

The  
University  
of the West Indies  
Annual Report  
2010/2011



The  
University  
of the West Indies  
Annual Report  
2010/2011

» *Global Reach ...  
Caribbean Roots*



UWI

CAVE HILL | MONA | ST AUGUSTINE | OPEN CAMPUS



UWI

## OUR MISSION

The 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

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



# Contents

Introduction	04
<b>CORE STRATEGIC AIMS</b>	
Teaching and Learning	10
Graduate Studies	24
Research and Innovation	32
Outreach to Underserved Communities	48
» UWI GAMES, 2011	58
<b>MAJOR ENABLERS</b>	
Transforming the Leadership & Administrative Culture and Processes	61
Marketing and Branding	68
Funding the Enterprise	72
Strengthening Regionality and the National Engagement Processes	81
Leveraging International Partnerships and Engaging the Alumni	90
» GRADUATES OF THE UWI, 2011	98
<b>UWI FACTS &amp; STATS</b>	
University Council 2011/2012	101
The Executive Management Team	102
Committee of Deans	103
Student Enrolment Statistics 2010/2011	105

© 2012 Office of the Vice-Chancellery. Published 2012. All rights reserved.

The University of the West Indies, Mona, Kingston 7 Jamaica.

Editor **Cecile Clayton** Design by **Robert Harris** Printed in China by **Regent Publishing Services**

Cover photograph by Aneel Karim, Marketing & Communication Office, UWI, St Augustine

*This Report is also available on the University's website at [www.uwi.edu](http://www.uwi.edu)*



# Introduction

**T**he Regional University continues to operate in an environment in which our contributing countries are all facing economic challenges. However, despite these challenges which have impacted adversely on its operations, The University of the West Indies remains resolute in its determination to deliver quality degree programmes, to conduct first rate research relevant to regional growth and to offer technical and advisory services to our Governments and the public and private sectors. This is best exemplified by the tremendous efforts made by the Principals of our four campuses to maximise the resources they have at their disposal to

improve services to students, staff and other stakeholders and to expand and update infrastructure in order to deliver on that commitment. Efforts to diversify our funding base remain a critical element of our current Strategic Plan and it will be a central feature of our next Plan.

Our students and staff continued to do the UWI proud at home and extra-regionally. The 2012 Jamaica Rhodes Scholarship was awarded to a UWI graduate, Ms Kamille Adair, who is currently completing studies at the Norman Manley Law School. She plans to pursue a career in International Law and was a member of a team comprising UWI graduates



*The significant accomplishments of this planning period have ensured a solid foundation for the next planning cycle.*

that participated in the Jessup International Law Mooting Competition in 2011. The team was adjudged the best new team in that prestigious competition. Professor Eudine Barriteau, Deputy Principal of the Cave Hill Campus was conferred with the CARICOM Triennial Award for Women at the Heads of Government Conference in St Kitts in July 2011. Professor Barriteau is the tenth recipient of the award and joins several UWI faculty in this distinguished cadre of accomplished women. Principal of the Open Campus, Professor Hazel Simmons-McDonald, was also conferred with an OBE for distinguished service to education in her native Saint Lucia.

Student numbers have grown over the past decade, increasing from about 22,000 to in excess of 47,000 and there has been a considerable demand for capital development to meet classroom and living needs. At the Mona Campus, two new halls of residence that together will add 1,000 more rooms for undergraduate and postgraduate students are being added to the plant; the new Faculty of Law Building is now complete and includes a Moot Court and other features that will significantly benefit the students; the Basic Medical Sciences Complex, with state-of-the-art teaching facilities, is expected to be ready in time for the 2012/2013 academic year. At the St Augustine Campus, students in the Film programme now have



their own building; a new Teaching and Learning complex will soon be completed and student housing for the Faculty of Medical Sciences is being constructed while Canada Hall is being refurbished. The Penal-Debe lands have been commissioned and construction is slated to begin shortly on the South Campus. The Cave Hill School of Business has been upgraded and expanded to provide additional accommodation and training facilities to enable the School to expand and diversify its training programmes. The new facilities include three training rooms – each with a seating capacity of 45 persons, two language labs, a secretariat, new kitchen/dining room to accommodate 50 persons, a lunchroom, and other supporting facilities. Additional student housing is also being constructed and plans are underway to extend the current Main Library facilities. The all-weather FIFA-rated football field has been completed and is in use. Work is currently in progress on the installation of FIFA Class III lights to facilitate the night use of the field and a grand stand is being constructed. The Open Campus continues to work on upgrading sites across the region to better meet the needs of our students.

As we neared the end of the current Strategic Planning period (2007–2012), the leadership of the University took the opportunity to reflect on the gains made over the past five years and to review in a forthright way the challenges faced in implementing the goals we had set ourselves. This exercise has occurred even as we have embarked on developing the next Plan which will guide our activities during

2012–2017. There have been gains recorded in each of the key focal areas of the current Plan: Teaching and Learning; Research and Innovation; Outreach and Graduate Studies. Progress was also recorded in the supporting themes such as Financing the Enterprise; Administrative Transformation; Marketing and Branding; Strengthening National Engagements and Internationalisation.

With regard to expanding access, significant achievements included the establishment of the Open Campus in 2008 and the Western Jamaica Campus in 2009. New programmes at the undergraduate and postgraduate levels were added in areas such as Taxation, Enterprise Risk Management and Youth Development Work. Student enrolment in undergraduate and postgraduate degree programmes increased by 25% over years 2007/2008 to 2011/2012.

Improvements in the capacity for teaching aimed at preparing a distinctive UWI graduate included the introduction of the Certificate in University Teaching and Learning, the strengthening of the Quality Assurance Units and the commencement of Institutional Accreditation. There was growth in the numbers of postgraduate students (especially in taught degrees) and the introduction of systems such as a Graduate Studies and Research Information Portal (GRIP) and the Thesis Progress Tracker served to improve the experience of our postgraduate student community which makes up 25% of our total student numbers.

In the last 5 years, research clusters in areas relevant to sustainable development in the region were established, cross-campus research collaboration was enhanced and this in turn facilitated more effective collaboration with international partners and increased access to international donor funding. Administrative processes were strengthened by the UWI-wide installation and utilisation of enterprise software systems such as Banner Student and Finance and PeopleSoft. We have recognised the need to position ourselves in significant, potential extra-regional markets as well as to ensure that our immediate stakeholders in the region – students,

their families, Governments and the private sector – are kept apprised of the work being done to advance their interests. The strengthening of the marketing and communication offices on the campuses has greatly enhanced this capability. The numerous conferences and symposia hosted by all the UWI campuses to address pressing development issues and attended by a wide cross-section of national, regional and international stakeholders also helped to expose the work being done by our faculty and students.

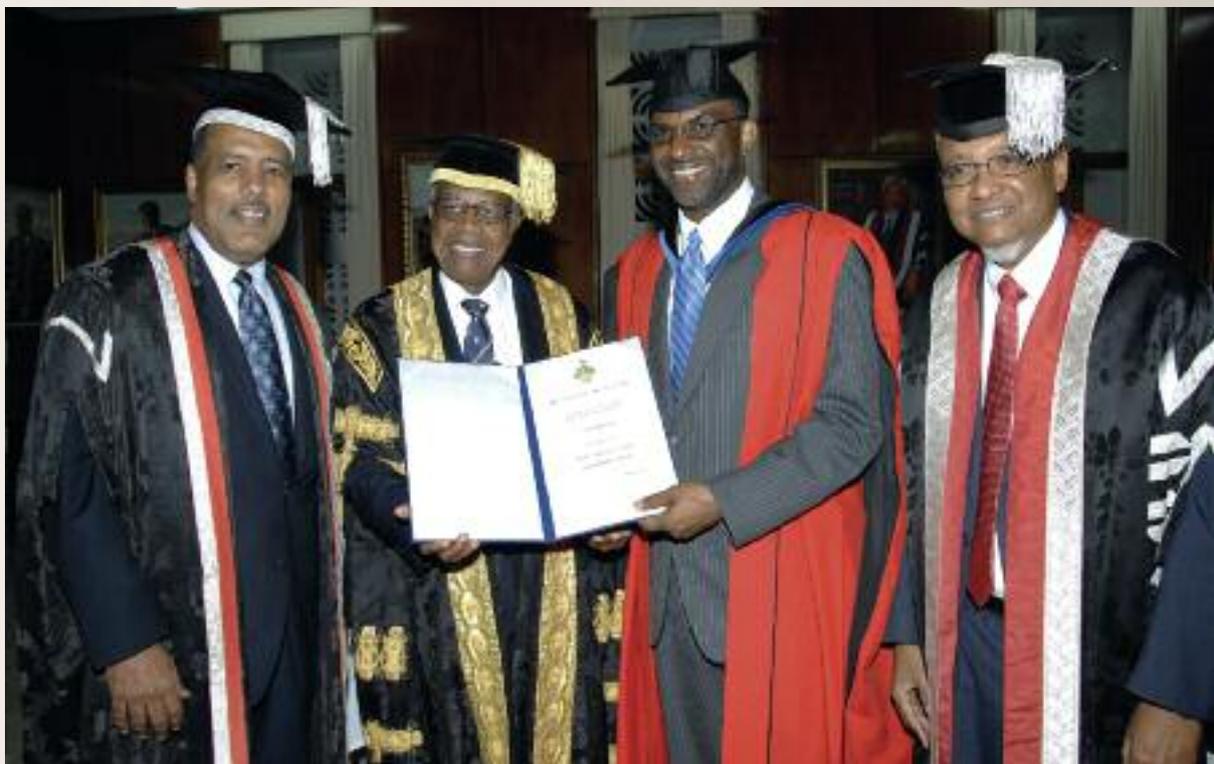
The significant accomplishments of this planning period have ensured a solid foundation for the next planning cycle. In particular, the cross-campus teams which have done sterling work towards achievement of the Plan's goals must be commended. There were not insignificant challenges in implementing the 2007–2012 Plan, due primarily to a lack of financial resources to develop as many of the initiatives as had been intended. In framing the 2012–2017 Plan, the matter of garnering sufficient funds to achieve its goals will be a central requirement. I have been heartened by the commitment that has been demonstrated by all the campus teams that have worked to develop the new Plan and look forward to receiving the support of the entire University community as we finalise and implement it. The Balanced Scorecard approach will be utilised to allow for better goal setting, implementation and assessing progress.

