises IT Directors/Campus CIOs and IT Managers who meet on a monthly basis to collaborate; monitor progress; share information and best practices across the University.

Institutional Research Activities

In pursuit of the development of an effective information platform, the University **Office of Planning and Development** led and completed several studies designed to gather and analyse data to support the process of monitoring institutional performance.

Among the exercises that were completed during the period in review, were the following:

The University Official Statistics 2007/08

This is an annual publication for which the University Office of Planning and Development assumed full responsibility in 2008. Some new dimensions of information were added to take account of Faculty specific enrolment in research degrees, Open Campus enrolment by programme, degrees awarded by class of degree obtained, Exchange/Study abroad students, and summary distribution of University Income and Expenditure.

A Graduate Tracer Survey of 2007

A University-wide survey of first degree graduates of 2007 was conducted to inform a report which provided a comprehensive review of the undergraduates' post-university experience across three campuses. The report included feedback on their further areas of study, employment outcomes and personal and professional development in preparation for the job market.

A Student Experience Survey 2009

This survey of undergraduate students was conducted for a period of six weeks at the St Augustine Campus and generated feedback on their experience at the University in relation to some key dimensions – Student Academic and Non-Academic support services, Teaching and Course Quality, Development of graduate attributes and overall experience.



A Report on Dimensions of Institutional Performance

This note provided details on key indicators of institutional performance which took account of student applications, offers made and the quality of student intake. Selected data was also made available in respect of the quality of graduates and the achievement of good honours, the top feeder institutions to UWI, Scholarships, External Research Grants and UWI performance in relation to some key international benchmarks.

The UWI Performance Management System

The University Office of Planning and Development has been collaborating with Microsoft Trinidad to create a web-enhanced Performance Management System that has been designed to improve departmental reporting on projected and accomplished activities and to assist in the systematic assessment of performance of the Strategic Plan at the level of department, faculty, campus and themes. The design phase of the project has been completed and following a pilot exercise, the system will go live in the first half of 2010.

Collaboration with UNESCO

The Office of Planning and Development is collaborating with UNESCO Institute of Statistics (UIS) on data exchange with a view to improving data collection on Tertiary Education for the Caribbean. The UWI has already completed tables recording relevant characteristics for all academic programmes for mapping into the ISCED classification. The UIS consolidation of data by country will ultimately provide tertiary education statistics for the Caribbean region and this will be made available to the UWI. UWI statistics will feed directly into UNESCO.

Since the first presentation of the Strategic Plan 2007–2012 to the Annual Business meeting of Council in April 2007, comprehensive reports and updates have been given at every F&GPC and University Council Meeting.



Marketing and Branding

THE SECOND ENABLER is aimed at enhancing the UWI's standing as an internationally recognised centre of excellence for all matters Caribbean. A University-wide Marketing and Communications team, comprising staff on each campus with responsibility for marketing, communications and public information, has been meeting via teleconference on a regular basis. The team has attended in-house workshops and a marketing conference organised by the Council for the Advancement and Support of Education (CASE) in Vermont, USA during the summer of 2009. Several initiatives have been undertaken during the review year to better position the UWI as the premier higher education institution in the Caribbean region. These included:

- development of a UWI-wide marketing and communications strategy, focussed on establishing a brand promise for the UWI;
- surveys of UWI's stakeholders were conducted to fine-tune the brand promise;
- formulation of a web-based strategy to standardise the projected presence of UWI on the world-wide web;
- strengthening of the human resources in the marketing and communications offices across the

campuses and separation of the function of M&C and Public Relations;

- publication by all the campuses of campus newsletters and newspaper supplements. The St Augustine Campus leads the way in this regard, with its prize-winning publication *STAN* and the very useful monthly supplement *UWI TODAY* which is carried



The second enabler is aimed at enhancing the UWI's standing as an internationally recognised centre of excellence for all matters Caribbean.



by the *Sunday Guardian* newspaper; publication twice annually of the *UWI PELICAN*, an on-line as well as printed magazine focussed on the research accomplishments and topical happenings at the UWI. This magazine has won top honours in the Association of Commonwealth Universities' (ACU) PR, Marketing and Communications Awards, placing first in the bulletin and newsletter category. The magazine copped two more awards, winning the APEX award for publication excellence for both the printed and on-line versions; publication in 2008 of a special issue of the *UWI PELICAN* called 'Sixty under Sixty' which profiled sixty researchers under the age of 60 across the institution, to mark the sixtieth anniversary of the University of the West Indies. This edition also won an APEX award in the Photography category;

- publication of *UWI Connect*, an on-line as well as printed magazine designed for UWI alumni.

During the review period the University Marketing & Communications Office played an instrumental role in the overall implementation of the marketing & communication strategy for the year-long UWI 60th anniversary celebrations, and realised significant gains with regard to raising the University's profile both regionally and internationally during its 60th anniversary year.

Youtube, Flickr and Facebook

2008/09 marked the UWI's first forays into the world of online social media. The 2009 UWI Games were the first to be chronicled on *Flickr*, and students and colleagues at Mona and Cave Hill, along with the rest of the world were able to follow the exploits of all of the athletes by thumbing through dozens of professional photographs uploaded each day and accompanied by brief updates on the results. The UWI opened its *Flickr* account in May 2009 and since then hundreds of photos depicting dozens of campus events have been uploaded. In June the Office of Marketing and Communications opened a *youtube* account for the St Augustine Campus. There are to date 34 uploads.

UWI's presence on Facebook began with a pilot project by the Office of Marketing and Communications in 2008, intended to test interest among members of the online community. Within a two week period, UWI STA had attracted more than 1,000 "Friends". That pilot project formed the basis of a proposal to senior management for the creation of the formal UWI STA Fan Page in April 2009. The page went live in August 2009 and less than a year later had attracted 17,000 fans.



The UWI: www.uwi.edu

| | |
|----------------|--|
| Pelican | www.uwi.edu/pelican |
| CHILL Magazine | http://cavehill.uwi.edu/chill |
| MONA News | www.mona.uwi.edu/publications/monanews |
| STAN | http://sta.uwi.edu/stan |
| OPEN Letter | www.open.uwi.edu |
| UWI Today | http://sta.uwi.edu/uwitoday |
| UWI Connect | www.alumnionline.uwi.edu |
| Flickr | www.flickr.com search: UWI St. Augustine |
| Youtube | www.youtube.com search: UWI St. Augustine |

How to
Find Us
Online





Funding the Enterprise

THE THIRD ENABLER addresses the need to broaden the funding base of the institution and reduce overdependence on any one source. It was agreed in formulating the five-year Strategic Plan that there was a need to alter the modalities of funding of the University of the West Indies so that there would be greater predictability in its financing while allowing for flexibility in responding to agreed changes.

The global financial crisis has heightened the urgency of achieving stability but has, on the other hand, forced the University Administration into crisis management. During the review period a major focus was maintaining dialogue with Governments to encourage payment of their assessed contribution on a consistent basis. In preparation for the cycle of TAC/CGC/UGC budget reviews and the anticipated cuts in Government subventions significant expenditure containment had to be undertaken, while trying to preserve quality in the delivery of programmes and services.

Nevertheless, the year was not without its successes. The University succeeded in securing a loan from the Caribbean Development Bank for the Vice-Chancellery Building Enhancement project. The Government of

Barbados made Bds\$1 million available for scholarships to full time students pursuing research degrees, with an additional Bds\$2 million promised for the 2010/2011 academic year. The Government of Barbados has, in fact, been very supportive of the infrastructural development and expansion of the **Cave Hill Campus**, providing land for the expansion, guaranteeing loans and underwriting the undergraduate tuition fees of Barbadian nationals.

The **Open Campus**, which during the year struggled with several issues related to funding – resolving the dissatisfaction with the application of the usual UWI funding formula to its operations; addressing the lack of funding for benefits previously enjoyed by its staff while they were attached to the other campuses – pursued proposals for special funding from other sources such as the Canadian International Development Agency (CIDA), the World Bank's International Finance Corporation (IFC) and the Department of Foreign Affairs and International Trade (DFAIT) of Canada. The Campus has had, admittedly, to work very hard to get firm commitments from Governments of the UWI-12 countries to contribute towards the upgrading of Open Campus facilities in the host countries.

The third enabler addresses the need to **broaden the funding base of the institution and reduce overdependence on any one source . . . so that there would be greater predictability in its financing . . .**



In the case of the **Mona Campus**, the consistent reduction in the Jamaica Government's contributions in both real and nominal terms in recent years has made it more urgent for the campus to accelerate its programme to further reduce dependence on government income. To this end, the campus engaged itself in academic year 2008/2009 in a series of activities, some of which are highlighted below.

- Reviewed costing and pricing of existing self-financing programmes to ensure viability and enhance revenues, where possible;
- Increased the number of full fee-paying medical students;
- Developed plans to launch the full fee-paying Law degree in the 2009/2010 academic year
- Incorporated a holding company for a Technology Park intended to generate revenues from e-commerce services to the public;
- Collaborated with external partners in developing programmes and physical infrastructure that will attract more local and international students. Of note are a Confucius Centre funded from sources in China, and collaboration with the International Association of Athletics Federations (IAAF) and Jamaica Football Federation (JFF) to convert the Mona Bowl into a Regional Centre of Excellence for Sports, inclusive of a football training academy and professional track and field facilities;
- Launched through the Mona Geoinformatics Institute (MonaGIS), of JAMNAV, a road navigation product that is attracting both local and international business interests. This product has helped to position the UWI as an innovative and technology-driven institution and has been attracting significant contracts from both the public and private sectors;
- Expanded the suite of services that CARIGEN, the innovative DNA-testing facility, offers to Jamaica and the wider Caribbean. The company will be offering two new tests: DNA-based pre-natal screening, to test for genetic disorders in the unborn child, and DNA-based testing for three of the most common sexually transmitted diseases,

the Human Papilloma Virus (HPV), Chlamydia and Gonorrhoea. CARIGEN also has plans to offer soon additional diagnostic tests for sexually transmitted diseases;

- Increased income from consultancies offered by professional institutes such as the Mona Institute of Medical Sciences (MIMS) and Mona Institute of Applied Sciences (MIAS). MIMS was expanded and a new consultancy unit introduced at the Mona School of Business (MSB);
- Redoubled efforts towards greater cost efficiency – staff containment, teaching load review and adjustment to improve efficiency in staff allocation, restrictions on sale of leave and overseas travel; improving enterprise systems that will lead to rationalised administrative staff allocation, and monitoring recurrent costs such as for utilities;
- Developed weekend programmes in the Faculty of Social Science (FSS). Offered on Saturdays and Sundays, the degrees and short courses are intended to enhance professional skills. This project is being carried out on a self-funded basis and complements the various other self-funded programmes already operating on the campus;
- Established an International Students Office which, among other things, participates in student recruitment missions.

At the **St Augustine Campus** approximately TT\$9.8m was earned from projects including consulting activities, research grants, training, and local and regional development. From the collection of fines for traffic offences or the late return of library books, to consultancy projects and concessionaire fees from the private businesses allowed to operate on the campus, the St Augustine Campus has for some time been engaged in activities that generate some additional income. These sums, although small, generally help cover minor shortfalls or small projects emanating from the respective department or Faculty. As an example, vehicles which are immobilised for violation of the University's traffic regulations are released on the payment of TT\$100.00. During 2008/2009, the campus security netted approximately TT\$62,900.00. In the case of the campus



Libraries a savings of TT\$673,278.05 was achieved from ending the subscription to 579 print journals and subscribing instead only to the online version.

Total income received by the University during the year under review was Bds\$855.4 million, 56% of which was from the contributing governments. A further 21% was provided for special projects, from a variety of sources, for the purposes of teaching and research. Tuition and examination fees accounted for 15% of revenue and 5% came from commercial operations.

Other Initiatives to Diversify the Resource Base

The Regional Endowment Fund was launched in 2008 during our 60th Anniversary year with the objective of raising US\$20 million over five years. The **Office of Finance** was primarily responsible for establishing the accounting mechanisms to receive and track the investment of donated funds.

The successful launch in London in May, 2009 of the British Foundation for the UWI, patterned off the long-standing American Foundation for the UWI (AFUWI) added another channel for sourcing funds, particularly from alumni. This development was greatly facilitated by the intercession of the University Bursar with the Barbados High Commission and other Caribbean diplomatic representatives in London.

The Office of Finance worked with the campuses toward the implementation of University-wide general insurance coverage by one regional company in order to contain the rising annual cost of this item of expenditure. A professional risk assessment survey of the campus properties to be covered was undertaken by an insurance consultant.

Financial Management

The **Office of Finance** prepares the consolidated four-monthly financial statements for submission to meetings of University Finance & General Purposes Committee. For the review year this was done for the F&GPC meetings held in January, May and October.

Software Applications

Banner Finance – Banner Finance was upgraded to the 8.0 module in July 2009. Users are now able to review on-line transaction details related to specific departments. Monthly budget variance reports are provided to all budget holders to ensure constant monitoring of the budget balances by principal budget holders.

Report Writer – After several demonstrations and extensive dialogue a decision was taken to adopt ARGOS as the Report Writer of financial information and reporting for the University of the West Indies. Deadlines have been established for its utilisation by all Campuses and the University Centre.



ARGOS Report Writer training workshop



The Finance team take a break from the training workshop



Budgets

Each year the **Office of Finance** issues budget guidelines to the campuses for the preparation of the biennial estimates, and continues to coordinate and direct the preparation of these estimates by the campuses and the University Centre.

Meetings of the Technical Advisory Committees and the University and Campus Grants Committees are coordinated by the Office of Finance. The meetings of the Technical Advisory Committee were held in St Lucia, and the Grants Committees were held in Barbados in 2009.



University Grants Committee in session at Cave Hill

UWI/FSSU Pension Scheme

The Augmented Pension Committee met several times during the year to review the impact of the financial crisis on funds values, and the consequences resulting from the worldwide financial meltdown. During the financial year 2008/2009 the Pensions Manager held meetings with members of the FSSU Scheme on each campus. Progress was also made during the year in identifying an additional Investment Manager to provide active fund options. The recommended Investment Manager, Prudential Financials, made a presentation to the Augmented Pension Committee on the active fund options which would be available to FSSU members.