In the year 2012, there are several significant anniversaries being observed across the region and at the UWI. Jamaica and Trinidad and Tobago will celebrate their 50th Anniversary as independent nations and in recognition of these significant events, the SALISES is coordinating a series of regional 50:50 events that will bring together policy-makers, students, faculty and other stakeholders to reflect on the past fifty years and to start devising an agenda for the next fifty.

Some 50 years ago, the UWI became an independent, full degree-granting institution, independent of the University of London which had overseen the birth and early growth of the fledgling entity, UCWI. Doubtless, in 1962, there were the faint of heart who feared for the survival and growth of the University. It is true that there were significant challenges along the way, but no one could argue that the achievements and contributions of this entity would not have pleased even those sceptics of 1962. But while we celebrate these considerable gains, we must strengthen our resolve to become a “global player” – an indomitable, regional resource, while forging a meaningful presence in the international arena.

My sincere thanks are extended to the entire faculty and staff of the University for making possible the gains which have been reported herein.

*Prof Gordon Shirley, Mona Campus Principal, Chancellor Sir George Alleyne and VC E. Nigel Harris with Honorary Graduate, Earl Jarrett (LLD)*





A LOOK BACK - 2010/2011

The **Cave Hill Campus** hosted UWI Games 2011 – the most successful ever. It was fitting that the host campus won the games, with the most points.

The **Mona Campus** rekindled the flame of loyalty and camaraderie among its alumni by hosting a Homecoming Ceremony in February and Reunion Week in August.

The **St Augustine Campus** celebrated its 50th anniversary, with special events throughout the year, culminating in October, 2010.

The **Open Campus** organised and hosted the first Scholar Ship cruise through the Eastern Caribbean for alumni and friends of the University.







# 1. Teaching and Learning



» To really understand the quality of what goes on here, you need to dive a little deeper into the calibre of all this year's accomplishments. The more you uncover, the more you'll learn about the essence of the UWI experience.



**D**windling budgets arising from the financial crisis together with the imperative to implement transformational academic initiatives resulted in a focus, across all Faculties, on curriculum reform. Academic offerings have been updated, modernised and infused with greater use of instructional and learning technologies. Notable too, were the efforts made to promote greater flexibility and programme diversity in terms of the choice of majors and minors as well as cross-disciplinary programming. The aim was to move inexorably toward the concept of the ‘customised degree’.

### Mechanisms for Enhancing Learning

Internships and other out-of-classroom learning experiences, locally, regionally and internationally, continued to form part of the students’ exposure and training in a wide cross-section of disciplines. At **Mona**, the Faculty of Humanities & Education included level two courses in Public Speaking and Business Communication, designed to enhance the oral communication skills of the students for the world of work. The Faculty of Social Sciences at **St Augustine** introduced two new undergraduate courses in 2010/2011 – Economics of Disaster and Climate Change, and Introduction to Anthropology, in response to increasing demand for new courses and programmes. In addition, the Department of Management Studies introduced a BSc in Insurance and Risk Management, which was developed in consultation with the Trinidad and Tobago Insurance Institute. Faculty members continued to take advantage of the in-house pedagogical certification programmes delivered by the Instructional Development Units (IDU), such as the postgraduate Certificate in Teaching & Learning (CUTL). All Faculties have put in place opportunities for reflective learning such as tutorials given either by peers or assigned tutors. The Department of Life Sciences in the Faculty of Pure & Applied Sciences, Mona for example, reported marked improvements in performance of Level 1 students, from poor pass rates of 52/65% in 2009/10 to 80/81% for 2010/11 following implementation of compulsory tutorial attendance with graded



# The UWILEADS Programme

The UWILEADS programme offers a stage-by-stage approach to leadership engagement, focusing on leadership and personal development, leadership skills training, leadership for social change and social justice, and understanding leadership theory and leadership history. The programme challenges students to identify leadership learning moments as they interact with the campus and with each other. During the year, the UWILEADS group worked with the NCB Foundation to launch the Michael Lee Chin Youth Leadership Series. Mr Lee Chin, Chairman of the National Commercial Bank (NCB) delivered the keynote address at the launch.

The Academic Support Unit which focuses on students who are at risk academically, utilises workshops and collaborative sessions, including a mix of quantitative and communications interventions, in an attempt to improve the students' performance and help them succeed.



tutorial exercises that contribute to final course grade. The peer-led learning and book loan programmes in the Department of Chemistry as well as the Bridging Mathematics programme also continued to be helpful in learning.

Another mechanism for enhancing the learning experience was found to be the promotion of Student 'professional' Societies. At **Mona**, the slate of Physics students getting First Class Honours was made up largely of members of the Physics Honour Society. Indeed, two of them were honoured for their outstanding academic performance at the Prime Minister's annual Youth Awards. The Geography and Geology Department continued its tradition of involving students in professional and scholarly activities. The Chemical Society (a student organisation) was very much involved in preparations and implementation of activities – including production of a magazine – observing the International Year of Chemistry. The Actuarial Student Society is involved in grooming students for careers as actuaries with support from senior persons in the profession.

The Office of Student Services and Development (OSS&D) at **Mona**, in an effort to facilitate an environment where positive learning and development takes place on a continuous basis, introduced two new initiatives, the 'Leader Engaged, Activated, Ready to Serve' (UWILEADS) programme and the establishment of the **Academic Support Unit (ASU)**.

## *New Programmes – creating the ideal UWI graduate*

In several Sites of the **Open Campus** there was an increased demand for workforce development programmes. An interesting development in this academic year was the growth in partnerships with local, regional and international entities to design and develop training programmes at the local level. In Belize, the signing of a Memorandum of Understanding with the Belize Chamber of Commerce and Industry in November 2010, led to a series of training

# The UWI/Guardian Life Premium Teaching Awards

programmes and courses for member companies. Another MOU with UNICEF also led to the offering of training courses in *Media and Youth* and in *Grant Proposal Writing*, among others, in Belize. Similarly in Barbados, the Pine won the bid to provide training for senior public servants and this started with a programme of workshops, the first of which was Finance for Non-Financial Managers. In Jamaica, the site at Camp Road was successful in winning the bid to offer the Employee Development, Training and Certification Programme for the Ministry of Finance and the Public Service. Courses offered were:

- Entrepreneurship & Small Business Management
- Events Management
- Graphic Design
- Marketing & Sales
- Supervisory Management

Other sites were also active in offering a range of professional development courses for local needs. Some of these included the following:

- Certificate in Theatre Arts for Teachers (St Lucia)
- 13 week Mental Health Training Programme for Community Health Nurses (Belize)
- Customer Service (BVI)
- The Management and Productivity Toolkit (St Kitts and Nevis)
- Spanish Conversation (Antigua and Barbuda)
- Computer Literacy, PC Support and Maintenance (Cayman)
- Guidance and Counselling (St Vincent and the Grenadines)
- Event Management (Saint Lucia, Jamaica Eastern, Jamaica Western, Montego Bay)

The **Faculty of Engineering**, through the **Open Campus** Trinidad site, saw a successful start to its fledgling pre-engineering programme that was commissioned in September 2010. The pre-engineering programme is unique in that it is dual certified through the inclusion of vocational training components such as welding, electrical installation, masonry and safety, in addition to the more traditional theoretical certification. Discussions were

The UWI/Guardian Life 'Premium' Teaching Award was established at the Mona and St Augustine Campuses to recognise teaching excellence. The Award is a collaborative effort between The UWI and Guardian Life of the Caribbean Limited; it commenced in 2000 and is celebrated every other year alternating with the UWI/Guardian Life 'Premium' Open Lecture Series which focuses on teaching and learning in higher education.

In 2010 the awardees at **St Augustine** were Dr Shiv-ananda Nayak of the Faculty of Medical Sciences; Dr Charlene M. L. Roach, Lecturer in the Department of Behavioural Sciences, Faculty of Social Sciences and Dr Grace Sirju-Charran, Senior Lecturer and Subject Leader in Biochemistry, Department of Life Sciences, Faculty of Science and Agriculture. At the Mona Campus, Dr Aldrie Henry Lee, Research Fellow in the Sir Arthur Lewis Institute for Social and Economic Studies, was recognised for her outstanding work.



held with the Open Campus to expand the programme Caribbean-wide.

The Faculty of Social Sciences at **Mona** continued its focus on teaching and learning with the discussion at Faculty Board of a draft *Philosophy of Teaching and Learning*. This resulted from examining ways of assessing student learning and a paper entitled “Transformative Learning for All Our Students” was developed. Additionally, the Faculty continued its focus on strengthening the curriculum in both the undergraduate and post graduate programmes, in an effort to make students more work ready, improve oral and written communication and enhance research skills.