UWIConsulting

A SUBSIDIARY OF THE UNIVERSITY OF THE WEST INDIES

Background

The University of the West Indies has long accepted its role as a major agent in the transformation of the Caribbean society and economy as outlined in our mission "To propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community services, and intellectual leadership. In measuring performance of the University's Strategic Plan to date, it was noted that the UWI continues to provide "responses to requests from governments, national agencies and regional institutions for high level technical assistance and policy advice on a variety of social and economic issues" in fulfilment of the mandate to "maintain a capacity to supply a wide range of expert technical, professional and advisory services to meet the needs of regional governments and the private sector."

While the UWI has made a tremendous contribution to the development of the region and beyond, not only by way of academic delivery, but also by the provision of expert services on a pro bono or fee basis, until now, however, this service has been offered on an ad hoc basis by individuals and units across UWI.

In recent years, the UWI has experienced similar decline in funding as have a great number of publicly funded universities globally and this situation has further been exacerbated by the increased competition from extra-regional institutions. The challenge has therefore been to explore a multiplicity of options through which it may continue to contribute to, and transform the region while at the same time generating revenue to offset the funding shortfalls. By exploiting the scope for leveraging the intellectual assets of the University it was felt that a consulting company could provide such an opportunity – hence the birth of **UWI Consulting Inc.**



The Company

UWI Consulting is a Limited Liability Company (LLC), a wholly-owned subsidiary of the UWI that was registered as an International Business Corporation (IBC) in October 2007. It provides professional advisory services internationally, and to the region, particularly to Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, The Bahamas, St Kitts and Nevis, St Vincent and the Grenadines, Trinidad and Tobago, British Virgin Islands, Turks and Caicos, Cayman and Suriname.

The Mission of UWI Consulting is to “unlock the development potential of the Caribbean through professional advisory services and capacity building”. The company was established *in response to the expressed needs of Caribbean government leaders, who wished to have a single portal through which to gain access to the services of the University*. On the other hand, the University is also motivated by the need for income diversification in a bid to funnel international and private funds to the University, thereby supplementing the contributions obtained through government funding.

Goals

The main goals of UWI Consulting are aimed at satisfying the needs of the region, the regional governments, and the University. These goals include:

A) Consulting:

- To promote UWI Consulting as the UWI's primary provider of professional services to governments and international organisations, private sector and non-government organisations, and to address sustainable development issues and business improvement needs in the Caribbean;
- To develop opportunities for consulting assignments for UWI expertise, and to contribute to the development of a philosophy and practice within the University system for delivering consulting services on a commercial basis, i.e. to achieve revenue targets, client satisfaction, and to enhance the profile and value of the UWI to the countries of the region;

- To manage the delivery of services in order to achieve revenue targets, client satisfaction and an enhanced image of UWI internationally.

B) Technology Transfer:

- To evaluate UWI's emerging technologies with the intention of assessing their commercial importance and capabilities;
- To develop or license such technologies; to provide innovative and financed entrepreneurs with technology for the creation of new secondary industries, primarily in the Caribbean;
- To raise revenues and added-value evaluation from these spin-offs for the benefit of UWI and the region.

Structure

UWI Consulting is wholly owned by the University of the West Indies. It is managed and operated by a Chief Executive Officer (CEO), who reports to a Board of Directors. The Vice Chancellor is the Chairman of the Board.

UWI Consulting began with a University-based business model for its primary consulting efforts. The Company continues its quest to harness the intellectual capital of the academics, i.e. faculty and staff of the University, its units, centres, institutes, and alumni – all to the benefit of the Caribbean region. The Company is striving toward a more growth-oriented model – based on the company, “Isis Innovation” which is wholly-owned by Oxford University.

The consulting arm of Isis Innovation, i.e. Oxford University Consulting, is similar to UWI Consulting in that it also leverages the knowledge and expertise of the academics for the benefit of its clients. Hence, the image of UWI Consulting is that of a benign, cooperating portal that provides individuals, units, centres and institutes alike, access to opportunities that would normally be inaccessible to them. On the other side of the coin, clients and sponsors are being provided with the best minds and resources to provide solutions to their problems. On a more global scale, UWI Consulting will be bringing “home” opportunities that were previously



UWI Consulting has registered over 500 ‘Affiliates’

These are mainly staff and faculty members with the expertise, desire and willingness to serve as consultants on UWI Consulting’s projects

handled by the large multi-national consulting companies which would sub-contract to the same individuals, units, centres and institutes of the UWI – with limited remuneration and even less recognition.

It is noteworthy that in 2008 during a period of global economic decline, Oxford University Consulting saw a fifty percent rise in the number of consulting contracts it negotiated, providing industry and the public sector with access to Oxford’s academic expertise. This led Tom Hockaday, the Managing Director of Isis Innovation, to point out: “In the current economic climate many companies are moving to a more outsourced model and use academic experts to provide guidance and input”. UWI Consulting is anticipating that the Caribbean governments will do the same.

In addition to its consulting efforts, UWI Consulting is transitioning into a technology transfer mode. This technology transfer mode is intended to enable researchers to commercialise intellectual property arising from their research, patenting, and licensing, as well as to create spin-off companies, and in this way, to contribute to the innovation, diversification and productivity that are necessary to raise the level of our global competitiveness.

Specialisation

Based on discussions with potential clients and a survey of advertised competitive tenders for consulting opportunities, the Company has begun to focus on develop-

ing its consulting portfolio of assignments with the international and regional organisations that finance the governments of the region and with the governments themselves. It is re-examining and plans to revalidate the broad demand for services, particularly in:

- Policy Formulation
- Program Management and Implementation
- Project Evaluation
- Capacity Building, Organization Restructuring and Change Management

The areas where the greatest demand for the University’s expertise lies are being revisited. These include:

- Tourism and Sustainable Development
- Education and Social Policy
- Crime and Prevention
- Poverty Alleviation
- Medicine and Health Policy
- Labour Relations and Employment
- Disaster Management
- Agriculture, and Marine Resources
- Conservation of Environmental and Biodiversity Resources
- Alternative Energy

Highlights of Accomplishments

- UWI Consulting has excited the imagination of several of the faculty members who have been engaged in Seminars held at Mona and at St Augustine.
- UWI Consulting has registered over 500 “Affiliates”. These are mainly staff and faculty members with the expertise, desire and willingness to serve as consultants on UWI Consulting’s projects.
- UWI Consulting has issued over 40 Consulting Opportunity Statements to UWI Consulting Affiliates.
- Clients of UWI Consulting include CIDA, Carib Cement, UNDP Turks and Caicos Project, UN OSG, CGM Gallagher, HEART TRUST EU-Banana Project, FAO SLC Barbados, UNEP/GEF Regional Biosafety Framework, JDB, UNICEF, ACTI.



- UWI Consulting has developed strong working relationships with the units, centres, and institutes of the UWI, such as SALISES, Mona; the Institute of Education, Mona; The Social Work Unit in the Faculty of Social Science, Mona; The Business Development Office, St Augustine; The Institute of Education, Mona; The Biochemistry Department, Mona; and The Open Campus.
- The company has solid relationships with individual faculty members in the Management Studies Department, Mona. The supporting services of these faculty members have begun to generate valuable input for the Caribbean communities, as well as some revenue for UWI Consulting.
- The staff of UWI Consulting has worked with procedures from EU, CARICOM and IADB to gain familiarity with the formats and the requirements of working with these agencies.
- UWI Consulting appoints a Project Manager for all projects to ensure that project management procedures are in place, client communication is maintained, and budgets/timelines/quality and work-plan targets are met.

Current Environment

The current status of the consulting industry and the related actions by the governments of the Caribbean could play a significant role in the ability of UWI Consulting to impact the region. In addition, actions based on the proposed recommendations could affect the development and growth of UWI Consulting. It should be noted that:

- The consulting industry is now very dependent on projects funded by international agencies. Even private sector projects and government-financed projects are moving towards a more “outsourced” model and choose to use academic experts to provide guidance and input.
- International agencies usually work through governments, using internationally approved procurement procedures based on competitiveness, transparency and fairness.
- Occasionally, international agencies hire consulting services directly, but in most instances the work is

channelled through a government ministry or agency using the government procurement system.

- Government procurement is usually based on an open tender process that involves: a) advertisement, b) evaluation of bids according to specific criteria applied to technical proposals, firm experience and financial capability, c) evaluation of the qualifications and experience of proposed consultants.

Recommendations

The following recommendations are intended to rapidly allow the governments of the region to take advantage of UWI Consulting’s competitive edge – significant intellectual capital, and immediate, one-call, one-stop access to the expertise and knowledge-base of the University of the West Indies. It is being recommended that:

- The governments of the Caribbean facilitate UWI Consulting’s engagement with the public sector, by including UWI Consulting in the category called Government-to-Government procurement, and on a basis of “the right of first refusal”. This inclusion currently obtains for some government entities that can directly enter into negotiated arrangements with the governments of the region for certain pre-qualified or pre-selected consulting assignments.
- Alternatively, or in addition to the above, especially with respect to certain consulting assignments, specified ministries and agencies of the regional governments should be given the flexibility to engage UWI Consulting on a sole source (SS) tender basis.
- UGC as a representative of the governments of the region should recommend the adoption of a small business innovative grants system to be monitored by UWI Consulting, with the intended purpose of creating innovative spin-offs from the University of the West Indies. These spin-offs will also create employment for our graduates. In addition, as the small businesses become successful and as they are further capitalised by private investors, they will show increased valuation and begin to generate added-value, employment, income, and especially taxes for the government.

Strengthening Regionality

THE FOURTH ENABLER seeks to enhance responsiveness and the impact of the UWI on regional development through expanded communication links and dialogue with external stakeholders. The University of the West Indies is extremely conscious and committed to its regional remit. Any opportunity to strengthen regionality, whether from the point of view of enhancing the process of integration and regional development or from the perspective of achieving better internal communication and effectiveness, is pursued seriously.

Cross-Campus Faculty Collaboration

The Faculties of Medical Sciences established a best practice in cross-campus collaboration with institutionalised mechanisms for ensuring curriculum harmonisation and examinations processes. The Faculties of Social Sciences followed suit and established an annual cross-campus conference of their own, prompted by the process of formulating the UWI 2007–2012 Strategic Plan. The three Social Science Deans agreed to cooperate in fostering cross campus collaboration in keeping

with the Plan objective of strengthening regionalism. In January 2008, the first Cross Campus Conference was held at St Augustine under the theme: “Challenges Facing Caribbean Societies and the nature of the Social Sciences’ Response”. The main topics were collaboration in research, post graduate studies and teaching and learning with an emphasis on curriculum reform. There were also two other elements: first, there was a “getting to know you” process which was important as the campuses had drifted apart and many colleagues were unaware of, or did not know their counterparts working in common fields. Secondly, there was a need to harmonise and streamline certain aspects relating to the regulations and their administration across the campuses.

Benefits are already being seen from the strengthening of regionalism that has emerged from the cross campus conferences. This has been most clearly manifest in cooperation developed in the fields of Criminology, Economics, Public Sector Management and Tourism. In these areas, conferences have been held, colleagues

The fourth enabler seeks to **enhance responsiveness and the impact of the UWI on regional development** through expanded communication links and dialogue with external stakeholders.



have been assisting in programmatic development on other campuses and there has been a greater sharing of expertise in cross campus teaching and supervision. A summit is to be held between the Social Science Deans and their counterparts within the Open Campus with a view to further strengthening cooperation. Now that the cross campus links have been more firmly established, it is expected that there will be acceleration with respect to inter-campus cooperation during the rest of the Plan period and that more disciplines will reap the benefits. Cooperation with respect to each of the Plan themes is also expected to grow as the Faculties draw closer together.

Greater Integration of Caribbean Students

Recent surveys show that students and alumni alike have been attracted to the UWI in large part because of the opportunities to be part of a regional melting pot and to experience the cultures of the region first-hand. However, with the trend towards greater homogeneity in the student body as regional and international students make up just 8% or less of on-campus enrolment, the UWI is renewing its efforts to offer opportunities to students to pursue at least a part of their studies at a campus other than in their home territory.

The Admissions departments across the University participate jointly in college fairs, secondary school visits, open days and forums for guidance counsellors. This year they visited Antigua, The Bahamas, Cayman Is., Dominica, St Vincent and St Lucia.

Each campus has an International Office tasked with strengthening collaborative links with the other campuses and with universities around the world. At the same time, current students may take advantage of the links established with tertiary and other organisations across the region. The decline in funding coupled with the strained financial circumstances affecting many students and their families is preventing many from participating in the programmes available. Below are some examples of initiatives undertaken in 2008/2009:

Mona Students Experience St Augustine

One hundred first year students from the Mona Campus got to spend a week soaking up the culture of Trinidad & Tobago and experiencing life on the St Augustine Campus. They were taking part in the UWI's First Year Experience Programme. The programme allows first year students from any campus to visit any other campus for one week and is in keeping with the founding principles of the UWI that the best way to build a Caribbean identity and break through territorial insularity is through having students live and work together. In the prior year 60 students took advantage of the opportunity; this year the number rose to 100. Students were accommodated at Milner and Canada Halls and engaged in activities such as a visit to the Pitch Lake and tours of the campus and capital city. According to the Student Advisory Services, students from the St Augustine Campus did not participate in the programme this year due to financial constraints.





IR Students see CARICOM at Work

As part of its off-campus training programme, the **Institute of International Relations** on the St Augustine Campus organised a study tour for 40 graduate students to Guyana and Suriname during the period 23rd – 29th November 2008. This exercise added another dimension to the students' academic experience and provided them with new perspectives on the strategies used by CARICOM states in the context of their international relations. In Guyana, the students observed the deliberations of the CARICOM Council on Trade and Economic Development (COTED). They visited the CARICOM Secretariat and attended briefings at the Ministry of Foreign Affairs as well as at private sector agencies. The exercise was designed to build the students' awareness of the transnational nature of international relations issues and develop their capacity for critical analysis of the challenges and opportunities for Caribbean states in their international relations through this practical experience.



Programmes and Support to Regional Tertiary Institutions

In 2008/2009 the St Vincent and the Grenadines Community College joined the Sir Arthur Lewis Community College in St Lucia and the Clarence Fitzroy Bryant College in St Kitts in partnering with the Faculty of Social Sciences, St Augustine to offer BSc degrees on a franchised basis. The Faculty also partnered with the Open Campus in offering the Certificate in Public Administration (CPA) in Tobago for the Tobago House of Assembly. During the year the Open Campus concluded five franchise arrangements with Tertiary Level Institutions throughout the region.

The Michael Manley Professor has continued to be an active participant in a number of initiatives aimed at strengthening regional integration. He serves as a member of the Working Group appointed by CARICOM on the formulation of a Regional Development Strategy to guide the implementation of the CARICOM Single Market and Economy (CSME). The Michael Manley Professor was also a member of the Task Force appointed by the CARICOM Council for Finance and Planning (COFAP) to assess the impact of the global financial and economic crisis on the Caribbean and to recommend measures, particularly at the regional level, to enable the region to respond effectively to the crisis. It should also be pointed out that much of the research carried out by the Michael Manley Professor has contributed directly to advancement of Caribbean regionalism.

The Michael Manley Professor served as Chairman of the Steering Committee which provided oversight in the formulation of a project on institutional leadership development in the Caribbean, with a particular focus on the member states of the Organisation of Eastern Caribbean Countries (OECS). The project which is to be funded by the Canadian International Development Agency (CIDA) at the cost of Cdn\$20million, envisages a programme of training for public officials in the Caribbean in order to equip them to lead a process of institutional reform in support of the development of their respective countries.



Strengthening National Engagement Processes

THE FIFTH ENABLER is aimed at increasing the University's impact on national policy-making, analysis and evaluation, and enhancing support for the UWI within national communities by heightening awareness of the UWI's contributions to national development.

At the beginning of the 2008/2009 academic year the **Mona Campus** opened its satellite site, The **Western Jamaica Campus** (WJC), to support the western region of Jamaica where economic growth is increasingly centred. The WJC began operations with 128 students enrolled in programmes offered through the Faculties of Medicine, Social Sciences and Humanities and Education that respond to the specific needs of the business community in the new and emerging growth sectors in the West. There are currently 477 students registered at the WJC, a 168% increase.

Mona further signalled its commitment to serve that community by including its major stakeholders in the launch activities. Later in the year the campus hosted a conference in Montego Bay on casino gambling, titled "Examining the Impact of Gaming on Jamaica", to engage policy makers and industry stakeholders in the

discussion on gaming's potential impact on Jamaica.

A display of Agriculture and Agri-business research outputs mounted at the Denbigh Agriculture Show in Clarendon served as a way of involving the farming community in a conversation on new approaches and technologies in Agriculture. In addition, a conference that was held at the Jamaica Pegasus Hotel served to fortify the message of "gown" engaging "town" on matters of national and regional strategic importance, in this instance, Agriculture and Food Security. The Mona Campus continued its tradition of hosting a number of other conferences and symposia aimed at communicating research findings to the public and influencing their uptake into national and regional policy.

Curriculum reform led to creation of new programmes that address national developmental opportunities, challenges and priorities. Of particular note are the BSc in Electronics Engineering, Tropical Horticulture, Medical Physics & Bio-Engineering, Banking & Finance, Management Studies (Accounting), Management Studies (Entrepreneurship), Minor in Social Policy and Development and Management Studies (Corporate Governance and

The fifth enabler is aimed at **increasing the University's impact on national policy-making**, analysis and evaluation, and enhancing support for the UWI within national communities.



Business Ethics); and the BA in History and Heritage, Digital Media Production, and Journalism.

At the postgraduate level the MSc in Forensic Science, Doctorate of Public Health (DrPH), and Doctorate in Business Administration were offered for the first time, while the MSc in Tropical Ecosystems Assessment, Conservations & Management (TEACM) and Medical Microbiology were offered as restructured programmes. In all some 50 new courses were introduced at Mona to respond to shifting or unfilled needs.

At **Cave Hill**, the School of Education proposed the convening of a national conference on Education and carried out consultations with the Ministry of Education in Barbados, resulting in a very successful conference. Also, through the Education Evaluation Centre, several projects of national significance have been commissioned. The Errol Barrow Centre for the Creative Imagination has also been active in engaging the national cultural authorities.

CDRC Project Informing Policy I: Technical Reports

Out of the CARICOM Heads of Government meeting in Port of Spain in 2007 came a declaration in which regional governments gave a clear commitment to combat chronic disease in the region. A direct result of this was the Caribbean Wellness Conference in October 2008 in Barbados, in which different government agen-

cies, NGOs and civil society came together with a plan of action for chronic disease prevention for the entire Caribbean region. CDRC staff edited and published the technical report of this conference: *Healthy Caribbean 2008. Caribbean Chronic Disease Conference – A Wellness Revolution Event*. Eds. Rose AMC, Hambleton IR, Craig LS, Hennis AJM, Hassell TA. This has been disseminated widely within Barbados and throughout the region, and is being used to inform stakeholders and decision-makers about the necessary changes required for chronic disease prevention. This first such technical report has immediate relevance both nationally and regionally. In addition, short technical reports on the findings (risk factors and outcomes) of the Diabetic Amputation study and the Barbados Eye Studies are being developed.

CDRC Project Informing Policy II: Intervention studies

Future work by CDRC is planned in this area once the findings from the Health of the Nation survey are available and the Barbados National Registry for Chronic Non-Communicable Diseases (BNR) has been fully operational for at least 2–3 years, so that trend data can be analysed. The risk factor data from the Health of the Nation survey, together with these registry data, will then form the basis for hypothesis generating and planning for intervention studies to reduce chronic disease in Barbados. In addition, the BNR has added value through provision of baseline data against which any prevention measures of the future will be evaluated. This aspect of the department's work will be vital for informing both national and regional policies and further interventions.

The **St Augustine Campus** continued to partner with both public and private sector entities within Trinidad and Tobago in order to give students wherever possible, valuable hands-on experience and opportunities to serve. This year there were new initiatives in the fields of health and education, and outreach in Tobago was expanded. One of the major developments was the involvement of staff of the Campus Information Technology Services (CITS) who designed the infrastructure



and managed the procurement and setup of equipment for the establishment of a Telehealth Unit at the San Fernando General Hospital. This project was carried out in conjunction with the Trinidad & Tobago Health Treatment Centre (THTC), which reports directly to the Ministry of Health and the Office of the Prime Minister.

While interns at the Arima Dental Clinic continue to serve members of that community, in April 2009 the UWI Dental School collaborated with the Maracas St Joseph Rotary Club to conduct oral examinations on students at the Maracas Primary School.

The School of Education's Continuing Professional Development and Outreach Unit was launched in March, 2009. The launch activity included workshops for teachers and a public lecture. During the year the Outreach Unit held workshops on differentiated instruction for curriculum officers of the Ministry of Education of Trinidad and Tobago; an advanced qualitative research methodology course and workshops on motivating the reluctant reader and assessment strategies. The School also concluded an agreement to expand its offerings in Tobago to include the Dip Ed Science along with the existing BEd (Educational Administration). It is hoped that the BEd Early Childhood Care and Education (ECCE) programme will also be offered there. Meanwhile, for the second year the St Augustine Admissions team visited secondary schools in Tobago and hosted a session for guidance counsellors in the island.

Programmes leading to the Certificate in Leadership and Management and the Master's in Strategic Leadership and Management were concluded in July 2009. These programmes were created by the UWI specifically for the Trinidad and Tobago Defence Force (TTDF) and were the result of successful negotiations between the Business Development Office and the TTDF.

Centres for the Creative Arts

The strengthening of the relationship between the Philip Sherlock Centre at Mona and the Errol Barrow Centre for Creative Imagination at Cave Hill was initiated by Staff Tutor Mr Brian Heap in 2007 with the tour of the University Players' production *After Mrs Rochester* to

Barbados. This was reciprocated in November 2008 with the visit of faculty and students from Cave Hill to the fortieth anniversary staging of the annual tertiary Drama competition '*Tallawah*'.

The Philip Sherlock Centre for the Creative Arts in 2008/2009 once again established itself as a national centre of excellence for theatre, receiving several nominations in the International Theatre Institute – Jamaica Centre's Actor Boy Awards for both the University Players' 2008 productions of Aimé Césaire's epic drama *A Tempest* and Yasmina Reza's intellectual comedy *ART*. *A Tempest* received four awards while *ART* won the award for Best Actor in a Supporting Role.

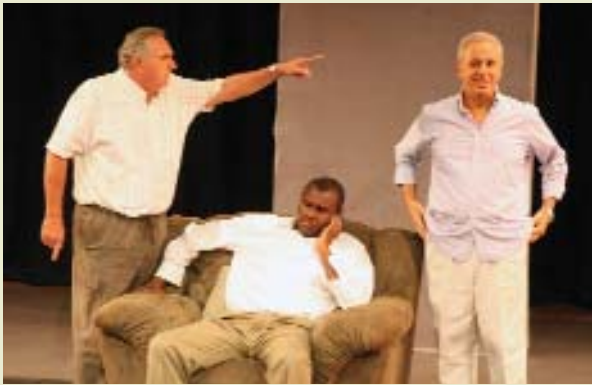
The Department of Creative and Festival Arts

(DCFA) St Augustine, took part in, and hosted, many events for the University and national community beyond its normal delivery of teaching in 2008/2009. Visual Arts lecturer, Mr Steve Ouditt, presented an exhibition at the prestigious Third Guangzhou Triennial 2008 at the Guangdong Museum in China.

The units or sub-disciplines of the DCFA all contributed to one or more special events during the academic year. Among the activities and events were:

Musical Arts – Production of *Disney's Beauty and the Beast* by the Festival Arts Chorale, UWI at the Queen's Hall, July 2–5, 2009; *The Rainmakers* – was re-presented in Queen's Hall (March 22, 2009) and Naparima Bowl (July 15, 2009). These performances involved the UWI Percussion Ensemble under the direction of Dr. Jeannine Remy and Golden Hands Steel Orchestra directed by Ms. Franka Hills-Headley; *More than Voices and Steel* (Musical Arts Unit), the annual concert presented by Degree and Certificate Music students was well received on April 26, 2009 at the Open Campus Auditorium.

Theatre Arts – Production of *Fragments*, a montage of excerpts from plays of Derek Walcott, directed by Marvin George and Louis McWilliams at the Learning Resource Centre, St Augustine, March 26–April 4, 2009. This launched the St Augustine year of celebrating the Nobel Laureate, Derek Walcott; *Ogun Iyan: As in Pan* written by Mr Rawle Gibbons and directed by Mr Louis McWilliams was performed for CARIFESTA in Guyana.



Carnival Studies – *Kaiso Dialogues 5*, an annual event presented by the Carnival Studies programme continued its tradition of initiating an interactive talk-show type scenario with leading artistes in the music business. In November 2008 the event featured Gregory Ballantyne, Ella Andall and Winsford Devine. Machel Montano was the guest interviewer for the evening.

Dance – A showcase concert, the third of the annual concert series, presented *Celebrating Dance* featuring staff and students performing contemporary works of part-time lecturer Andre Largen and the Metamorphosis Dance Company on January 7, 2009, May 16 and 17, 2009 at the Learning Resource Centre, UWI and Naparima Bowl, San Fernando on June 27, 2009.

Theatre Arts – Visual Arts – *Art and Design 2009* returned to the DCFA at Gordon Street and presented the work of Visual Arts Degree and Certificate students in May 2009.

Caribbean Quarterly

This year, as a result of numerous requests for material on culture of the Caribbean, the journal *Caribbean Quarterly* (part of the Cultural Studies Initiative emanating from the Office of the Vice-Chancellor Emeritus) was invited to participate in the Journal Storage Retrieval (JSTOR) digital library, thus providing a permanent archival record of all issues and making CQ available to over 400 libraries and research institutions worldwide. The Managing Editor attended the JSTOR workshop in New York. CQ was also favourably received at the Frankfurt Book Fair and at the Caribbean Studies Association Annual Conference. CQ prepared a *Tribute to UWI – Celebrating 60 Years*, which will be a print on demand book as printing costs are prohibitive.

CQ continues to supply copies of the journal to the UWI-12 communities as well as other institutions. Back issues are also sent to schools, prisons, libraries and other institutions. CQ is always responsive to requests from institutions throughout the region.



Leveraging International Partnerships

THE SIXTH ENABLER is intended to increase inter-institutional relationships to support regional development priorities through resource acquisition, capacity building and enhancement of the knowledge infrastructure.

The Michael Manley Professor prepared and presented, at the request of the International Labour Organisation (ILO), a paper entitled 'The Impact of the Global Financial and Economic Crisis on the Caribbean: A Strategic Response', at a Conference held in Jamaica, under the auspices of that Organisation, in April 2009. The paper examined the genesis of the crisis, its impact on the Caribbean, and identified the measures to be adopted to enable the region to cope with the crisis. In addition, the Michael Manley Professor presented a paper entitled 'The Strategic Positioning of the Caribbean in a Changing Global Environment' at a CARICOM-sponsored training programme for career foreign service officers held in Georgetown, Guyana in June 2009. The presentation sought to apply a theory of concentricity in the analysis of Caribbean foreign policy and on this basis to identify the strategic choices facing the region in the context of a series of concentric relations involving the CARICOM

core, the wider Caribbean, the Latin America and Caribbean region, the Western Hemispheric System, the Global South, and the international system as a whole. The presentation therefore provided the participants in the training programme with a framework for analysing policy options within multiple diplomatic contexts.

Through a cooperative agreement between the Centres for Disease Control and Prevention (CDC) and the UWI, the **Caribbean Health Leadership Institute** (CHLI) was established, patterned after the successful US National Public Health Institute programme. Now in its second year, the programme continues to attract established and emerging leaders from the health sector in the CARICOM Caribbean. Caribbean Ministries of Health are responding to the call to integrate HIV prevention, care and treatment under a broad health service umbrella. For this reason, a few persons who lead primary and secondary health care in their respective countries were admitted to the second cohort.

The curriculum includes a mixture of on-site and distance learning activities. Participants attend two

The sixth enabler is intended to increase inter-institutional relationships to support regional development priorities through resource acquisition, capacity building and enhancement of the knowledge infrastructure.



three-day residential retreats over an eleven-month period, with the remaining aspects of the course being delivered via the Internet and through Action Learning Projects (ALPs). Based on feedback from the first CHLI graduates, several changes have been made to the scope and sequence of the curriculum for the second cohort.

During this second year, it was decided to place the programme within the Vice-Chancellery and that CHLI Director, Professor Brendan Bain, would be seconded from his previous work base in the Department of Community Health & Psychiatry, Mona, to report directly to the Vice-Chancellor. This managerial shift has given greater visibility to the CHLI programme.

Under the current cooperative agreement, CDC has created a technical partnership with UWI via the CDC Global AIDS Programme's Caribbean Regional Office (CDC GAP CRO). A special advisor appointed by CDC maintains regular contact with the CHLI team and attends parts of the face-to-face programme.