Approval was gained at the graduate level for a concentration in Sports Management; a Masters in Taxation programme and courses in Industrial Organisation and Anthropology Practice. The concentration in Sports Management was initiated as a part of the existing MBA at the Mona School of Business. It seeks to broaden the range of options and satisfy an important unmet need. The Masters in Taxation was designed to produce a cadre for tax administrators, policy makers, tax consultants and

planners and financial planners to work in both the public and private sectors. Presently, no university in the Caribbean region offers advanced training in taxation. The Industrial Organisation courses respond to the need for persons with the skills required by the various agencies that have been introduced in the Caribbean relating to competition and the regulation of sectors such as public utilities and financial services. Anthropological Practice was designed primarily to produce graduates with the ability to assess social issues affecting the Caribbean region and the graduate course Critical Approaches to Caribbean Society and Culture was redesigned to enhance students’ research skills.

#### ICT as an Enabler

Teaching and Learning have been enhanced by the increased use of instructional technologies including multimedia projection, document visualisers, DVD players, interactive pen tablets and the like. At all the campuses most of the classrooms have such systems installed. Distance Education technology, such as live-streaming and video conferencing, allowed lecturers to introduce fresh approaches to teaching and



learning. For example MBBS students at the Western Jamaica Campus in Montego Bay were able to view live video feeds and participate in discussions emanating from the Mona Campus in Kingston. Also, the use of high definition video streaming enabled the use of single samples to serve large groups of students, situated in multiple locations.

**The Single Virtual University Space** Technical Assistance Report was finalised and submitted to the Finance and General Purposes Committee. However, funding to execute the project is still being sought. The ICT Team Retreat held at St Augustine in November 2010 focussed on the theme “Re-visioning ICT for the Single Virtual University Space”. With



*The ICT Team Retreat held at St Augustine*

During the 2010/2011 academic year the cross-campus ICT team, under the leadership of the University Chief ICT Officer, Mrs Brigitte Collins, significantly advanced its work agenda. The Voice Connectivity project which allows ‘local’ telephone calls between campuses using extension numbers, was launched initially at Mona in April 2011 and subsequently at the other campuses. The solution now allows for 24 concurrent voice calls resulting in significant savings in telephone bills. Connectivity upgrade of bandwidth at Cave Hill was increased by 155 Mb with access to Internet-2 research network. The Graduate Student portal was completed and launched in January 2011 while significant progress was made in preparing for deployment of the general student portal in Semester 1 of academic year 2011/2012.

regard to ICT policy development, an ICT Governance Workshop was held in February 2011, the recommendations from which have been outlined in a report that was submitted for consideration to the Finance and General Purposes Committee. An overarching Information Strategy policy document was also finalised and resubmitted to Inter-Campus meetings in May 2011. The Graduate Throughput Report was also completed and submitted in May to the Committee of Deans and to the Board for Graduate Studies and Research for consideration. Several data quality issues identified are being addressed and data quality training for members of the Management Report Generation project was conducted in July 2011.



### Training in the Medical Sciences

The Faculty of Medical Sciences at **Cave Hill** saw the successful completion of Phase 1 of the MB BS programme by the entire cohort of thirty-four students who were admitted in September 2008. They all entered hospital-based clinical training with their colleagues from Mona and St Augustine. Nine students graduated in the November/December 2010 examination and a further 30 in May/June 2011. One was awarded the MB BS degree with Honours, while three students received individual subject honours and five obtained distinctions.

The administrative centre of the Faculty was relocated to the refurbished landmark Old Administrative Building on the Cave Hill Campus. The auditorium in the Laboratory and Teaching Complex was formally named after Professor Emeritus Henry Fraser.

At the **St Augustine Campus** in the Department of Clinical Medical Sciences, revisions were made to the Year 4 clerkships; for example, more intensive ward assignments in Adult Medicine and compulsory on-call duties in Psychiatry. The Psychiatry Unit developed a full clerkship at the Eric Williams Medical Sciences Complex, which reduces the need for students to visit several different institutions for clinical exposure. Year 4 and 5 clerkships in Medicine and Surgery were introduced at the Sangre Grande Hospital to allow for an improvement in the student/patient ratios at clinical sites.

The School of Veterinary Medicine completed a comprehensive review of its curriculum and regulations which was approved by the Board for Undergraduate studies for implementation in 2011/2012. In collaboration with the Ontario Veterinary College (OVC), University of Guelph, Canada, a programme was introduced to share clinical cases between final year students at both institutions on a weekly basis via videoconferencing

At the **Mona Campus**, student enrolment in the Faculty of Medical Sciences increased by 5% over the previous year. The construction of a new Basic

Medical Sciences building which had commenced last year is now nearing completion. Clinical training has been expanded at the Kingston Regional Hospital, the Bustamante Hospital for Children and at the Cornwall and Mandeville Public Hospitals. Despite the expansion in student numbers the Faculty managed to maintain the high standards for which it is well known and continued to produce excellent graduates. This is evidenced by the 93 percent pass rate in the MB BS Programme during the review year – the highest ever achieved by the Faculty; indeed, all the subject prizes were won by the Mona Campus. The Overall Clinical Medal was won by Dr Anika Kulkarni. Dr Kulkarni also won the Medicine & Therapeutics as well as Surgery Medals. The Obstetrics & Gynaecology Medal was won by Dr Donna Cheung and Dr Katherine Innis won the Pathology and Microbiology Medal. Dr David Walcott was also named the Jamaica Rhodes Scholar while another Mona Medical Sciences graduate, Dr Luke Foster, was winner of the Caribbean Rhodes Scholarship, 2010.

In addition to the refurbishment of the Departments of Pathology and Microbiology, efforts to make these departments more efficient and self-sufficient were intensified. Approval was obtained for the installation of a Laboratory Information System and this should be achieved during academic year 2011/2012. This will improve the efficiency of operations in the laboratories and also enhance patient care, teaching and research.

The new Basic Medical Sciences complex will be completed and commissioned in academic year 2011/2012. This complex will house the sections of Anatomy, Physiology, Pharmacology, Biochemistry, Physical Therapy and the School of Dentistry. The building will also house many research laboratories including CARIGEN, Forensic Sciences and Toxicology. It is anticipated that teaching and research will be enhanced with the provision in the new building of state-of-the-art facilities and equipment.



# Medics in training





### Expanding Access

The UWI's mandate to expand access to underserved communities across the region received a considerable boost during the review year with a major step towards extending service to students living in South Trinidad. In February 2011 the Government of Trinidad & Tobago granted 100 acres of former Caroni sugar lands for the construction of what will be the St Augustine South Campus. Located in Debe, South Trinidad, ground for construction of the projected satellite campus was broken in October 2010 in a special ceremony with the Chancellor, Sir George Alleyne and the Prime Minister, The

able to persons in Tobago interested in pursuing the Diploma in Education and for the first time one of the most sought-after programmes, the International Master's in Business Administration (IMBA) was delivered face-to-face in Tobago. These developments have the potential to impact not only the individual students but the education system and the business community on the island.

Despite severe short-falls in promised income from the governments and the continuing economic crisis throughout the region, student numbers at the **Open Campus** did not alter much from the previous year. Face-to-face continuing education programmes



The Hon Kamla Persad-Bessessar, PM of Trinidad & Tobago participates in the formal ceremony to launch the construction of the Penal/Debe satellite campus in South Trinidad

Honourable Kamla Persad-Bessessar, in attendance. Construction was scheduled to commence early in 2012 with the first intake of students from the Faculty of Law, expected in August/September of that year.

There were important developments in Tobago as well, albeit not as dramatic. Students in Tobago have for many years been able to pursue programmes at the UWI's St Augustine Campus using distance learning technology. While a welcome option that has made tertiary education more affordable and therefore more accessible to students on the sister isle, it was not always ideal. This year the Campus expanded the number of face-to-face options avail-

declined somewhat, catering to just over 19,000 persons – the vast majority, as always, being in Trinidad though somewhat less than in the previous year (c. 11,350) and with a considerable number in Jamaica (just under 5,000). The number of students attending the Social Welfare Training Centre (SWTC) remained over 100. On-line programmes attracted 6,181 students, an increase on the previous year's enrolment with 3,724 of these (60%) resident in the campus countries. 620 persons graduated from degree programmes in 2011.

Service to students in the on-line programmes was given a significant boost through the purchase of a



» enhancing the learning experience





full helpdesk ticketing software solution called *Webhelpdesk*. The software was chosen based on four criteria: support, ease-of-use, flexibility and cost. *Webhelpdesk* does not require recurrent annual costs and the capital outlay was a one-time payment. Ideally the number of user licences required for the Open Campus implementation would be at least 50 but due to financial constraints the initial system was provided with 15 user licences. *Webhelpdesk* was deployed from January 2011 with an initial focus on the Learning Support team in Academic Programming and Delivery (APAD) and with helpdesk queries in general.

During the review period the **Institute for Gender and Development Studies**, under its new Director, Professor Verene Shepherd, continued to fulfil its mandate of Teaching, Research and Outreach within the University community as well as to the wider local, regional and international communities and in particular, to underserved communities. The University Director spent part of the year at the Nita Barrow Unit (Cave Hill) and at the St Augustine Unit, in keeping with the Institute's commitment to regionalism. The IGDS continued, in accordance with the 2007–2012 UWI Strategic Plan, to work towards the expansion of undergraduate and graduate programmes, as well as the provision of resources to support the delivery of such programmes. At Mona, the BSc in Gender and Development and the Minor in Gender and Development Studies continued to attract students from various Faculties. Three new courses were approved by AQAC to increase options in the Major and Minor. A total of seventeen undergraduate courses were delivered to 595 students pursuing the Major and Minor. The Regional Coordinating Unit (RCU) continued to offer the online undergraduate Diploma.

The Nita Barrow Unit (NBU) offered five courses in each semester and taught 132 students, while at St Augustine a total of ten courses were offered in both semesters with over 550 students subscribing.

## Quality Assurance

The **Office of the Board for Undergraduate Studies** (OBUS) continued, during 2010/2011, to engage in activities corresponding to its three areas of focus: policy, quality assurance and the preservation of regionalism. The major policy focus of the Board during the academic year was on a review of the GPA system. The system has been in place at UWI for eight years now, and it was clearly time for the Board to engage in a comprehensive review of the system.

**The review of the GPA system** suggested that generally, it has performed according to expectations. The degree performance of students is more easily tracked. Further, UWI graduates now have degrees more easily assessed by institutions in North America, which region continues to be the largest single destination for graduate education. However, because the GPA system changed the basis of honours classification, one issue surrounding its introduction was whether or not there would be perceptible changes in student performance. An assessment of the proportion of students gaining first class honours degrees since the introduction of the GPA suggested, on average, that there were no perceptible changes in student performance at that level. In 2004, for example, the proportion of students gaining first class honours degrees at Cave Hill was 8.3%. At Mona and St Augustine the proportions in 2003 were 9.3% and 10.9% respectively. In 2010, the equivalent ratios were 7.4% at Cave Hill, 11.6% at Mona and 10.1% at St Augustine.

At the same time, there continue to be concerns about UWI's introduction of the GPA system. Possibly the most significant of these concerns is that UWI has modelled a North-American style GPA system on the foundation of its heritage of a UK-based grading and honours classification system. In so doing, it is argued, UWI students may actually be placed at a disadvantage when seeking entry to graduate schools in countries that use GPA schemes because of differences in approach to grading and GPA assignment. This issue is particularly linked to the fact that, outside of the Faculty of Medical



Members of staff of OBUS and members of the Review Team at the Exit Meeting for the Quality Assurance Unit Review

Sciences, UWI has been using a minimum GPA of 1.0 for graduation, whereas in most GPA-based institutions, whether in North America, Hong Kong, Singapore, New Zealand or Australia, the minimum GPA allowed for graduation is 2.0; and the pass mark for courses in all countries surveyed around the world, (with the exception of the UK which does not use a GPA system), is at least 50%.

The OBUS policy paper, considered at the February 2011 meeting, recommended that UWI should move to a new honours and grading classification scheme that would harmonise UWI practice with that of other GPA systems around the world. In particular, the UWI system would move to a pass mark of 50% across all Faculties and a GPA graduating requirement of 2.0, with allowances for a more nuanced treatment of failure at the UWI, which would also be

in keeping with approaches used internationally for the treatment of failure in GPA calculations. After appropriate consultations across the University, the new GPA system was approved by BUS at its May 2011 meeting for implementation effective at the beginning of the 2014/2015 academic year. The Board also approved a process in which, beginning in 2011, students should be advised about the impending change in the system and staff members should begin a process of reorienting their assessment practices in anticipation of the changes.

#### *Disciplinary Reviews*

The Quality Assurance Unit (QAU) organised ten disciplinary reviews, during 2010/2011. For the first time, the Quality Assurance Unit was itself the beneficiary of an external review. The Review Team endorsed the view that there is “effectiveness of the management of the QA processes by the staff of the QAU” while making recommendations for improvements in the management of the QAU function.

#### *Quality Evaluations*

Quality evaluations (also referred to as quality audits) are a review of the procedures in place within each department to assure and enhance quality, in support of the University’s initiatives. At least thirty Quality Evaluations were either begun or completed in 2010/2011 by the QAU.



Prof Charles Mills, Team Leader for the QA Philosophy Review, lecturing on “Racial Justice”

# » Accreditation

Accreditation has become increasingly relevant in an environment in which the liberalisation and commercialisation of higher education, under the terms of the General Agreement on Trade in Services (GATS), have drastically changed the education landscape. Given the current competitive structure of the regional market for tertiary education, this development means that more than ever before, institutions of higher education will have to become more accountable to their various stakeholders.

Following upon approval of the BUS initiated policy on Institutional Accreditation, OBUS continued its work in engaging national accrediting agencies in the three countries hosting residential campuses to the idea of collaborating in the regional accreditation of UWI. Each of these three bodies has agreed to grant reciprocal accreditation to the UWI campus accredited by any one of them.

St Augustine was the first campus to begin the accreditation process. During the 2010/2011 academic year, the Accreditation Council of Trinidad & Tobago (ACTT) granted the maximum allowable period of seven years in its accreditation of the St Augustine Campus.

During 2010/2011, at the request of BUS, accreditation activities began at Cave Hill, Mona and the Open Campus. All three campuses established steering committees, communicated broadly to all relevant stakeholders on the rationale for accreditation (including through town meetings at Mona and Cave Hill) and began the process of self-study. At Mona, the Self-Study document was completed by the end of the year and submitted to the University Council of Jamaica, from which the Campus had obtained registration in 2007.

Also for the first time, quality evaluations of graduate and research centres and of disciplines within the Open Campus were carried out as a manifestation of the QAU's continued expansion into the areas of graduate studies and research and the Open Campus.

The QAU, in conjunction with Academic Quality Assurance Committees (AQACs) and Campus Committees on Graduate Studies, continued its important remit of monitoring implementation of the recommendations of review teams. An important innovation during the year involved incorporating academic staff into the role of co-evaluators. Accordingly, the QAU began the process of training academics as co-evaluators. These co-evaluators have supported quality evaluations at St Augustine and Mona.

In 2010/2011 the Board considered two policy papers that relate to quality assurance. The first was a proposal for the creation of a Vice-Chancellor's Award for Quality, designed to recognise departments within the University which have shown a significant commitment to continuous improvement. This policy paper, which was proposed and developed by the QAU, was supported by all four campus academic boards and approved by the University Academic Boards, the Vice-Chancellor's Award for Excellence Committee and by University Finance & General Purposes Committee.

The second paper was a review of professorial promotions at the UWI, which was led by the Chair, BUS and the University Registrar. This review concluded that the UWI's professorial promotions process continued to be one that was robust and of high standards and was, therefore, quality assured.

## University Libraries

The University Libraries continued to provide the necessary support for the realisation of the UWI's strategic goals, including the development of the information-literate, distinctive UWI graduate, through the acquisition of new and updated technologies and software, the expansion of print and



Town Hall meeting at the Cave Hill Campus

electronic resources, the provision of increased access to these resources and the delivery of a high quality of service to users.

In pursuance of the goal of creating a single virtual library space across the entire UWI system, the University Libraries entered into an agreement with the vendors of the *Aleph 500* integrated library system for the implementation of 'Primo', branded as *UWIlInC* (UWI Libraries Information Connexion), which would provide a single platform for search and discovery of all information resources in all the campuses. The installation was completed and plans were put in place for the system to go live in October 2011. Accordingly, in preparation for full access across all of the campuses, the Open Campus also went live with two of the *Aleph 500* modules, joining the information network that was established across the three physical campuses in 2007.

In an effort to modernise information systems and services, the Main Library at Cave Hill purchased an *STImaging* microfilm reader unit which enhances search and readability of micro formats. The Library also installed Skype technology to improve communication while the Main Library at Mona launched an Electronic Book Check System which is designed to minimise loss of library items.

The Medical Branch Library at Mona was renovated to provide additional seating and seminar rooms, increasing seating at the Mona Libraries by 20%. The Main Library at Mona now provides 271 computers for student access as well as increased wireless connectivity for personal laptop computers. A major achievement was the construction of a Law Branch Library at Mona. The Law Library at Cave Hill acquired 10 additional computers, bringing the number dedicated to online searching to 22, and added four hours to its opening times. At St Augustine, the Alma Jordan Library developed a Training Centre with 16 computers and audio visual equipment, and increased the number of computers in the two student computer laboratories, from 60 to 90.