The main challenge facing the CHLI Management team is to ensure the sustainability of the programme. With this in mind, there are prospects for strengthening the link with the Pan-American Health Organisation, which has a strong interest in supporting health leadership training programmes. It may also be necessary to vary the methods of delivery of the training programme in response to feedback from the field.

UWI and Latin-America

With respect to the wider region, the **Latin America-Caribbean Centre** (LACC), located in the Vice-Chancellery, undertook a range of collaborative activities designed to enhance the visibility of the UWI in Latin America and the non-English speaking Caribbean countries in particular. LACC seeks to maximise opportunities for institutional collaboration and cooperation agreements and activities between the UWI and other institutions in the region. This is done through partnerships and arrangements with institutions and national and international funding agencies.



UWI/Venezuela

The LACC completed the training of 100 professionals from Petróleos de Venezuela, S.A. (PDVSA) and Ministry of Energy and Petroleum (MENPET), Venezuela under an agreement between Petróleos de Venezuela S.A. (PDVSA) and the University of the West Indies signed early in 2008 to provide English Language training for 200 of their employees at the UWI over a two-year period. Participants came from various career backgrounds including Engineering, Journalism, Administration and Law. Each group was hosted for a period of 3 months at the Mona Campus and Western Jamaica Campus in Montego Bay. The other 100 were trained at the Cave Hill Campus.

UWI/Colombia

This year, four graduates from the Mona campus, two from the Cave Hill Campus and two from the St Augustine Campus participated in the English Language Teaching Assistantship Programme involving various universities and other academic institutions in Colombia. The Mona, Cave Hill and St Augustine Campuses in return each received a teaching assistant from Colombia – the first time for the St Augustine Campus. To date, 64 UWI graduates have had one-year attachments at Colombian universities. This annual activity is provided

for by an agreement between the UWI and ICETEX (Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior) and facilitated by the Embassy of Colombia in Jamaica and the Jamaican Embassy in Colombia. The objective of this programme is to expose recent UWI graduates to working in a Spanish-speaking environment and to gain experience in foreign language teaching methodologies.

UWI/UNESCO

The LACC collaborated with UNESCO/OREALC in Santiago, Chile for the production of the English version of the INNOVEMOS website and the inclusion of innovative experiences in education in the English-speaking Caribbean countries. The objective of the INNOVEMOS network is to provide a forum on innovative educational experiences, including reflections and studies on changes in education. The English website was launched in February, 2008.

During this period, innovative experiences in secondary schools in the Turks & Caicos, The Bahamas, Jamaica, Belize and the Cayman Islands were researched and compiled and best practice case studies in Education for Sustainable Development for Caribbean territories were researched for Jamaica, Barbados, Guyana, St. Vincent and the Grenadines, and the Bahamas.

LACC/CSA

The LACC was the Local Organising Committee for the 2009 Caribbean Studies Association (CSA) Conference held June 1 to 5 at the Hilton Kingston hotel. This conference traditionally provides a space for persons working on the Caribbean to promote collaborative research and discourse. This year's theme was "Centring the Caribbean in Caribbean Studies". Conference participants span the Caribbean Basin and includes Central America, the Caribbean coast of Mexico, Venezuela, Colombia, north east Brazil and the three Guianas. Conference highlights included a continuous Caribbean film

PDVSA participants on a field trip to the Bob Marley Museum in Kingston, Jamaica





track and panels on important issues such as “Taking ownership of the Caribbean intellectual agenda”; “Gender and Leadership” and “Centring the Caribbean in Hemispheric Relations” where the association partnered with agencies such as UNESCO, the OAS, the Ford Foundation, the Inter-American Foundation, FES and the UWI.

LACC/Chile

The LACC was the focal point for the Caribbean for applications and recruitment of participants from CARICOM countries in the teacher training programme offered by the Chilean Agency for International Cooperation (AGCI): “Methodology for the teaching of Spanish as a Second Language in the English Speaking Caribbean” Diploma Scholarship Programme 2009.

Sixteen applications were received from various Caribbean regions, two from the Bahamas, one from Suriname, ten from Jamaica, two from Barbados and one from St Lucia. This six-week residential summer programme in Santiago is entirely funded by the AGCI.

LACC/Latin America scholarship clearing house

LACC received and distributed information on various postgraduate scholarships offered by Latin American governments and funding agencies, including the OAS, Mexico, Colombia-ICETEX, Chile and Brazil.

UWI/Costa Rica

LACC partnered with the Office of Student Services (OSS), Mona during February 2–13, 2009 to provide English language classes to Costa Rican students and faculty members from the University of Costa Rica paying a return visit to the UWI, Mona within the UWI-Costa Rica Quality leadership exchange programme coordinated by the OSS.

Pro Vice-Chancellor Clement Sankat, Principal, St Augustine, meeting with a delegation from China

UWI/UPR Partnership

In November 2008, LACC acted as focal point in hosting the visit of teams from the University of Puerto Rico (UPR) to the three UWI campuses to discuss collaboration with various Faculties, including student and staff exchanges and joint research as well as reciprocal visits to the UPR by a representative UWI team.

The collaboration matrix prepared by the LACC includes the areas of Disaster Risk Reduction and Risk Management, Disaster Management and Legislation, Medical Sciences/ Dentistry, Renewable Energy, Agriculture and Biotechnology, Research Funding and Management, Media and, Communication, Chemistry, Biodiversity and Natural Products and Business Administration.

UWI/Conseil Général de Guadeloupe

Discussions were held with representatives from the Conseil Général with respect to concrete collaborative activities in the field of education to promote student, staff and cultural exchanges. To this end, an MOU between the Conseil Général and the UWI was negotiated to foster student and faculty exchanges.



Engaging The Alumni



The seventh enabler speaks to the need to foster better relations with the alumni, recognising that the graduates, as products of the institution, are its best advocates. The Alumni Relations arm of the Institutional Advancement Division (IAD) works strategically to encourage alumni to view the UWI as a lifelong partner for professional and personal enrichment through the following activities:

Communications

The **Alumni Online** (www.alumnionline.uwi.edu) the internet and social networking site for UWI alumni worldwide was launched on June 30, 2009. The site is both informational and interactive; giving updates on UWI achievements and fostering increased "connectivity" with their alma mater as well as between the graduates themselves.

UWI E-Mail for Life: UWI graduates are offered free, permanent email services available through the alumni online site.

UWI Connect: an Alumni Magazine which is published on a quarterly basis, in both e-mail and print versions and is available on the web at Alumni Online.

Student Alumni Programming

Activities for UWI STAT: (UWI Students Today, Alumni Tomorrow) the Vice Chancellor's Ambassador Corps continue year-round on all UWI campuses. This regional student club is also unique as members go on to become Alumni Ambassadors and develop lifelong commitment. The annual regional and national visits to High Schools to promote UWI as a tertiary institution, HIV/Aids prevention and CSME Advocacy and Caribbean pride continued. UWI-STAT's activities are many and varied and included the Mona Ambassadors speaking at a conference in Turin Italy on the Caribbean's response to the global food crisis in October 2008. In February 2009 the Mona Corps attended a Youth Perceptions on CARICOM and CSME workshop and the Mona Corps hosted the inaugural CSME Week. In August 2008 St Augustine Ambassadors Maurice Burke and Prunella Mungroo

The seventh enabler speaks to the need to foster better relations with the alumni, recognising that the graduates, as products of the institution, are its best advocates.



received National Youth Awards for Advocacy and Community Youth Organisation, respectively, and the Corps hosted the Excellence in UWI Life Awards to highlight contributions made towards regional development. In November 2008 the Cave Hill Corps held an HIV/Aids Awareness Week. Note: The Open Campus Corps was not yet established during the period.

UWI Alumni Association Chapters

UWIAA: Nineteen UWI Alumni Association (UWIAA) Chapters operate worldwide and continue to play an active role both in the governance and in support of the University.

Alumni Apprentice Programme. A student from the Cave Hill Campus has just returned after being sponsored by the UWIAA New York Chapter in order to take up an internship at the United Nations. The annual Central Executive Committee Meeting (CEC) for UWIAA Presidents took place in Trinidad on March 20, 2009 and the University Council noted the increased involvement and participation of alumni and commended the recommendations that emerged from that Central Executive Committee meeting. A monthly teleconference between the Director of Alumni Relations, IAD and the UWIAA Presidents as well as ongoing daily/weekly contact, ensure that the connectivity is maintained. Establishment of The Vice Chancellor's Presidents Club, exclusively for UWIAA past and current Presidents also ensures that they remain "engaged."

Foundations

The UWI AA and alumni support UWI Foundations through volunteerism and financial assistance. The American Foundation for UWI (AFUWI) Gala is supported annually. The British Foundation for UWI (BFUWI) was established in the UK in January 2009. The Alumni Relations arm of the IAD will be assisting with a cocktail reception to mark establishment of the charity in London and will work with the UWIAA UK Chapter and official volunteers to raise awareness and build contacts and a donor base in the UK.

Funding

Annual funding to the UWI from alumni is provided through various sources. Scholarships and Bursaries are given annually by UWIAA Chapters. In addition, funds are donated by alumni to the American Foundation for UWI (AFUWI), to the Campus Endowment Funds, the Chancellor's Circle, the UWI Regional Endowment Fund, and to Faculties and Departments. Alumni also contribute funds through the UWI VISA Credit Card issued through special arrangement by FirstCaribbean International Bank (FCIB). Each time a credit card account is opened, renewed or used for purchases a small percentage goes to the UWI. It is currently available in Jamaica and Barbados. Roll-out to other UWI countries has been delayed but is expected to take place in the near future.



The UWI Alumni Association's (UWIAA) Central Executive Committee gather for its annual face-to-face meeting at the St Augustine Campus, April 2009.

Graduates of

CAVE HILL 1,343 > MONA 3,140



the UWI 2009

ST AUGUSTINE 3,609 > OPEN CAMPUS 721





University Council 2009/2010

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Sir George Alleyne

VICE-CHANCELLOR

Professor E. Nigel Harris

CHAIRMEN OF CAMPUS COUNCILS

Mr Paul Altman

Cave Hill

Dr Marshall Hall

Mona

Mr Ewart Williams

St Augustine

Sir Dwight Venner

Open Campus

PRO-VICE-CHANCELLORS

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Undergraduate Studies

Professor Wayne Hunte

Research

Professor Ronald Young

Graduate Studies

Dr Bhoendradatt Tewarie

Planning & Development

CAMPUS PRINCIPALS

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Cave Hill

Professor The Hon Gordon Shirley

Mona

Professor Clement Sankat

St Augustine

Professor Hazel Simmons-McDonald

Open Campus

REPRESENTATIVES OF ACADEMIC BOARDS

Cave Hill

Professor Alan Cobley

Professor The Hon Velma Newton

Mona

Professor Stafford Griffith

Professor Ishenkumba Kahwa

St Augustine

Professor Funzo Aiyejina

Dr Godfrey Steele

Open Campus

Dr Francis Severin

Mrs Luz Longworth

APPOINTED BY THE ALUMNI ASSOCIATION

Mr Jerry Medford

APPOINTED BY THE GOVERNMENTS OF THE CONTRIBUTING COUNTRIES

The Hon Eddison Baird

Anguilla

The Hon Dr Jacqui Quin-Leandro

Antigua & Barbuda

The Hon Desmond Bannister

Bahamas

The Hon Ronald Jones

Barbados

The Hon Patrick Faber

Belize

The Hon Andrew Fahie

British Virgin Islands

The Hon Rolston Anglin

The Cayman Islands

The Hon Petter Saint Jean

Dominica

The Hon Franka Bernardine

Grenada

The Hon Andrew Holness

Jamaica

The Hon Roselyn Cassell-Sealy

Montserrat

The Hon Nigel Carty

St Christopher/Nevis

The Hon Arsene James

St Lucia

The Hon Girlyn Miguel

St Vincent & The Grenadines

The Hon Christine Kangeloo

Trinidad & Tobago

APPOINTED BY THE CHANCELLOR

Dr Compton Bourne

Mr Edwin Carrington

Mr Aubyn Hill

The Hon Dennis Lalor

TERTIARY LEVELS INSTITUTIONS REPRESENTATIVE

Dr Roosevelt Williams

COMMITTEE OF DEANS REPRESENTATIVE

Dr George Belle

SENIOR ADMINISTRATIVE STAFF REPRESENTATIVE

Mrs Cheryl Sloley

Open Campus

ADMINISTRATIVE, TECHNICAL & SERVICE STAFF REPRESENTATIVE

Mr Steve Johnson-Layne

St Augustine

FOUR STUDENT MEMBERS ON COUNCIL

Mr Carl Padmore (Cave Hill)

Mr Viswanauth Tolan (Mona)

Mr Hillan Morean (St Augustine)

Ms Jacklyn Castillo (Open Campus)

UNIVERSITY LIBRARIAN

Ms Jennifer Joseph

UNIVERSITY BURSAR

Mr Winston Bayley

UNIVERSITY REGISTRAR (SECRETARY)

Mr William Iton

Professor A. Ralph Carnegie

(by invitation)

Miss Patricia Harrison *(In attendance)*

Miss Cecile Clayton *(In attendance)*





The Executive Management Committee



Professor E. Nigel Harris
Vice-Chancellor



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



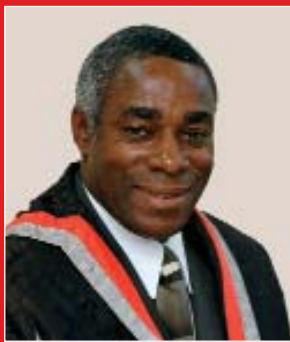
Professor The Hon Gordon Shirley
Pro Vice-Chancellor and Principal,
Mona



Professor Clement Sankat
Pro Vice-Chancellor and Principal,
St Augustine



Professor Hazel Simmons-McDonald
Pro Vice-Chancellor and Principal,
Open Campus



Professor Alvin Wint
Pro Vice-Chancellor,
Undergraduate Studies



Professor Ronald Young
Pro Vice-Chancellor,
Graduate Studies



Professor Wayne Hunte
Pro Vice-Chancellor,
Research



Dr Bhoendradatt Tewarie
Pro Vice-Chancellor, Planning and
Development



Mr C. William Iton
University Registrar



Mr Winston Bayley
Director of Finance/University Bursar



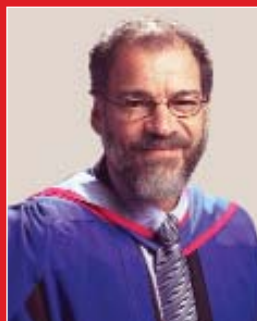
Mrs Brigitte Collins
Chief Information Officer