The University Libraries acquired four databases

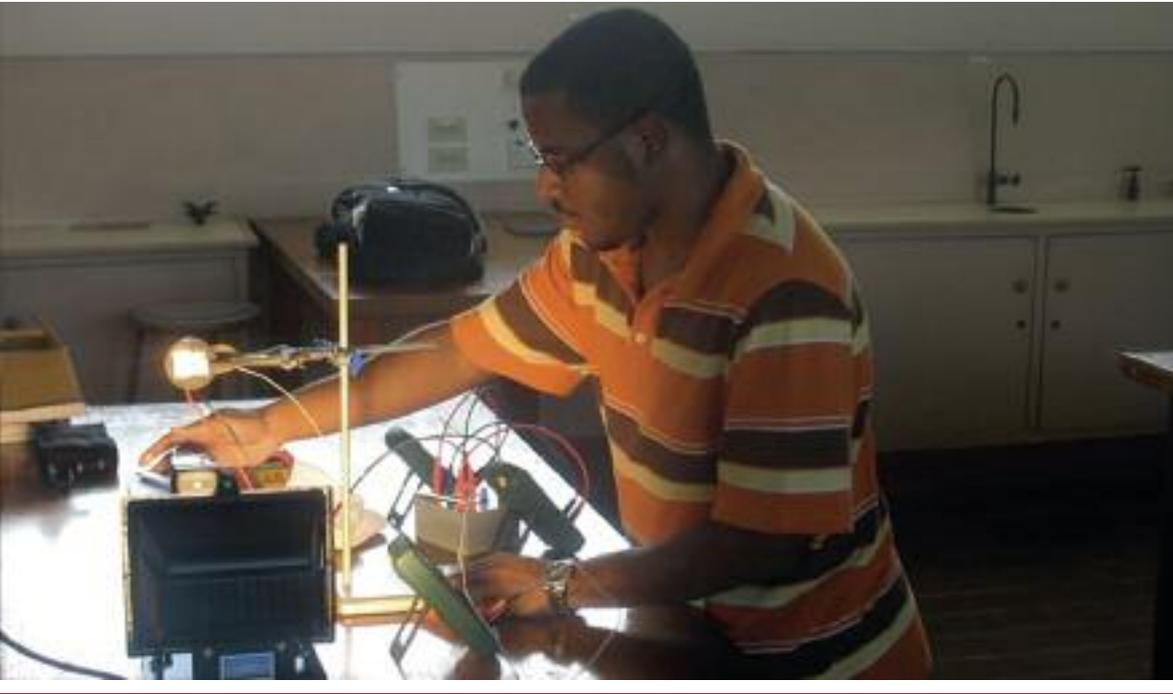


jointly bringing the total number of shared databases to 36. Additionally, the Mona Campus now provides access to 3,882 e-books and 45,165 e-journals, while the St Augustine Campus Libraries provide access to 188 databases, 14,311 e-books and 55,215 e-journals. The St Augustine Campus acquired 9 new databases and 1,139 e-books while the Open Campus Library system acquired four e-journals, 17 Net Library e-books in Adult Education and Research and 154 monographs in various subject areas. The Open Campus also signed an agreement with the Online Computer Library Centre (OCLC) to catalogue its library materials and subscribe to a resource sharing system which allows for the reciprocal loan of requested materials within the network.

The University Libraries increased training for students in research and Information Literacy (IL) skills. Cave Hill embedded IL training in some courses in various disciplines. An exhibition on plagiarism was mounted at the Main and branch libraries at Mona and also at St Augustine. At Mona, the power point presentation on plagiarism was placed on the Graduates Studies portal. The library also produced an online guide to assist students with research and writing skills. Twenty-one orientation sessions were conducted at the Open Campus in St Augustine.



## 2. Graduate Studies



The University of the West Indies continues to strive to develop and operationalise new graduate programmes in areas particularly relevant to national and regional development needs, and for which there is significant market demand.



Enrolment in graduate programmes in the 2010/2011 academic year was approximately 9,200, of which 73% were registered as part-time students and 27% as full-time. This is about the same distribution between part-time and full-time as in the previous year. Enrolment in research degrees (MPhil and PhD) declined from 19% of the total graduate population in 2009/2010 to 16% in 2010/2011. At the campus level, enrolment in research programmes as a percentage of the total graduate enrolment was 18% at Cave Hill, 16% at Mona and 16% at St Augustine. About 43% of research students were registered full-time and 57% part-time in 2010/2011. This is an improvement over 2009/2010 when only 37% of research students were full-time.

### **New Graduate Programmes approved**

The University of the West Indies continues to strive to develop and operationalise new graduate programmes in areas particularly relevant to national and regional development needs, and for which there is significant market demand. Twenty-two new programmes were approved by the Board for Graduate Studies and Research during 2010/2011, and several others were significantly upgraded and updated. The programmes approved by the Board in 2010/2011 are listed below on page twenty-six.

### **Quality Assurance**

An important role of the School for Graduate Studies and Research is to provide Quality Assurance with respect to graduate and research programmes at the UWI. In 2010/2011, Quality Assurance Reviews were conducted for the University's Quality Assurance Unit; Linguistics, Physics, and Literatures in English at Cave Hill; the Centre for Hotel and Tourism Management, the University Health Centre, Educational Studies, and Management Studies at Mona; and Social Work, and Mediation Studies at St Augustine.

An important initiative undertaken during the reporting period by the Senior Programme Office with responsibility for Graduate Studies and Research in the Quality Assurance Unit was a





## New Graduate Programmes

Programme	Department/Faculty
<b>CAVE HILL</b>	
Master of Arts in Caribbean Studies: Languages and Literatures	Department of Language, Linguistics and Literatures, Faculty of Humanities and Education
MPhil (Law)	Faculty of Law
MPhil /PhD Epidemiology	Faculty of Medical Sciences
DM in Orthopaedics	Faculty of Medical Sciences
MPhil/PhD in Public Health	Faculty of Medical Sciences
MBA in Entrepreneurship	Cave Hill School of Business
<b>MONA</b>	
DM in Haematology and Medical Oncology	Department of Pathology
PhD in Nursing	The UWI School of Nursing
MBA - Sports Management (New stream)	Mona School of Business
MA in Teacher Education and Teacher Development (Revision of the MEd programme)	School of Education, Faculty of Humanities and Education
MSc in Applied Pharmacology	Department of Basic Medical Sciences
MSc in Physical Therapy	Department of Basic Medical Sciences
Clinical Fellowships in Child and Youth Psychiatry, Nephrology, Cardiology and Gastroenterology	Faculty of Medical Sciences
Modification of the Diploma and MSc in Natural Resource Management: Integrated Urban and Rural Environmental Management	Environmental Management Unit
Modification of the Diploma and MSc in Natural Resource Management: Disaster Risk Management	Environmental Management Unit with the Disaster Risk Reduction Centre
Modification of the MSc in Natural Resource Management: Marine and Terrestrial Ecosystems	Department of Life Sciences and the Centre for Environmental Management Unit
Diploma and MSc in Medical Physics	Department of Physics
<b>ST AUGUSTINE</b>	
Postgraduate Diploma/MSc in Biodiversity Conservation and Sustainable Development in the Caribbean	Department of Life Sciences
Master of Arts in Creative Design: Entrepreneurship	Department of Creative and Festival Arts
Master of Port and Maritime Management	Arthur Lok Jack Graduate School of Business
International Master of Innovation and Business Development	Arthur Lok Jack Graduate School of Business
MBA in Sustainable Energy Management	Arthur Lok Jack Graduate School of Business
Pre-Service Postgraduate Diploma in Education for entry in Secondary School Teaching	School of Education, Faculty of Humanities and Education
Revision of the MSc programme in Electrical and Computer Engineering	Department of Electrical and Computer Engineering
Master of Small and Medium Enterprise Management,	Arthur Lok Jack Graduate School of Business
<b>OPEN CAMPUS</b>	
Postgraduate Diploma in Adult and Continuing Education	



comprehensive evaluation of all Schools, Centres and Institutes at UWI. A Quality Assurance Evaluation Instrument was developed and distributed, and face-to-face meetings with Schools, Centres and Institutes were conducted where feasible. A draft Status Report has now been prepared, and the Evaluation Instrument is being modified to improve user-friendliness and to make it available online.

**Inter-Campus and International Collaboration**

To facilitate coordination in Graduate Studies within and between campuses a critical initiative was operationalised during the reporting period. This was the Graduate Studies and Research Information Portal (GRIP), developed and launched to improve communication between staff and graduate students as well as among students. GRIP includes a blog for students to share their experiences and concerns. The Portal has been well received, and new information is being added as suggestions for improvements are made. The next phases of the project, such as the Thesis and Progress Tracker, are under construction. The Office of the UWI Chief Information Officer has provided consistent and valuable support for this initiative.

Several activities to promote international and cross-campus collaboration were supported during the reporting period. Some of these were: cross-campus meetings for persons involved in developing the Regional Biosafety Project; cross-campus participation in Cave Hill's Research Day, 2011; cross-campus meetings to develop projects for the EDULINK and ACP-S&T funding programmes; cross-campus participation in the development of a Research Ethics proposal for submission to the Wellcome Trust; Participation of the University in the Research Management Benchmarking exercise conducted by the Association of Commonwealth Universities; meetings with international partners to develop proposals for the intra-ACP and Erasmus Mundus Mobility Schemes; cross-campus participation in Renewable Energy workshops; participation by staff of the Tropical Medicine Research Institute (TMRI) from different campuses in the review of the TMRI by the Medical Research Council, U.K.; participation of UWI staff in a Tropical Horticultural Symposium in Jamaica; participation of UWI staff in a Grantsmanship Training workshop in the USA; and participation of UWI staff in a meeting in Spain of the International Network for Quality Assurance in Higher Education (INQAHE).

*Launch of GRIP at the three residential campuses*





### **Policies and Procedures**

The Policy Paper entitled ‘The University of the West Indies: Policy and Procedures on Research Ethics’ was approved by F&GPC in October 2010 and has been fully operationalised at Cave Hill. Implementation at Mona and St Augustine is currently underway. Draft regulations for the new ‘Policy on Graduate Student Plagiarism’ have been prepared by the Standing Committee on Statutes and Ordinances (SCOR), thereby paving the way for operationalisation of the Policy. The Policy Paper on ‘Guidelines for Submission of Taught Graduate Programmes’ sent to the Board for Graduate Studies and Research for approval has been revised, and the revised paper put into operation. A paper on ‘New Procedures for Upgrade in Registration from MPhil to PhD’ was prepared and also approved by the Board for Graduate Studies and Research.

### **IP Protection and Technology Transfer**

The Office of Research continued to oversee the process of application for patent protection and to contribute to the cost of the maintenance of UWI patents. An important initiative in the reporting period was the appointment of a Coordinator for Innovation and Technology Transfer, jointly funded by the Office of Research and the Cave Hill Campus. The Coordinator would advise the Cave Hill Campus and wider University, through the Office of Research, on the development of Technology Transfer procedures and spin-off companies at the UWI.

### **Management of Centres and Institutes**

The School continued to oversee the operations of Centre-funded Institutes and Centres on behalf of the Vice-Chancellor. These include the Institute for Sustainable Development, the Disaster Risk Reduction Centre, the Seismic Research Centre, the Tropical Medicine Research Institute, including its Barbados component, the Chronic Disease Research Centre, the Sir Arthur Lewis Institute for Social and Economic Studies, the Institute for Gender and

Development Studies and the Institute for International Relations. An important initiative to standardise governance mechanisms and practices in these Centres and Institutes, based on best practice, is currently underway.

### **The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES)**

The mission of the Sir Arthur Lewis Institute of Social & Economic Studies (SALISES) is “to undertake high-quality research and graduate teaching in the 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 2010/2011 academic year was one of consolidation for SALISES as efforts were made to implement the proposals advanced in the 2010 SALISES Quality Assurance report. One of the main recommendations coming out of that study was that the Institute should move away from a model which attempted to replicate the balance between teaching and research typically found in the Faculty of Social Sciences departments and instead to focus primarily on its strengths in research and then specialist graduate



Mayor of Port-of-Spain Lee Singh and Professor Patrick Watson



teaching. To this end, three main thrusts were identified: the first was the elaboration of a central SALISES research project; the second was the implementation of a curriculum reform exercise for advanced degrees; and the third was the restructuring of administration to enhance the research and teaching agendas.

The Institute also continued its scholarly, professional and outreach activities, resulting in the publication of articles, technical reports and production of its three flagship journals (*Social and Economic Studies*, *Journal of Eastern Caribbean Studies* and the *Caribbean Dialogue*); undertaking consulting and conducting executive training programmes. It also continued its public outreach activity.

The Institute successfully staged the 12th annual SALISES conference on the theme “Challenges of the Independence Experience in Small Developing Countries”. The Sir Arthur Lewis Distinguished Lecturer was Franklin W. Knight, the Leonard and Helen R. Stulman Professor of History at Johns Hopkins University. He delivered a lecture on “Macroeconomic Effects from Government Purchases and Taxes”. Over 100 papers were presented, some of which are currently being reviewed for publication in *Social and Economic Studies*. Participants came from many countries: the Caribbean (including the Dutch- and Spanish-speaking sub-region), Europe, North America and Latin America. The Institute also hosted an International Conference over the period

June 1–3, 2011 on the theme “Sustainable Development of Coastal Communities: Challenges and Solutions”. Participants came from all over the world and about 60 papers were presented. Conference participants also included community groups from Canada and Trinidad & Tobago. The Mayor of Port-of-Spain opened the conference, which was attended by the Mayor of Gibsons as part of the Canada delegation. The Institute also collaborated with the IMF and the Central Bank of Barbados in a programme involving the Director of the Western Hemisphere Department of the IMF and UWI students and also a conference on the Economic Crisis and its effects on the Caribbean during the period January 26–28, 2011.

It is the Institute’s intention to go even further, in the 2011/2012 academic year, to continue the implementation of the recommendations of the Quality Assurance Review Team and to continue its teaching, scholarly and outreach activities.

A major activity of the SALISES during the 2010/11 academic year was a curriculum reform exercise aimed at redesigning the Master’s degree offered by the Institute to deliver a unique and attractive interdisciplinary, leadership-oriented course not offered elsewhere in the University. Efforts are also being made to improve the efficiency of delivery and the throughput rate in order to address both the requirements of potential students for more rapid turnover and the need for faculty to spend more time on research endeavours. The expectation is that gradu-



ate students will begin reading for the new degree in 2013/2014.

The SALISES continued its drive, particularly on the St Augustine Campus, to recruit more students at the MPhil/PhD level. In all, 12 new students were admitted in the 2010/11 academic year. One student was awarded the PhD degree and four others upgraded from the MPhil to the PhD during the year. Students in the programme were able to enhance their learning experience through making seminar presentations and attending conferences and presenting papers there. Twenty students entered the Mona-based MSc programme and a similar number was admitted into the MSc Developmental Statistics programme at St Augustine. Twenty-one students were awarded the MSc degree in the 2010/2011 academic year.

### *Research Programme*

The main activity of the year under this heading was the formulation and implementation of the SALISES research project entitled: *Fifty-Fifty: Critical Reflections in a Time of Uncertainty*. August 2012 will mark the fiftieth anniversary of independence of both Jamaica and Trinidad and Tobago. The SALISES decided to use this to initiate a series of scholarly activities of reflection on the achievements and challenges of independence. A number of research clusters have been established to allow for inter-Faculty collaboration and with interested scholars locally, regionally and internationally. Among them are clusters centred on Politics and Governance, the Economy, Integration, Sustainable Agriculture, Social Policy, Education, Labour and Employment, Public Administration, Housing, Health, Law and Justice, Climate Change, Demography, Popular Culture, the Visual Arts and others. The premier activity in the first phase of the Fifty-Fifty programme was the 12th annual SALISES conference held in Kingston.

The SALISES research programme resulted in the publication of articles in regional and international journals, book chapters and technical reports. These covered areas related to the Caribbean, such

as social risk management, sports policy, climate change, tourism, crime and violence, Caribbean productive development policies, migration, cross-border equity flows; stock market efficiency; the effects of community violence in the Caribbean; Caribbean early childhood education; labour market and skills formation; repositioning the manufacturing sector in Barbados; growth and development strategy in the Caribbean; entrepreneurship and gender; Caribbean integration; global finance and Caribbean youth.

The Institute completed two projects during the 2010/2011 academic year: the Barbados Crime Survey 2010 for the Barbados National Task Force on Crime Prevention and the Development of a National Training Plan for Barbados for the Technical and Vocational Education and Training Council.

Some of the Institute's teaching and research activity are geared toward service to the UWI-12 countries. The IDRC/SSHRC-funded project on climate change pays special attention to the island of Bequia in St Vincent and the Grenadines and to the Barrier Reef. The Institute mapped out surveys for Bequia (St Vincent and the Grenadines) and San Pedro (Belize) as part of the programme. One student from each of these countries was offered an undergraduate scholarship from the funds available to begin study in the 2011/12 academic year. Two of the graduates from the MSc programme were from the UWI-12 countries and have returned to work in their communities. One MPhil thesis was devoted largely to disaster management in Grenada. Students in the MSc Developmental Statistics course were encouraged to pursue research catering to the needs of UWI-12 countries, in particular, Saint Lucia and Montserrat. In addition, the SALISES has initiated research that will impact positively on data collection activities pertaining to domestic violence and violence against women in Dominica and other eastern Caribbean countries, and this may be extended to Belize.

The Institute hosted a series of public lectures and events, many of which were carried out under the 50/50 banner. These included:



Highlights of "Prime Ministerial Reflections" – 50/50 forums held in Jamaica. (left top: Edward Seaga; left bottom: Portia Simpson-Miller; above: P.J. Patterson)



Patterson and Portia Simpson Miller, to discuss their experiences in office and their perspectives on the future social, economic and political possibilities for Jamaica.

The SALISES continued its very popular and informative Forum, a public education exercise which deals with topics of national, regional and international interest. The topics treated during the 2011/12 academic year were *The Death Penalty in Trinidad and Tobago*, *The Current Industrial Relations Climate in Trinidad and Tobago*, *Equality and Diversity in Trinidad and Tobago*, *The People's Partnership Government: one year after* and *The Current State of West Indian Cricket*. The panellists were all distinguished personalities in their own field and the fora themselves were always extremely well attended.

The University Director delivered his inaugural Professorial lecture on the topic *Data Deficiency and Caribbean Development: an Unresolved Dilemma*.

The Annual Caribbean Public Policy Lecture co-sponsored by the Nation Publishing Co. Ltd was held on April 12, 2011 and was delivered by Professor Emeritus Compton Bourne, President of the Caribbean Development Bank. The topic of his lecture was "Sustainably Improving Caribbean Livelihoods: Public Policy Challenges".

- A closed door, Chatham House rules seminar entitled "Transforming Governance in Jamaica: Identifying and Surmounting Challenges", with Prime Minister Bruce Golding and opposition spokesman on Security Peter Phillips, among others.
- A seminar with the Jamaica Employer's Federation entitled "Mistrust – Confronting the Issue – Key to Success", examining the questions of trust and mistrust in the workplace.
- A seminar, in collaboration with The Hugh Lawson Shearer Trade Union Education Institute and Friedrich Ebert Stiftung, with trade union leaders entitled "A Road Map for Trade Unions: Relevance and Sustainability".
- "Prime Ministerial Reflections 50/50", which involved three separate presentations by former Prime Ministers of Jamaica Edward Seaga, P.J.