Ms Cecile Clayton
Deputy University Registrar



Professor Eudine Barriteau
Deputy Principal, Cave Hill



Mr Joseph Pereira
Deputy Principal, Mona



Professor Rhoda Reddock
Deputy Principal, St Augustine



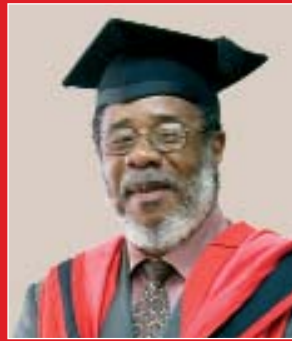
Professor Vivienne Roberts
Deputy Principal, Open Campus



Committee of Deans



Professor Brian Copeland
Engineering



Dr Pedro Welch
Humanities & Education, Cave Hill



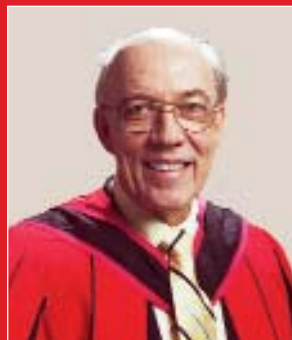
Dr Swithin Wilmot
Humanities & Education, Mona



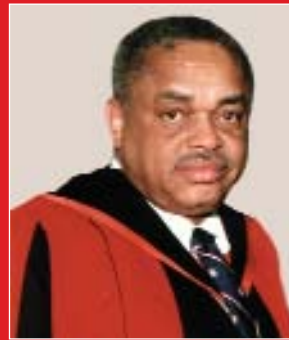
Professor Funso Aiyejina
Humanities & Education,
St Augustine



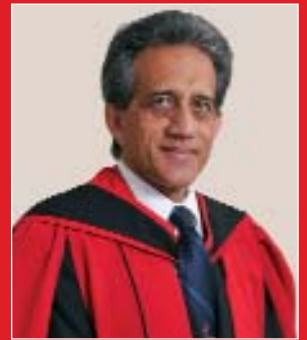
Professor The Hon Velma Newton
Law



Professor Henry Fraser
Medical Sciences, Cave Hill



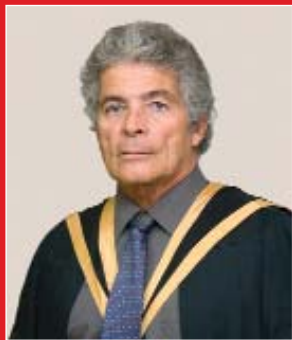
Professor Archibald McDonald
Medical Sciences, Mona



Professor Samuel Ramsewak
Medical Sciences, St Augustine



Professor Howard Spencer
School of Clinical Medicine &
Research, The Bahamas



Mr Peter Gibbs
Pure and Applied Sciences, Cave Hill



Professor Ishenkumba Kahwa
Pure and Applied Sciences, Mona



Professor Dyer Narinesingh
Science and Agriculture, St Augustine



Dr George Belle
Social Sciences, Cave Hill



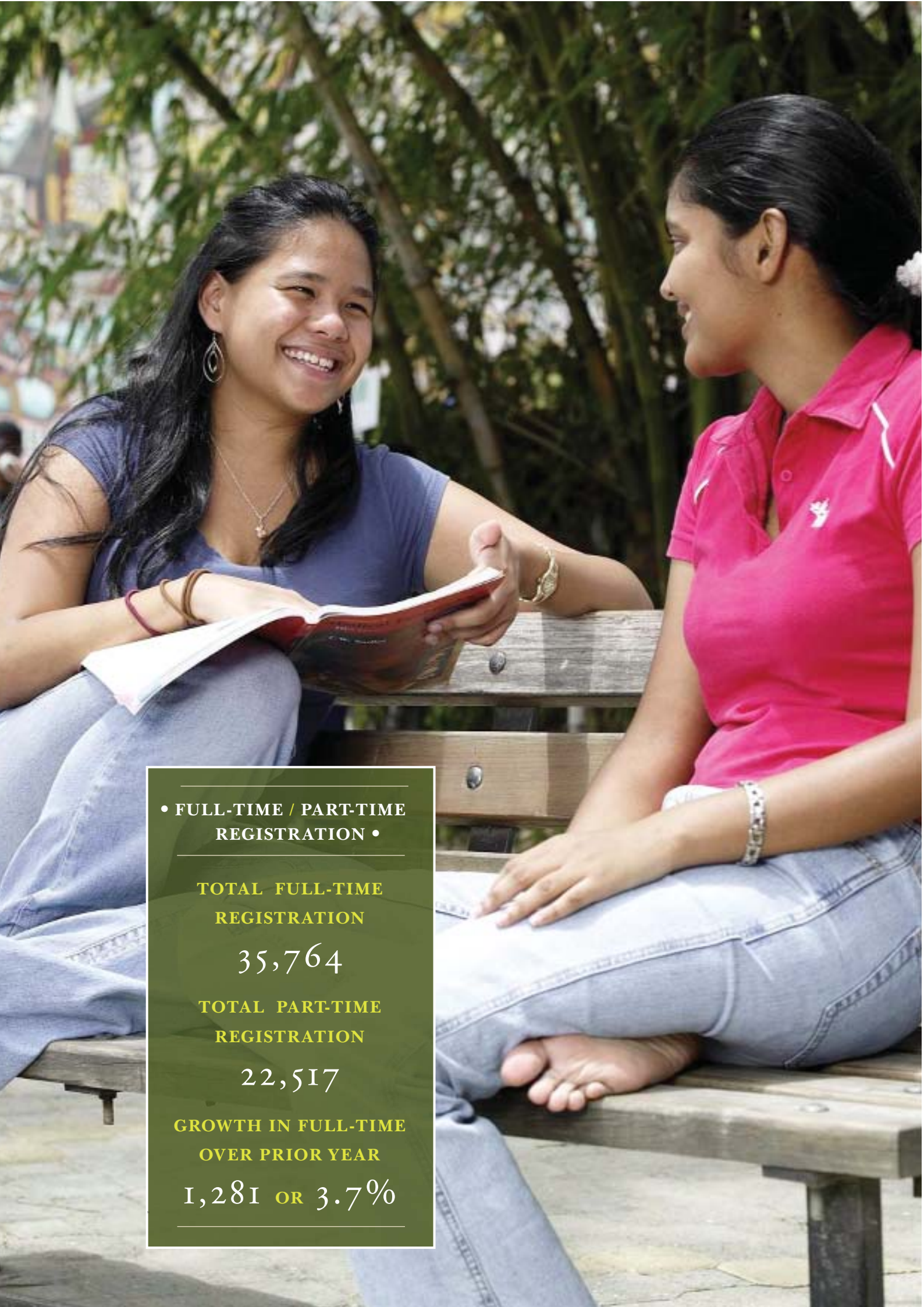
Dr Mark Figueroa
Social Sciences, Mona



Dr Hamid Ghany (Chair)
Social Sciences, St Augustine



Dr Julie Meeks
Director, CSDR, Open Campus



• FULL-TIME / PART-TIME
REGISTRATION •

TOTAL FULL-TIME
REGISTRATION

35,764

TOTAL PART-TIME
REGISTRATION

22,517

GROWTH IN FULL-TIME
OVER PRIOR YEAR

1,281 OR 3.7%

Student Enrolment

2008/2009

THE UNIVERSITY OF THE WEST INDIES enrolled 43,586 students in the 2008/2009 academic year (Table 1). This represents a 5.6% percent increase over the previous year or an additional 2,299 students. Of the 43,586 registrants, 82.1% were on-campus students engaged in face-to-face study, 11.6% were enrolled in the Open Campus, while 6.3% were off-campus students studying at tertiary and affiliated institutions and by distance education.

On-Campus Enrolment

The University experienced a 3.7% increase in on-campus enrolment (Table 1). This translates to an additional 1,281 students over the previous year. Comparatively, the St Augustine Campus registered 625 additional students while the Cave Hill Campus enrolled an extra 525 students and the Mona Campus, 131 new students.

For 2008/09 each campus fell short of surpassing its projected annual growth rates for on-campus enrolment. The projected annual growth rates as indicated in the Strategic Plan 2007–12 are 9.8% Cave Hill, 3% Mona and 8.6% St Augustine. The actual percentage change in on-campus enrolment over 2007/08 was 7.2% at Cave Hill, 1.1% at Mona, and 4.2% at St Augustine (Graph 1).

Open Campus Enrolment

The University's Open Campus student population reached 5,072 in 2008/2009. This represents a substantial increase of 29.6% or an additional 1,157 students over the previous year.

Off-Campus Enrolment

The University's off-campus student (excluding Open Campus) population was 2,750 in 2008/2009. This represents a decrease of 4.8% or 139 less students over the previous year.

Tertiary Level institutions had the largest share of students with 1,321 followed by distance education programmes with 872 students, while affiliated institutions recorded 273 students and external students totalled 284. As a proportion of off-campus enrolment, tertiary level institutions accounted for 48%, distance education 31.7%, affiliated institutions 9.9% and external students 10.3%.

FTE Registrations (On-Campus)

The University's full-time equivalent (FTE) enrolment grew by 1,350 to reach 29,141 FTE students in 2008/2009 (Table 4). This represents a 4.9% increase over the previous year. The Cave Hill Campus recorded the highest increase at 7.7% followed by St Augustine at 4.6% and Mona at 3.6%.

At the University and campus levels, the Faculty of Social Sciences enrolled the most students followed by Pure and Applied Sciences/Science & Agriculture and Humanities and Education (Table 5). As seen in Table 5, St Augustine led the way in registering the highest proportion (53%) of students pursuing science and technology programmes. The corresponding proportions were 39% at Mona and 19% at Cave Hill.

Of the 29,141 FTE Students, 12,844 were enrolled at St Augustine, 10,448 were enrolled at Mona and 5,849



were registered at Cave Hill. As a proportion of total enrolment, 82.6% of students were pursuing undergraduate studies (Table 6). The percentage of students enrolled in undergraduate studies was 87.2% at Cave Hill, 83.5% at St Augustine and 78.9% at Mona.

graduate enrolment which are 10.4% Cave Hill, 4% Mona, and 8.5% St Augustine.

Full-Time and Part-Time Registrations

In 2008/2009, the University's on-campus student population totalled 35,764 students (Table 7). This represents an increase of 3.7% or 1,281 students. Of the 35,764 students, 22,517 were full-time and 13,247 were part-time. As a proportion, 63% of students were full-time and 37%, part-time. Compared to the previous year, full-time enrolment increased by 6 percentage points. The proportions of full-time to part-time enrolment by campus was 49:51 at Cave Hill, 69:31 at Mona and 65:35 at St Augustine. Since 2004/2005, the Cave Hill Campus has recorded higher enrolment in part-time



Higher degree enrolment, an important area for expansion at the University, increased by half of a percentage point to reach 16%. As seen in Table 6, the proportion of students pursuing postgraduate degrees was 20% at Mona, 14% at St Augustine and 12% at Cave Hill. All three campuses recorded increases in the percentage of students enrolled in postgraduate programmes with Cave Hill leading the way at 18.8%, followed by St Augustine at 11.6% and Mona at 3.8%. With the exception of the Mona Campus, the other campuses surpassed the annual projected growth rates for post-



study than full-time study; however, this gap has been steadily declining.

Enrolment by Gender

The University of the West Indies has enrolled a disproportionately higher percentage of females to males over the past decade. In 2008/2009, the proportion of females to males was 69:31 for total University enrolment, 67:33 for on-campus enrolment, 80:20 for Open Campus enrolment and 78:22 for off-campus enrolment (Table 7).





Faculty of Engineering (St Augustine) with a proportion of 70% male and 30% female and Pure and Applied Sciences (Cave Hill) with a proportion of 55% male and 45% female.

Student Registrations by Faculty and Programme

Student registration by Faculty has shown that University-wide, the Faculty of Social Sciences attracts the most students (Table 9). Of the University's 35,764

Overall, the Open Campus recorded the highest proportion of females at 80% of total enrolment, followed by Mona Campus with 70% of total enrolment, while Cave Hill's figure was 68% and St Augustine's, 64%.

A similar pattern emerged for on-campus First Degree enrolment. As Table 8 shows, the Mona Campus had the highest proportion of females (70%) registered in on-campus First Degree programmes followed by Cave Hill (68%) and St Augustine (65%). Each campus also recorded a high percentage of females in the Faculty of Law. The only disciplines where men dominated was the





on-campus students, 41.6% or 14,886 were registered in the Social Sciences in 2008/2009. This represents a 4.5% increase over the previous year. As a proportion of on-campus enrolment, the Faculty of Social Sciences registered the highest proportion of students at each campus ranging from 32% at St Augustine, to 43% at Mona, to 58% at Cave Hill. The Faculty of Pure and Applied Sciences/Science & Agriculture attracted the second highest share of students, at approximately 19.6% of on-campus enrolment. The Faculty of Humanities and Education combined attracted the third highest share of students with 19.2%

A comparison of on-campus enrolment by Faculty is presented in Graph 2. The Mona Campus recorded the most students in Medical Sciences and Social Sciences, while St Augustine registered the most students in Humanities and Education, Engineering and Pure and Applied Sciences/Science & Agriculture. The Cave Hill Campus enrolled the most students in Law.

By programme, the University of the West Indies caters to a predominantly undergraduate student population.



As seen in Table 7, 27,938 students were pursuing undergraduate study from a total of 35,764 on-campus students. As a proportion of on-campus enrolment, 78% of students were registered in undergraduate programmes while 21% were enrolled in postgraduate programmes. Among undergraduate students, over 90% were registered in First-Degree programmes at each campus. The majority (91% or more) of postgraduate students were registered in higher degree programmes at each campus.

Geographical Distribution of Students

As a regional university, the University of the West Indies enrolls students predominantly of Caribbean origin. In 2008/2009, 38.3% of University students had origins in Trinidad and Tobago, 33% originated from Jamaica and 16.6% were from Barbados (Table 12). For the third year in a row, the majority of students came from Trinidad and Tobago.

The percentage distribution of students originating from OECS countries remained steady at 3.2% of total on-campus enrolment (Table 11). The OECS countries include Antigua and Barbuda, Dominica, Grenada, Montserrat, St Kitts/Nevis, St Lucia, and St Vincent and the Grenadines. Of the 1,142 OECS students enrolled, 1.8% was registered at Cave Hill, 0.5% was registered at Mona, and 1.0% was enrolled at St Augustine. Both the Cave Hill and Mona Campuses enrolled fewer OECS Students in 2008/2009 than in the previous year.

For the Open Campus the percentage distribution of students originating from OECS countries was 31.8% of the total Open Campus enrolment of 5,072 in 2008/09 (Table 12).

For on-campus enrolment, the proportion of students originating from non-contributing countries increased from 1% in 2007/2008 to 1.8% in 2008/09. Of these 643 students, approximately one half (320) was enrolled in the Faculty of Medical Sciences (Table 10). By campus, 309 were at St Augustine, 263 at Mona and 71 at Cave Hill (Table 12).



Table 1: Comparative Student Registrations at On- and Off- Campus Locations in 2007/2008 and 2008/2009

| Student Registration | 2007/ 2008 | Percent of Total | 2008/ 2009 | Percent of Total | Number Change | Percent Change |
|-------------------------------|---------------|---------------------|---------------|---------------------|------------------|-------------------|
| On-Campus | | | | | | |
| Cave Hill | 7,311 | 21.2 | 7,836 | 21.9 | 525 | 7.2 |
| Mona | 12,263 | 35.6 | 12,394 | 34.7 | 131 | 1.1 |
| St Augustine | 14,909 | 43.2 | 15,534 | 43.4 | 625 | 4.2 |
| Total On-Campus | 34,483 | 100.0 | 35,764 | 100.0 | 1,281 | 3.7 |
| Off-Campus | | | | | | |
| Distance Education Programmes | 988 | 34.2 | 872 | 31.7 | -116 | -11.7 |
| Tertiary Level Institutions | 1,307 | 45.2 | 1,321 | 48.0 | 14 | 1.1 |
| Affiliated Institutions | 341 | 11.8 | 273 | 9.9 | -68 | -19.9 |
| Other Off-Campus:External | 253 | 8.8 | 284 | 10.3 | 31 | 12.3 |
| Total Off-Campus | 2,889 | 100.0 | 2,750 | 100.0 | -139 | -4.8 |
| Open Campus | 3,915 | - | 5,072 | - | 1,157 | 29.6 |
| Grand Total | 41,287 | - | 43,586 | - | 2,299 | 5.6 |

Note: The 2007/08 Registration figures for St Augustine has been revised

Graph 1: Percentage Change in On-Campus Student Enrolment between 2007/2008 and 2008/2009

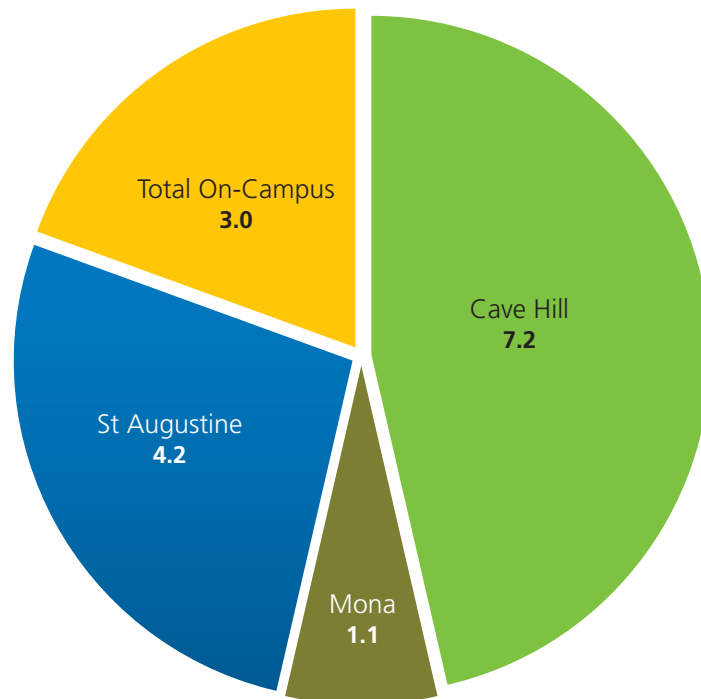




Table 2: Total University Student Enrolment by Campus, Faculty, Programme and Gender, 2008/2009

| CAMPUS & PROGRAMME | AGRICULTURE | | | HUMANITIES & EDUCATION | | | | | | ENGINEERING | | | LAW | | |
|-------------------------|-------------|------------|------------|------------------------|--------------|--------------|--------------|------------|------------|--------------|--------------|------------|------------|------------|------------|
| | T | M | F | HUMANITIES | | | EDUCATION | | | T | M | F | T | M | F |
| CAVE HILL | | | | | | | | | | | | | | | |
| First Degree | 0 | 0 | 0 | 1,071 | 280 | 791 | 152 | 28 | 124 | 0 | 0 | 0 | 402 | 94 | 308 |
| Certificates & Diplomas | 0 | 0 | 0 | 9 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher Degrees | 0 | 0 | 0 | 145 | 41 | 104 | 36 | 8 | 28 | 0 | 0 | 0 | 125 | 46 | 79 |
| Advanced Diplomas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specially Admitted | 0 | 0 | 0 | 14 | 2 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 1,239 | 328 | 911 | 188 | 36 | 152 | 0 | 0 | 0 | 527 | 140 | 387 |
| MONA | | | | | | | | | | | | | | | |
| First Degree | 0 | 0 | 0 | 1,864 | 436 | 1,428 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 19 | 43 |
| Certificates & Diplomas | 0 | 0 | 0 | 11 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Higher Degrees | 0 | 0 | 0 | 703 | 122 | 581 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Advanced Diplomas | 0 | 0 | 0 | 17 | 2 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Specially Admitted | 0 | 0 | 0 | 40 | 11 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 2,635 | 577 | 2,058 | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 19 | 43 |
| ST AUGUSTINE | | | | | | | | | | | | | | | |
| First Degree | 725 | 255 | 470 | 1,498 | 340 | 1,158 | 452 | 115 | 337 | 1,404 | 978 | 426 | 76 | 17 | 59 |
| Certificates & Diplomas | 46 | 13 | 33 | 134 | 42 | 92 | 103 | 13 | 90 | 1 | 1 | 0 | 0 | 0 | 0 |
| Higher Degrees | 146 | 70 | 76 | 214 | 55 | 159 | 232 | 55 | 177 | 816 | 452 | 364 | 0 | 0 | 0 |
| Advanced Diplomas | 3 | 2 | 1 | 20 | 4 | 16 | 128 | 38 | 90 | 25 | 19 | 6 | 0 | 0 | 0 |
| Specially Admitted | 5 | 0 | 5 | 8 | 1 | 7 | 3 | 0 | 3 | 6 | 5 | 1 | 0 | 0 | 0 |
| Total | 925 | 340 | 585 | 1,874 | 442 | 1,432 | 918 | 221 | 697 | 2,252 | 1,455 | 797 | 76 | 17 | 59 |
| UNIVERSITY | | | | | | | | | | | | | | | |
| First Degree | 725 | 255 | 470 | 4,433 | 1,056 | 3,377 | 604 | 143 | 461 | 1,404 | 978 | 426 | 540 | 130 | 410 |
| Certificates & Diplomas | 46 | 13 | 33 | 154 | 53 | 101 | 103 | 13 | 90 | 1 | 1 | 0 | 0 | 0 | 0 |
| Higher Degrees | 146 | 70 | 76 | 1,062 | 218 | 844 | 268 | 63 | 205 | 816 | 452 | 364 | 125 | 46 | 79 |
| Advanced Diplomas | 3 | 2 | 1 | 37 | 6 | 31 | 128 | 38 | 90 | 25 | 19 | 6 | 0 | 0 | 0 |
| Specially Admitted | 5 | 0 | 5 | 62 | 14 | 48 | 3 | 0 | 3 | 6 | 5 | 1 | 0 | 0 | 0 |
| Total | 925 | 340 | 585 | 5,748 | 1,347 | 4,401 | 1,106 | 257 | 849 | 2,252 | 1,455 | 797 | 665 | 176 | 489 |
| Outreach | 17 | 6 | 11 | 1,032 | 235 | 797 | 1,062 | 187 | 875 | 59 | 50 | 9 | 233 | 60 | 173 |
| Cave Hill | 0 | 0 | 0 | 181 | 40 | 141 | 51 | 5 | 46 | 0 | 0 | 0 | 71 | 24 | 47 |
| Mona | 0 | 0 | 0 | 837 | 192 | 645 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St Augustine | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 59 | 50 | 9 | 0 | 0 | 0 |
| Open Campus | 16 | 6 | 10 | 13 | 3 | 10 | 1,011 | 182 | 829 | 0 | 0 | 0 | 162 | 36 | 126 |

External students are included in the off-campus figures for St Augustine.



| MEDICAL SCIENCES/ CLINICAL MEDICINE | | | NATURAL SCIENCES/ PURE & APPLIED SCIENCES/ SCIENCE & TECHNOLOGY | | | SOCIAL SCIENCES | | | CENTRE FOR GENDER AND DEVELOPMENT STUDIES | | | GRADUATE STUDIES | | | TOTAL | | |
|--|--------------|--------------|---|--------------|--------------|--------------------|--------------|---------------|---|----------|-----------|---------------------|----------|----------|---------------|---------------|---------------|
| T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F |
| 92 | 25 | 67 | 1,043 | 573 | 470 | 3,894 | 1,135 | 2,759 | 0 | 0 | 0 | 0 | 0 | 0 | 6,654 | 2,135 | 4,519 |
| 0 | 0 | 0 | 0 | 0 | 0 | 163 | 41 | 122 | 0 | 0 | 0 | 0 | 0 | 0 | 172 | 46 | 126 |
| 51 | 14 | 37 | 98 | 51 | 47 | 474 | 159 | 315 | 6 | 1 | 5 | 0 | 0 | 0 | 935 | 320 | 615 |
| 31 | 5 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 5 | 26 |
| 0 | 0 | 0 | 2 | 2 | 0 | 28 | 5 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 9 | 35 |
| 174 | 44 | 130 | 1,143 | 626 | 517 | 4,559 | 1,340 | 3,219 | 6 | 1 | 5 | 0 | 0 | 0 | 7,836 | 2,515 | 5,321 |
| 1,487 | 343 | 1,144 | 1,835 | 788 | 1,047 | 3,805 | 1,100 | 2,705 | 1 | 0 | 1 | 0 | 0 | 0 | 9,054 | 2,686 | 6,368 |
| 0 | 0 | 0 | 0 | 0 | 0 | 34 | 9 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 45 | 15 | 30 |
| 569 | 177 | 392 | 394 | 190 | 204 | 1,384 | 458 | 926 | 23 | 2 | 21 | 3 | 2 | 1 | 3,076 | 951 | 2,125 |
| 0 | 0 | 0 | 14 | 8 | 6 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 11 | 24 |
| 30 | 7 | 23 | 17 | 9 | 8 | 97 | 32 | 65 | 0 | 0 | 0 | 0 | 0 | 0 | 184 | 59 | 125 |
| 2,086 | 527 | 1,559 | 2,260 | 995 | 1,265 | 5,324 | 1,600 | 3,724 | 24 | 2 | 22 | 3 | 2 | 1 | 12,394 | 3,722 | 8,672 |
| 1,500 | 519 | 981 | 2,428 | 1,043 | 1,385 | 3,341 | 785 | 2,556 | 0 | 0 | 0 | 0 | 0 | 0 | 11,424 | 4,052 | 7,372 |
| 0 | 0 | 0 | 4 | 2 | 2 | 301 | 56 | 245 | 0 | 0 | 0 | 0 | 0 | 0 | 589 | 127 | 462 |
| 251 | 117 | 134 | 215 | 99 | 116 | 1,282 | 447 | 835 | 19 | 4 | 15 | 0 | 0 | 0 | 3,175 | 1,299 | 1,876 |
| 48 | 27 | 21 | 0 | 0 | 0 | 68 | 14 | 54 | 4 | 1 | 3 | 0 | 0 | 0 | 296 | 105 | 191 |
| 0 | 0 | 0 | 17 | 8 | 9 | 11 | 4 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 18 | 32 |
| 1,799 | 663 | 1,136 | 2,664 | 1,152 | 1,512 | 5,003 | 1,306 | 3,697 | 23 | 5 | 18 | 0 | 0 | 0 | 15,534 | 5,601 | 9,933 |
| 3,079 | 887 | 2,192 | 5,306 | 2,404 | 2,902 | 11,040 | 3,020 | 8,020 | 1 | 0 | 1 | 0 | 0 | 0 | 27,132 | 8,873 | 18,259 |
| 0 | 0 | 0 | 4 | 2 | 2 | 498 | 106 | 392 | 0 | 0 | 0 | 0 | 0 | 0 | 806 | 188 | 618 |
| 871 | 308 | 563 | 707 | 340 | 367 | 3,140 | 1,064 | 2,076 | 48 | 7 | 41 | 3 | 2 | 1 | 7,186 | 2,570 | 4,616 |
| 79 | 32 | 47 | 14 | 8 | 6 | 72 | 15 | 57 | 4 | 1 | 3 | 0 | 0 | 0 | 362 | 121 | 241 |
| 30 | 7 | 23 | 36 | 19 | 17 | 136 | 41 | 95 | 0 | 0 | 0 | 0 | 0 | 0 | 278 | 86 | 192 |
| 4,059 | 1,234 | 2,825 | 6,067 | 2,773 | 3,294 | 14,886 | 4,246 | 10,640 | 53 | 8 | 45 | 3 | 2 | 1 | 35,764 | 11,838 | 23,926 |
| 774 | 30 | 744 | 268 | 127 | 141 | 4,343 | 887 | 3,456 | 34 | 8 | 26 | 0 | 0 | 0 | 7,822 | 1,590 | 6,232 |
| 0 | 0 | 0 | 10 | 8 | 2 | 54 | 12 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 367 | 89 | 278 |
| 688 | 21 | 667 | 74 | 34 | 40 | 421 | 87 | 334 | 0 | 0 | 0 | 0 | 0 | 0 | 2,020 | 334 | 1,686 |
| 19 | 6 | 13 | 184 | 85 | 99 | 99 | 30 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 363 | 171 | 192 |
| 67 | 3 | 64 | 0 | 0 | 0 | 3,769 | 758 | 3,011 | 34 | 8 | 26 | 0 | 0 | 0 | 5,072 | 996 | 4,076 |