# 3. Research and Innovation





The 2007–2012 Strategic Plan had set as one of its objectives for the University of the West Indies to become internationally recognised as a centre of excellence in knowledge creation and innovation. Accordingly, this objective continued to be actively pursued as a high priority across the institution during 2010/2011. The 2010 UNESCO World Science Report ([http://publishing.unesco.org/sommaire.aspx?Code\\_Livre=4770](http://publishing.unesco.org/sommaire.aspx?Code_Livre=4770)) indicated that 71% of publications cited by the Web of Knowledge (the highly respected Thomson Reuters ISI database) and coming from the CARICOM area originate from the UWI. Our international reputation and impact as well as strategic position as the leading and dominant research institution in the region depend on the UWI maintaining a significant presence on the international front.

At the **Mona Campus** a number of graduate students in the Faculty of Pure and Applied Sciences achieved international recognition. Mr Donovan Campbell (Department of Geography and Geology) was one of three international postgraduate students to receive an award for their doctoral research at the Third International Conference on Climate Change: Impacts and Responses, in Rio de Janeiro, Brazil in July 2011. His research was also featured on the NASA on-line publication ‘*Sensing Our Planet: NASA Earth Science Research Features*’. At the Scientific Research Council’s Innovations in Science and Technology competition for the year 2010, the Institute of Natural Products swept all the major prizes in the competition. The Institute won first prize in the Manufacturing, Food and Agriculture category, and the Overall Winner of the competition was the project of Dr Trevor Yee, Ms Charah Watson and Ms Nemoi Chisholm, “A study of two invasive citrus pests in Jamaica, *Heraclides andraemon* and *Papilio demoleus* and the development of control measures against them.” In addition Mrs Simone Badal-McCreath, PhD candidate supervised by Dr Rupika Delgoda of the Institute of Natural Products, won the Young Scientist of the Year Award. The title of her presentation was, “Uncovering the Anti-cancer Efficacies of Jamaican Natural Products”. Mr David





Picking, MPhil student also supervised by Dr Rupika Delgoda, was awarded the best student presentation at the 56th Annual Caribbean Health Research Council (CHRC) in Georgetown, Guyana, in April 2011. His oral presentation was entitled, “The prevalence of herbal medicine home use and concomitant use with pharmaceutical medicines in Jamaica.

In March 2011, Dr Marcia Roye received the prestigious 2010–2011 L’Oreal-UNESCO Advanced Fellowship “in the footsteps of Marie Curie” for Women in Science. Dr Roye’s award was presented in Paris France where she travelled to attend the ceremony. The award was the first of its kind, having recently been initiated by L’Oreal-UNESCO to mark the centennial of Marie Curie’s Nobel Prize in Chemistry.

The Faculty continued to be a source of expert advice for government and the private sector. Matters consulted on included, water quality and impact on the ecology, threat of invasive butterfly species on the citrus industry, climate change and adaptation, energy technologies and exploration, provision of coast re-vegetation seedlings from the Port Royal Marine Labs; services of a Hyperbaric (Recompression) Chamber at the Discovery Bay Marine Laboratory for divers across the island, tracking and finding solutions to marine invasive species (especially the Lion Fish), laboratory testing for some national sports programmes and agro-product chemical profiles; earthquake activity tracking, plant disease and antiretroviral drug resistance patterns.

At the **St Augustine Campus** the following research projects were completed during the review period:

- Modification, analysis and testing of a solar timber dryer for adoption by industry. This is ready for commercialisation.
- Usability study of computer-oriented workplaces in British Gas, Trinidad & Tobago.
- A Caribbean-wide Healthcare Management System based on cellular phone technology.
- Postharvest handling of important agricultural products.

In collaboration with the Pan American Health Organisation (PAHO)/World Health Organisation, the School of Veterinary Medicine in the Faculty of Medical Sciences was awarded funds to “perform a microbial risk assessment (MRA) for *Salmonellosis* in table eggs’ in the region.

The School of Veterinary Medicine was also awarded US\$23,000 by the Food and Agriculture Organisation (FAO) to conduct a study on ‘Surveillance of Influenza A H1N1/2009 virus and other Influenza viruses in swine populations in the Caribbean region’. As part of the contract the School hosted a 4-day workshop from 25–28 July 2011 for 25 participants from 12 countries in the region.

**Major Projects completed**

- Molecular Epidemiology of Rabies in Trinidad (Christine V. F. Carrington, Abiodun Adesiyun, Jerome E. Foster et al). Collaboration: CDC, National Center for Emerging Zoonotic Diseases, Atlanta, GA, USA.
- Modulation of brain neurotransmitter receptors to reduce spreading depression cycles (Jonas Addae et al). Collaboration: Glasgow University, UK. This research has opened an avenue for exploring a novel approach to treating complications of traumatic brain injuries and migraine.
- Self Monitoring of Blood Glucose and its Association with Better Glycaemic Control in Type 2 Diabetic Patients Aged 40–75 in Trinidad. (S. Nayak et al).

**Rewarding Excellence**

The Principals of the Cave Hill, Mona and St Augustine Campuses each operate an incentive system to recognise and reward academic staff for achievements in research. At the 2012 Annual Research Days awards Ceremony held on the 27th of January at Mona, some 58 members of faculty were awarded for outstanding research for their efforts on more than 30 unique research projects during the 2010/2011 academic year.



# Vice-Chancellor's Award for Excellence

Additionally, since 1993 the Vice-Chancellor's Award for Excellence has been a much prized award system and motivation for the pursuit of excellence in various fields of endeavour.

## Stakeholder Needs and the University's Research Agenda

Two initiatives were undertaken to interrogate, and if necessary modify, the University's Research Agenda outlined in the 15 focal areas of the 2007–2012 Strategic Plan. The first was a survey initiative conducted as a part of the EU-funded EUCARINET project implemented by the Office of Research. The survey sought to determine priority developmental areas for the region as identified by educational institutions, Ministries and NGOs throughout the Caribbean. Eighty-four responses were received from 18 Caribbean countries, and a draft report on the results has been prepared. The second was an activity conducted as a pilot at the St Augustine Campus, led by the Campus Principal and supported by the Pro Vice-Chancellor Research, whereby Departments were asked to identify key research areas for national and regional development in their disciplines, and research funding available to the campus would be re-aligned to better fit the research agenda identified.



Recipients of the Principal's Award, Research Day, Mona, 2011

The recipients of the Vice-Chancellor's Award for Excellence for 2010/2011 were:



### PROFESSOR KATHLEEN COARD

Professor of Pathology, Faculty of Medical Sciences, Mona Campus, for outstanding achievements in Teaching



### PROFESSOR MINERVA THAME

Professor in the Department of Child and Adolescent Health, Faculty of Medical Sciences, Mona, for accomplishments in Research



### PROFESSOR ANTHONY CLAYTON

Alcan Professor, Institute for Sustainable Development, Mona, for outstanding Public Service



### MRS EDA MARTIN

Office of Finance, Vice-Chancellery, for outstanding Service to the University Community



### DR ANNA-MAY EDWARDS-HENRY

Instructional Development Unit, St Augustine, for outstanding Service to the University Community



### PROFESSOR VIYAY NARAYNSINGH

Professor of Surgery, Faculty of Medical Sciences, St Augustine, for accomplishments in Research



### PROFESSOR JULIE MEEKS-GARDNER

Caribbean Child Development Centre, Open Campus, for all-round excellence in Research and Public Service.



## Research Funding and International Partnerships

A University-wide system for informing potential UWI applicants of research funding opportunities, and for coordinating, selecting, facilitating and enhancing the quality of research proposals being prepared across the University for submission to external funding programmes, often in collaboration with partner universities, has been developed and operationalised, and is increasing the UWI's ability to compete for external research grants. Applications under most of these funding programmes are considered only if proposals are submitted by consortia of universities, with one university as Lead and the others as Partners. This requirement has ensured that the UWI now has numerous active international research partnerships. Currently, there are active research partnerships with about 40 individual institutions in some 30 countries spread across the Caribbean, Latin America, Canada, the USA, Europe, Africa and the Pacific. One consequence of this is that international recognition of the UWI as the key research institution in the English-speaking Caribbean has been significantly heightened. A second consequence is that the partnerships offer capacity development opportunities for UWI staff, when partners are well selected.

Some of the larger collaborative research grants coordinated by the Office of Research and won during 2010/2011 include: 'Improving the Nutrition and Health of CARICOM Populations through Sustainable Agricultural Technologies that increase Food Availability and Diversity of Food Choices' (Donor: International Development Research Centre; Value: CA\$5.0 million); 'Developing Sustainable Disease Management Strategies to Improve Vegetable Production Towards Self-sufficiency and Food Security in the Caribbean' (Donor: European Commission; Value €614,742); 'Global-Local Caribbean Climate Change Adaptation and Mitigation Scenarios' (Donor: European Commission; Value €613,783); 'Climate Change Adaptation Strategies for Water Resources and Human Livelihoods in the Coastal

Zones of Small Island Developing States' (Donor: European Commission; Value €597,753); 'Intra-ACP Academic Mobility Scheme: Caribbean-Pacific Island Mobility Project' (Donor: European Commission; Value €1,998,900.00); and 'Regional Project for Implementing National Biosafety Frameworks in the Caribbean Sub-region' (Donor: Global Environmental Facility; Value U.S. \$5,972,493.00).

The Centre for Resource Management and Environmental Studies (CERMES) at the **Cave Hill Campus** is one of the main implementing institutions of the EU-funded project, The Future of Reefs in a Changing Environment (FORCE) which began in January 2010 and will run for four years. Altogether there are 17 partners from throughout the wider Caribbean and the European Union with a total budget of €8,600,000. It is led by Exeter University (UK) and the CERMES, UWI component is the second largest, about €900,000. The UWI's involvement in the project includes: governance, policy development/communication, livelihoods, resource valuation, fisheries assessment and climate change modelling. Five Faculty members, a Research Associate and three PhD students are involved. Some aspects are based on field studies in Honduras, Barbados, St Kitts & Nevis and Belize. Other aspects entail analyses that relate to the region as a whole.





# The Future of Reefs in a Changing Environment (FORCE)



# Cardiac Surgery Simulator

**Cardiac Surgery Simulator: US Patent Secured** – The approval of a US patent for the Cardiac Surgery Simulator has taken the Mona Campus a step closer to prominence in the field of medical innovation. This development strengthens the intellectual value of the innovation and represents a valuable asset for the Mona Campus and by extension, the UWI.



## Research Achievements

During the review year, the Schools of Education made significant contributions to the pool of knowledge particularly in the area of Early Childhood Education. Worthy of note are the lively public debate on teacher training and development during Research Week at the **Cave Hill** Campus which also saw the re-launch of the Caribbean Educational Research Journal; the regional and international collaborative arrangements between the School of Education, **Mona** and several institutions, among them the London South Bank University, the Johns Hopkins University and the University of Reading; and collaboration between the School of Education, **St Augustine** with Syracuse University on Early Childhood Education and its participation in an international project, involving ten countries on Data-Driven Decision Making in Education. The Family Development and Children's Research Centre (FDCRD) at **St Augustine** completed several seminal studies, such as one on Child Rearing Practices in Trinidad and Tobago – an Analysis of Cultural Beliefs and Practices and another on Child Health and Wellness in T&T: the Kauffman Survey of Early Academic and Language Skills. In addition, two training DVDs were prepared, based on a video on Voices of Children at work: an Examination of Early Childhood Curriculum Approaches and Content, to guide the planning and implementation of effective strategies in Early Childhood Care and Education curriculum and to serve as a model for other countries in the region.

In the area of Science and Technology, several initiatives to promote renewable energy bore fruit. On the **Cave Hill** Campus, the efforts of SOLPROM (the Renewable Energy Group) in the 'greening' of the campus as a demonstration site for promoting renewable energy in Barbados and the wider Caribbean, have not gone unnoticed. The Group has been instrumental in the formation of the Barbados Renewable Energy Association with the aim of enhancing the cause. Under the EU-funded Small Island Developing Countries Renewable Energy, Knowledge and Technology Transfer Network project



Veterinary Medical Science students get practical experiences

(DIREKT), involving universities from Germany, Fiji, Mauritius and the UWI, some 158 persons from businesses and research institutions have been trained through a series of local, regional and international workshops.

In the Faculty of Medical Sciences at the **Mona Campus** there was a slight increase in the output in the number of publications and the per capita publication rate of 1.4. However the rate still fell below the 2.0 targeted by the Faculty. Despite excellent work by a number of staff members some are underperforming. The Faculty is committed to resolving this issue and further measures will be introduced next year to address this.

Papers making a significant contribution to the world literature and to health care policy regionally included:

- Michael S. Boyne, Minerva Thame, Clive Osmond, Raphael A. Fraser, Leslie Gabay, Marvin Reid and Terrence E. Forrester – “Growth, Body Composition and the Onset of Puberty: Longitudinal Observations in Afro-Caribbean Children” *J Clin Endocrinol and Metab*, July 2010.
- Donnette Simms-Stewart, Minerva Thame, Aleith Hemans-Keen, Ian Hambleton and Graham R. Serjeant – “Retained Placenta in Homozygous Sickle Cell Disease”, *Obstetrics & Gynaecology*, October 2009.
- Minerva Thame, Horace Fletcher, Tameka M Baker and Farook Jahoor – “Comparing the glucose kinetics of adolescent girls and adult women during pregnancy”, *Am J Clin Nutr* 2010, March 2010

Worthy of note are the contributions to the world literature by Professor Minerva Thame on the effects of maternal conditions on the foetus, Prof Rainford Wilks on Cardiovascular Disease and its risk factors in developing countries and Professor Celia Christie and her colleagues continue to do excellent work in decreasing the vertical transmission of HIV/AIDS.

The Faculty attracted approximately US\$1.5 million in research grants during the year.

*Dr Marcia Roye, recipient of the L'Oréal-UNESCO Fellowship*





### Institute of Gender and Development Studies

Over the year in review, the IGDS continued to engage in several dynamic research and outreach initiatives aimed at strengthening and expanding the breadth and scope of its local, regional and international research agenda.

The Mona Campus Unit (MCU) had three major research projects. The first focused on gender, sexuality and HIV/AIDS involving participation in a multi-disciplinary study on sexually vulnerable communities for the Red Cross; and preparatory work for a UWI Health Centre/Ford Foundation study on how UWI students and in-school youth form sexual relationships and the gender-related risks for HIV/AIDS. A second project on Gender and governance saw the Unit continuing to implement the two-year action-research project entitled 'Advancing Transformational Leadership for Gender Justice in the Caribbean' to support the training programme of the Caribbean Institute for Women in Leadership (CIWIL). Activities implemented during the period under review included: hosting of the second leadership training course, held in Saint Lucia in May 2010

and the third course which was held at the Mona Campus from July 11–21 2011. So far, 79 women from six Caribbean countries have been trained as transformational leaders, equipped to run for political and public office; two national consultations have also been held in Saint Lucia and St Kitts and Nevis to build awareness of the importance of gender equality in leadership.

The results of the UNDP/Caribbean Risk Management Initiative (CRMI) study on Gender, climate change and disaster risk management were used to prepare a paper for the Caribbean Studies Association Conference in May 2011.

The Regional Coordinating Unit (RCU) also participated in a range of research projects during the period under review. The Unit is one of the Departments of the UWI engaged in a project with Oxford University and the Caribbean Community Climate Change Centre entitled The CARIBSAVE Partnership: protecting and enhancing the livelihoods, environments and economies of the Caribbean Basin. The project seeks to address the impacts and challenges surrounding climate change, tourism, the environment, economic development and



Participants in the third UNDEF/IUN Women/CIWIL/IGDS Leadership training workshop held at the Mona Visitors Lodge (July 11–21, 2011)



*Break the Silence campaign, April 2010 – Interactive session on Child Sexual Abuse at the Break the Silence Couva, Trinidad, walk and awareness raising event*

community livelihood across the Caribbean Basin, using an integrated and holistic approach. As part of its mandate to continue to build strong working relationships in research with other Universities, CARIBSAVE has provided funds for a Research Fellow for two years at the Institute.

The RCU finalised a contract with UNWOMEN in relation to an institutional partnership between the IGDS and the Université Quisqueya in Haiti. The partnership involves the development and implementation of a certificate or diploma programme aimed at building gender analytical and planning skills of university students, civil society organisations and government personnel. The project began in February 2011 and representatives of all units of the IGDS, led by Professor Shepherd, travelled to Haiti in May 2011 for the first planning meeting of the curriculum development team. The RCU also partnered with OXFAM on a project entitled “By the Sweat of Our Brows: Creating Gender Justice through Women’s Economic Leadership among Rural Jamaican Women”. This project aims to support the economic leadership of rural women farmers in Jamaica. The Unit finalised a contract with UNFPA to conduct a Caribbean Textbook Review to identify the extent of gender sensitivity in school texts. The pilot review of history texts has recommended appropriate remedies to teachers and Teachers’ Organisations, CXC officials, authors, publishers, parents and policy-makers in the region.

The St Augustine Unit (SAU) continued to engage in a plethora of research activities. One of the key projects, entitled “Building Responsive Policy: Gender,

Sexual Culture and HIV & Aids in the Caribbean”, is a joint initiative of the IGDS, UWI-HARP Barbados, the ‘Ultimate Purpose,’ Suriname and York University, Canada, with funding from IDRC and the UNIFEM Caribbean Office. This project aims to produce knowledge of the sexual cultures of the Caribbean region and the implications for HIV/AIDS risk. Project research is currently taking place in three countries in the region – Barbados, Suriname, and Trinidad and Tobago.

The IGDS, St Augustine /Women Gender Water Network (IGDS/WGWN) hosted the 2011 Children’s Vacation Water Camps. These camps form part of the larger Children Gender Water Research and Outreach Programme. An important component of these camps is the ‘Train the Trainers’ Orientation Workshop which was facilitated by Ms Deborah McFee. Both activities allowed for the preliminary testing of the Water for Life Manual and Resource Pack which were compiled based on the 2010 Water for Life Camps.

The Nita Barrow Unit (NBU) at Cave Hill was engaged in one main project during the year. Entitled “Gender and Livelihoods: The Socio-Economic Impact on Women Who are Caregivers of Chronically Ill Children” the project seeks to provide policy-makers and health care workers with vital information on the socio-economic challenges experienced by women who are the primary caregivers of children suffering from chronic diseases. Preliminary quantitative data have been collected and it is anticipated that qualitative data collection will be completed by November 2011.

The CDRC has a research capacity-building programme to implement cost-effective systems and procedures to facilitate good research practice. This programme aims to enhance research quality not only at the CDRC, but also at the Mona units of TMRI

### The Tropical Medicine Research Institute

A major research arm of the University is the Tropical Medicine Research Institute (TMRI) which comprises three units on the Mona Campus – the Epidemiology Research Unit (ERU), the Tropical Metabolism Research Unit (TMRU) and the