Table 3: On- and Off-Campus Student Registrations by Programme and Campus, 2008/2009

| PROGRAMME LEVEL | UNIVERSITY | | | CAVE HILL | | | MONA | | | ST AUGUSTINE | | |
|-----------------------------|---------------|---------------|---------------|--------------|--------------|--------------|--------------|---------------|---------------|--------------|---------------|---------------|
| | M | F | T | M | F | T | M | F | T | M | F | T |
| On-Campus | | | | | | | | | | | | |
| First Degree | 8,873 | 18,259 | 27,132 | 2,135 | 4,519 | 6,654 | 2686 | 6368 | 9,054 | 4,052 | 7,372 | 11,424 |
| Certificate | 119 | 410 | 529 | 0 | 0 | 0 | 0 | 0 | 0 | 119 | 410 | 529 |
| Diploma | 69 | 208 | 277 | 46 | 126 | 172 | 15 | 30 | 45 | 8 | 52 | 60 |
| Advanced Diploma | 121 | 241 | 362 | 5 | 26 | 31 | 11 | 24 | 35 | 105 | 191 | 296 |
| Higher Degree | 2,570 | 4,616 | 7,186 | 320 | 615 | 935 | 951 | 2,125 | 3,076 | 1,299 | 1,876 | 3,175 |
| Specially Admitted | 86 | 192 | 278 | 9 | 35 | 44 | 59 | 125 | 184 | 18 | 32 | 50 |
| Sub-Total | 11,838 | 23,926 | 35,764 | 2,515 | 5,321 | 7,836 | 3,722 | 8,672 | 12,394 | 5,601 | 9,933 | 15,534 |
| Off-Campus | | | | | | | | | | | | |
| Distance Education | 149 | 723 | 872 | 0 | 0 | 0 | 149 | 723 | 872 | 0 | 0 | 0 |
| Affiliated Institutions | 55 | 218 | 273 | 0 | 0 | 0 | 55 | 218 | 273 | 0 | 0 | 0 |
| Tertiary Level Institutions | 243 | 1,078 | 1,321 | 89 | 278 | 367 | 130 | 745 | 875 | 24 | 55 | 79 |
| External | 147 | 137 | 284 | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 137 | 284 |
| Sub-Total | 594 | 2,156 | 2,750 | 89 | 278 | 367 | 334 | 1,686 | 2,020 | 171 | 192 | 363 |
| Open Campus | 996 | 4,076 | 5,072 | – | – | – | – | – | – | – | – | – |
| Total Registration | 13,428 | 30,158 | 43,586 | 2,604 | 5,599 | 8,203 | 4,056 | 10,358 | 14,414 | 5,772 | 10,125 | 15,897 |

**Table 4:** Comparison of FTE* Enrolment between 2007/2008 and 2008/2009

| Campus & Faculty/School | 2007/2008 | 2008/2009 | Number change | % change |
|---|---------------|---------------|---------------|-------------|
| CAVE HILL | | | | |
| Humanities & Education | 1,040 | 974 | -66 | -6.3 |
| Law | 448 | 482 | 34 | 7.5 |
| Clinical Medicine & Research | 94 | 173 | 80 | 85.0 |
| Pure and Applied Sciences | 869 | 914 | 45 | 5.2 |
| Social Sciences | 2,940 | 3,267 | 327 | 11.1 |
| Institute of Gender & Development Studies | 5 | 5 | 0 | 0.0 |
| Special Admittance | 39 | 36 | -3 | -6.5 |
| Total | 5,433 | 5,849 | 417 | 7.7 |
| MONA | | | | |
| Humanities & Education | 2316 | 2132 | -184 | -7.9 |
| Law | 60 | 62 | 2 | 3.3 |
| Medical Sciences | 1779 | 1998 | 219 | 12.3 |
| Pure and Applied Sciences | 1878 | 2080 | 202 | 10.8 |
| Social Sciences | 3916 | 4055 | 139 | 3.5 |
| Institute of Gender & Development Studies | 18 | 17 | -1 | -5.6 |
| Graduate Studies | 5 | 2 | -4 | -70.0 |
| Special Admittance | 114 | 103 | -11 | -9.6 |
| Total | 10,086 | 10448 | 362 | 3.6 |
| ST AUGUSTINE | | | | |
| Sciences & Agriculture: Agriculture | 871 | 814 | -57 | -6.5 |
| Humanities & Education | 2,279 | 2,267 | -12 | -0.5 |
| Engineering | 1,887 | 1,875 | -12 | -0.6 |
| Law | 41 | 76 | 35 | 85.4 |
| Medical Sciences | 1,521 | 1,660 | 140 | 9.2 |
| Sciences & Agriculture: Sciences | 2,120 | 2,458 | 339 | 16.0 |
| Social Sciences | 3,501 | 3,630 | 130 | 3.7 |
| Institute of Gender & Development Studies | 7 | 20 | 14 | 207.7 |
| Special Admittance | 55 | 44 | -11 | -20.0 |
| Total | 12,279 | 12,844 | 565 | 4.6 |
| UNIVERSITY | | | | |
| Sciences & Agriculture: Agriculture | 871 | 814 | -57 | -6.5 |
| Humanities & Education | 5,634 | 5,373 | -261 | -4.6 |
| Engineering | 1,887 | 1,875 | -12 | -0.6 |
| Law | 549 | 620 | 71 | 12.8 |
| Medical Sciences/Clinical Medicine & Research | 3,393 | 3,831 | 438 | 12.9 |
| Pure and Applied Sciences/Sciences & Agriculture Sciences | 4,866 | 5,452 | 586 | 12.0 |
| Social Sciences | 10,357 | 10,952 | 595 | 5.7 |
| Institute of Gender & Development Studies | 18 | 42 | 24 | 130.6 |
| Graduate Studies | 10 | 2 | -4 | -84.2 |
| Special Admittance | 208 | 183 | 406 | -11.8 |
| Total | 27,791 | 29,141 | 1,350 | 4.9 |

*For purposes of computing FTE, 2 part-time students are counted as one FTE. No weighting is given for postgraduate students. It should be noted that these FTE figures are only computed for on-campus students.



Table 5: Actual FTE Enrolment by Campus and Faculty/School, 2008/2009

| Faculty/School | CAVE HILL | MONA | ST AUGUSTINE | TOTAL |
|--|--------------|---------------|---------------|---------------|
| Science & Agriculture: Agriculture | 0 | 0 | 814 | 814 |
| Humanities & Education | 985 | 2,132 | 2,267 | 5,384 |
| Engineering | 0 | 0 | 1,875 | 1,875 |
| Law | 482 | 62 | 76 | 620 |
| Medical Sciences/Clinical Medicine & Research | 173 | 1,998 | 1,660 | 3,831 |
| Pure & Applied Sciences/Sciences and Agriculture: Sciences | 915 | 2,080 | 2,458 | 5,453 |
| Social Sciences | 3,291 | 4,055 | 3,630 | 10,976 |
| Institute of Gender and Development Studies | 5 | 17 | 20 | 42 |
| Graduate Studies | 0 | 2 | 0 | 2 |
| Special Admittance | 0 | 103 | 44 | 147 |
| Total | 5,849 | 10,448 | 12,844 | 29,141 |
| Science & Technology % | 19 | 39 | 53 | 41 |

Note: The Science and Technology group includes the Faculties of Sciences and Agriculture, Pure and Applied Sciences, Engineering, Medical Sciences and the School of Clinical Medicine and Research.

Table 6: FTE Student Enrolment by Campus, Gender and Programme, 2008/2009

| | UNIVERSITY | | | CAVE HILL | | | MONA | | | ST AUGUSTINE | | |
|-----------------------|---------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|
| | T | M | F | T | M | F | T | M | F | T | M | F |
| ON-CAMPUS | | | | | | | | | | | | |
| Undergraduate | | | | | | | | | | | | |
| 1st Degree | 23,587 | 7,789 | 15,798 | 5,011 | 1,599 | 3,412 | 8,210 | 2,415 | 5,795 | 10,367 | 3,775 | 6,592 |
| Certificate | 318 | 68 | 250 | 0 | 0 | 0 | 0 | 0 | 0 | 318 | 68 | 250 |
| Diploma | 166 | 41 | 125 | 89 | 25 | 64 | 34 | 12 | 22 | 44 | 5 | 39 |
| Sub-Total | 24,071 | 7,898 | 16,173 | 5,099 | 1,624 | 3,476 | 8,244 | 2,427 | 5,817 | 10,728 | 3,848 | 6,881 |
| Graduate | | | | | | | | | | | | |
| Higher Diploma | 275 | 86 | 189 | 31 | 5 | 26 | 19 | 6 | 13 | 226 | 74.5 | 151 |
| Higher Degree | 4,613 | 1,615 | 2,999 | 684 | 227 | 457 | 2,083 | 653 | 1,431 | 1,847 | 735 | 1,112 |
| Sub-Total | 4,888 | 1,700 | 3,188 | 714 | 232 | 482 | 2,102 | 659 | 1,443 | 2,072 | 810 | 1,263 |
| Specially Admitted | 183 | 54 | 129 | 36 | 7 | 29 | 103 | 32 | 71 | 44 | 16 | 29 |
| Total | 29,141 | 9,652 | 19,489 | 5,849 | 1,862 | 3,987 | 10,448 | 3,117 | 7,331 | 12,844 | 4,673 | 8,172 |
| Postgraduate Degree % | 16 | 17 | 15 | 12 | 12 | 11 | 20 | 21 | 20 | 14 | 16 | 14 |

**Table 7:** University Enrolment by Campus, Student Status, Gender and Programme, 2008/2009

| | UNIVERSITY | | | CAVE HILL | | | MONA | | | ST AUGUSTINE | | |
|------------------------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|--------------|---------------|---------------|--------------|---------------|
| | T | M | F | T | M | F | T | M | F | T | M | F |
| Total Enrolment | 43,586 | 13,428 | 30,158 | 8,203 | 2,604 | 5,599 | 14,414 | 4,056 | 10,358 | 15,897 | 5,772 | 10,125 |
| On-Campus | 35,764 | 11,838 | 23,926 | 7,836 | 2,515 | 5,321 | 12,394 | 3,722 | 8,672 | 15,534 | 5,601 | 9,933 |
| Full-time | 22,517 | 7,465 | 15,052 | 3,861 | 1,209 | 2,652 | 8,502 | 2,512 | 5,990 | 10,154 | 3,744 | 6,410 |
| Part-time | 13,247 | 4,373 | 8,874 | 3,975 | 1,306 | 2,669 | 3,892 | 1,210 | 2,682 | 5,380 | 1,857 | 3,523 |
| Off-Campus | 2,750 | 594 | 2,156 | 367 | 89 | 278 | 2,020 | 334 | 1,686 | 363 | 171 | 192 |
| Open Campus | 5,072 | 996 | 4,076 | | | | | | | | | |
| ON-CAMPUS | | | | | | | | | | | | |
| Undergraduate | | | | | | | | | | | | |
| 1st Degree | 27,132 | 8,873 | 18,259 | 6,654 | 2,135 | 4,519 | 9,054 | 2,686 | 6,368 | 11,424 | 4,052 | 7,372 |
| Certificate | 529 | 119 | 410 | 0 | 0 | 0 | 0 | 0 | 0 | 529 | 119 | 410 |
| Diploma | 277 | 69 | 208 | 172 | 46 | 126 | 45 | 15 | 30 | 60 | 8 | 52 |
| Subtotal | 27,938 | 9,061 | 18,877 | 6,826 | 2,181 | 4,645 | 9,099 | 2,701 | 6,398 | 12,013 | 4,179 | 7,834 |
| Graduate | | | | | | | | | | | | |
| Higher Diploma | 362 | 121 | 241 | 31 | 5 | 26 | 35 | 11 | 24 | 296 | 105 | 191 |
| Higher Degree | 7,186 | 2,570 | 4,616 | 935 | 320 | 615 | 3,076 | 951 | 2,125 | 3,175 | 1,299 | 1,876 |
| Sub-Total | 7,548 | 2,691 | 4,857 | 966 | 325 | 641 | 3,111 | 962 | 2,149 | 3,471 | 1,404 | 2,067 |
| Specially Admitted | 278 | 100 | 178 | 44 | 9 | 35 | 184 | 59 | 125 | 50 | 32 | 18 |
| Total On-Campus | 35,764 | 11,852 | 23,912 | 7,836 | 2,515 | 5,321 | 12,394 | 3,722 | 8,672 | 15,534 | 5,615 | 9,919 |

Note: Off-Campus totals include 'External registrations' at St. Augustine Campus. Open Campus enrolment not included.

Table 8: Percentage Distribution of Male and Female Registrations in On-Campus First Degree Programmes by Faculty/School and Campus, 2008/2009

| Faculty/School | CAVE HILL | | MONA | | ST AUGUSTINE | |
|--|-----------|-----------|-----------|-----------|--------------|-----------|
| | M % | F % | M % | F % | M % | F % |
| Science & Agriculture: Agriculture | 0 | 0 | 0 | 0 | 35 | 65 |
| Humanities & Education | 26 | 74 | 23 | 77 | 23 | 77 |
| Engineering | 0 | 0 | 0 | 0 | 70 | 30 |
| Law | 27 | 73 | 31 | 69 | 22 | 78 |
| Medical Sciences/Clinical Medicine & Research | 25 | 75 | 23 | 77 | 35 | 65 |
| Pure & Applied Sciences/Sciences & Agriculture: Sciences | 55 | 45 | 43 | 57 | 43 | 57 |
| Social Sciences | 29 | 71 | 29 | 71 | 24 | 76 |
| Total | 32 | 68 | 30 | 70 | 35 | 65 |



Table 9: Comparison of On-Campus Enrolment between 2007/2008 and 2008/2009

| Campus & Faculty/School | 2007/2008 | 2008/2009 | % change |
|--|---------------|---------------|------------|
| CAVE HILL | | | |
| Humanities & Education | 1,562 | 1,427 | -8.6 |
| Law | 479 | 527 | 10.0 |
| Clinical Medicine and Research | 94 | 174 | 85.1 |
| Pure & Applied Sciences | 1,079 | 1,143 | 5.9 |
| Social Sciences | 4,091 | 4,559 | 11.4 |
| Institute of Gender and Development Studies | 6 | 6 | 0.0 |
| Total | 7,311 | 7,836 | 7.2 |
| MONA | | | |
| Humanities & Education | 2,914 | 2,635 | -9.6 |
| Law | 60 | 62 | 3.3 |
| Medical Sciences | 1,857 | 2,086 | 12.3 |
| Pure & Applied Sciences | 2,111 | 2,260 | 7.1 |
| Social Sciences | 5,285 | 5,324 | 0.7 |
| Institute of Gender and Development Studies | 27 | 24 | -11.1 |
| Graduate Studies | 9 | 3 | -66.7 |
| Total | 12,263 | 12,394 | 1.1 |
| ST AUGUSTINE | | | |
| Sciences & Agriculture: Agriculture | 961 | 925 | -3.7 |
| Humanities & Education | 2,807 | 2,792 | -0.5 |
| Engineering | 2,261 | 2,252 | -0.4 |
| Law | 41 | 76 | 85.4 |
| Medical Sciences | 1,627 | 1,799 | 10.6 |
| Sciences & Agriculture: Sciences | 2,328 | 2,664 | 14.4 |
| Social Sciences | 4,871 | 5,003 | 2.7 |
| Institute of Gender and Development Studies | 13 | 23 | 76.9 |
| Total | 14,909 | 15,534 | 4.2 |
| UNIVERSITY | | | |
| Humanities & Education | 7,283 | 6,854 | -5.9 |
| Engineering | 2,261 | 2,252 | -0.4 |
| Law | 580 | 665 | 14.7 |
| Medical Sciences/Clinical Medicine & Research | 3,578 | 4,059 | 13.4 |
| Pure & Applied Sciences/Sciences & Agriculture | 6,479 | 6,992 | 7.9 |
| Social Sciences | 14,247 | 14,886 | 4.5 |
| Institute of Gender and Development Studies | 46 | 53 | 15.2 |
| Graduate Studies | 9 | 3 | -66.7 |
| Total | 34,483 | 35,764 | 3.7 |



Table 10: Total On-Campus Registration of Students by Faculty/School and Country of Origin – 2008/2009 – All Campuses

| COUNTRY | AGRI-CULTURE | HUMAN-ITIES | EDUCA-TION | ENGINEER-ING | LAW | MS/CM* | PAS/S&A: SCIENCES** | SOCIAL SCIENCES | GRADUATE STUDIES | CGDS | TOTAL | % OF TOTAL |
|-----------------------------|--------------|--------------|------------|--------------|------------|--------------|---------------------|-----------------|------------------|-----------|---------------|--------------|
| Anguilla | 0 | 2 | 1 | 0 | 4 | 1 | 0 | 3 | 0 | 0 | 11 | 0.0 |
| Antigua & Barbuda | 1 | 21 | 1 | 1 | 6 | 8 | 7 | 94 | 0 | 0 | 139 | 0.4 |
| Bahamas | 1 | 9 | 1 | 1 | 10 | 179 | 23 | 34 | 0 | 0 | 258 | 0.7 |
| Barbados | 9 | 1,307 | 2 | 93 | 123 | 311 | 992 | 3,984 | 0 | 6 | 6,827 | 19.1 |
| Belize | 0 | 13 | 1 | 7 | 21 | 15 | 14 | 47 | 0 | 0 | 118 | 0.3 |
| British Virgin Islands | 0 | 2 | 0 | 0 | 8 | 16 | 1 | 5 | 0 | 0 | 32 | 0.1 |
| Cayman Islands | 0 | 1 | 0 | 0 | 0 | 6 | 2 | 0 | 0 | 0 | 9 | 0.0 |
| Dominica | 4 | 8 | 0 | 11 | 8 | 24 | 17 | 72 | 0 | 0 | 144 | 0.4 |
| Grenada | 2 | 9 | 2 | 6 | 12 | 7 | 8 | 45 | 0 | 0 | 91 | 0.3 |
| Guyana | 2 | 12 | 1 | 13 | 6 | 19 | 14 | 46 | 0 | 2 | 115 | 0.3 |
| Jamaica | 28 | 2,494 | 6 | 80 | 185 | 1,537 | 2,060 | 5,061 | 3 | 22 | 11,476 | 32.1 |
| Monserrat | 1 | 2 | 0 | 2 | 3 | 7 | 0 | 6 | 0 | 0 | 21 | 0.1 |
| St Kitts/Nevis | 1 | 16 | 0 | 5 | 12 | 13 | 13 | 57 | 0 | 0 | 117 | 0.3 |
| St Lucia | 12 | 26 | 13 | 16 | 10 | 28 | 35 | 106 | 0 | 0 | 246 | 0.7 |
| St Vincent & The Grenadines | 8 | 48 | 1 | 11 | 27 | 23 | 79 | 187 | 0 | 0 | 384 | 1.1 |
| Trinidad & Tobago | 846 | 1,889 | 871 | 1,974 | 228 | 1,541 | 2,755 | 5,000 | 0 | 20 | 15,124 | 42.3 |
| Turks & Caicos Islands | 0 | 1 | 1 | 1 | 0 | 4 | 0 | 2 | 0 | 0 | 9 | 0.0 |
| Others | 10 | 76 | 17 | 31 | 2 | 320 | 47 | 137 | 0 | 3 | 643 | 1.8 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| All Campuses | 925 | 5,936 | 918 | 2,252 | 665 | 4,059 | 6,067 | 14,886 | 3 | 53 | 35,764 | 100.0 |

Note: Education figures are included with Humanities at the Mona and Cave Hill Campuses

*Medical Sciences/Clinical Medicine & Research **Pure & Applied Sciences/Sciences & Agriculture: Sciences



Table 11: Number of OECS Students as a Percentage of Total On-Campus Student Population by Campus, 2005/2006 to 2008/2009

| COUNTRY | 2005- 2006 | Total Students | % | 2006- 2007 | Total Students | % | 2007- 2008 | Total Students | % | 2008- 2009 | Total Students | % |
|--------------|---------------|-------------------|------------|---------------|-------------------|------------|---------------|-------------------|------------|---------------|-------------------|------------|
| Cave Hill | 569 | | 1.8 | 634 | | 1.9 | 617 | | 1.8 | 629 | | 1.8 |
| Mona | 197 | | 0.6 | 205 | | 0.6 | 182 | | 0.5 | 167 | | 0.5 |
| St Augustine | 438 | | 1.4 | 304 | | 0.9 | 303 | | 0.9 | 346 | | 1.0 |
| Total | 1,204 | 31,789 | 3.8 | 1143 | 33,140 | 3.4 | 1,102 | 34,483 | 3.2 | 1,142 | 35,764 | 3.2 |

Note: The Organisation of Eastern Caribbean States (OECS) comprises the following countries: Antigua & Barbuda, Dominica, Grenada, Montserrat, St Kitts/Nevis, St Lucia and St Vincent and The Grenadines.

Graph 2: UWI On-Campus Student Enrolment by Faculty and by Campus, 2008/2009

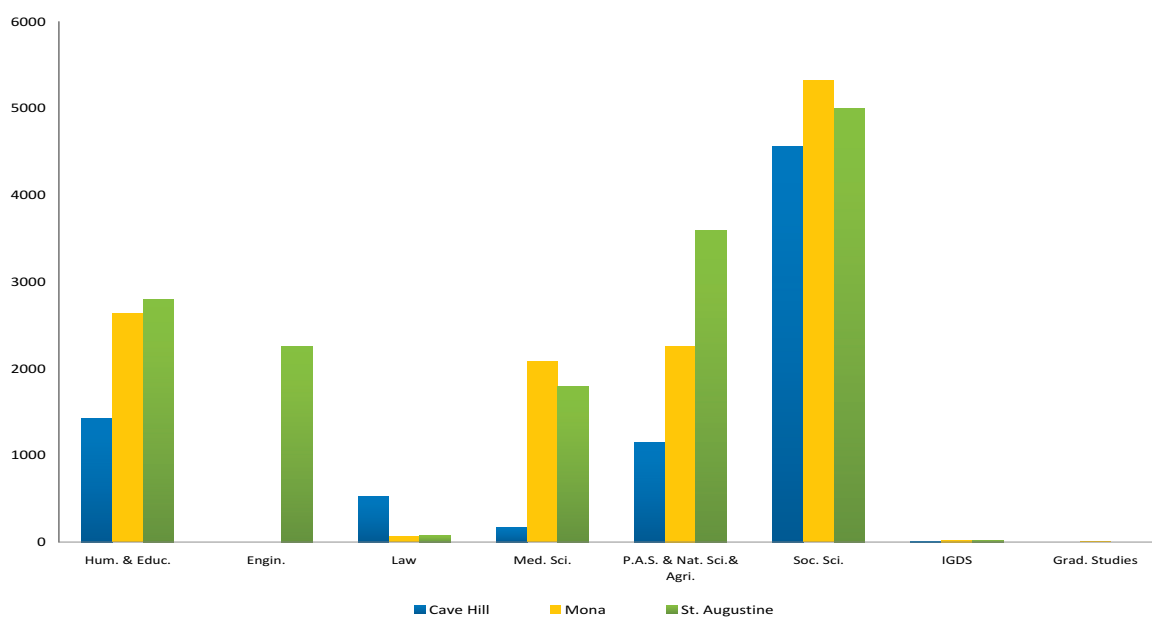




Table 12: Total University Enrolment by Campus and Country of Origin, 2008/2009

| | On Campus | | | | | | | | | | | | Open Campus | | | Off Campus | | | Total University | | |
|-----------------------------|---------------|---------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|--------------|------------|--------------|--------------|------------|--------------|------------------|---------------|---------------|
| | Total | | | Cave Hill | | | Mona | | | St Augustine | | | Open Campus | | | Off Campus | | | Total University | | |
| | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F |
| Anguilla | 11 | 5 | 6 | 10 | 5 | 5 | 0 | 0 | 0 | 1 | 0 | 1 | 48 | 9 | 39 | 0 | 0 | 0 | 59 | 14 | 45 |
| Antigua & Barbuda | 139 | 43 | 96 | 101 | 28 | 73 | 21 | 9 | 12 | 17 | 6 | 11 | 165 | 22 | 143 | 81 | 18 | 63 | 385 | 83 | 302 |
| Bahamas | 258 | 83 | 175 | 38 | 12 | 26 | 161 | 56 | 105 | 59 | 15 | 44 | 9 | 4 | 5 | 85 | 27 | 58 | 352 | 114 | 238 |
| Barbados | 6,827 | 2,290 | 4,537 | 6,446 | 2,118 | 4,328 | 169 | 59 | 110 | 212 | 113 | 99 | 186 | 25 | 161 | 206 | 45 | 161 | 7,219 | 2,360 | 4,859 |
| Belize | 118 | 40 | 78 | 52 | 13 | 39 | 47 | 12 | 35 | 19 | 15 | 4 | 119 | 39 | 80 | 52 | 8 | 44 | 289 | 87 | 202 |
| British Virgin Islands | 32 | 7 | 25 | 16 | 2 | 14 | 8 | 3 | 5 | 8 | 2 | 6 | 6 | 1 | 5 | 20 | 1 | 19 | 58 | 9 | 49 |
| Cayman Islands | 9 | 5 | 4 | 3 | 2 | 1 | 6 | 3 | 3 | 0 | 0 | 0 | 3 | 0 | 3 | 4 | 0 | 4 | 16 | 5 | 11 |
| Dominica | 144 | 57 | 87 | 79 | 28 | 51 | 19 | 8 | 11 | 46 | 21 | 25 | 296 | 60 | 236 | 63 | 4 | 59 | 503 | 121 | 382 |
| Grenada | 91 | 29 | 62 | 64 | 21 | 43 | 5 | 1 | 4 | 22 | 7 | 15 | 307 | 55 | 252 | 39 | 2 | 37 | 437 | 86 | 351 |
| Guyana | 115 | 55 | 60 | 46 | 21 | 25 | 24 | 12 | 12 | 45 | 22 | 23 | 33 | 11 | 22 | 70 | 54 | 16 | 218 | 120 | 98 |
| Jamaica | 11,476 | 3,443 | 8,033 | 182 | 46 | 136 | 11,118 | 3,294 | 7,824 | 176 | 103 | 73 | 1,205 | 249 | 956 | 1,699 | 291 | 1,408 | 14,380 | 3,983 | 10,397 |
| Montserrat | 21 | 8 | 13 | 10 | 4 | 6 | 7 | 1 | 6 | 4 | 3 | 1 | 56 | 10 | 46 | 0 | 0 | 0 | 77 | 18 | 59 |
| St Kitts/Nevis | 117 | 47 | 70 | 56 | 18 | 38 | 25 | 14 | 11 | 36 | 15 | 21 | 166 | 38 | 128 | 13 | 4 | 9 | 296 | 89 | 207 |
| St Lucia | 246 | 84 | 162 | 91 | 28 | 63 | 27 | 6 | 21 | 128 | 50 | 78 | 361 | 66 | 295 | 102 | 19 | 83 | 709 | 169 | 540 |
| St Vincent & The Grenadines | 384 | 120 | 264 | 228 | 67 | 161 | 63 | 19 | 44 | 93 | 34 | 59 | 261 | 44 | 217 | 22 | 9 | 13 | 667 | 173 | 494 |
| Trinidad & Tobago | 15,124 | 5,203 | 9,921 | 342 | 72 | 270 | 427 | 113 | 314 | 14,355 | 5,018 | 9,337 | 1,340 | 282 | 1,058 | 232 | 95 | 137 | 16,696 | 5,580 | 11,116 |
| Turks & Caicos Islands | 9 | 1 | 8 | 1 | 1 | 0 | 4 | 0 | 4 | 4 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 1 | 10 | 1 | 9 |
| Others | 643 | 319 | 324 | 71 | 30 | 41 | 263 | 112 | 151 | 309 | 177 | 132 | 36 | 10 | 26 | 61 | 17 | 44 | 740 | 346 | 394 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 475 | 71 | 404 | 0 | 0 | 0 | 475 | 71 | 404 |
| All Countries | 35,764 | 11,839 | 23,925 | 7,836 | 2,516 | 5,320 | 12,394 | 3,722 | 8,672 | 15,534 | 5,601 | 9,933 | 5,072 | 996 | 4,076 | 2,750 | 594 | 2,156 | 43,586 | 13,429 | 30,157 |

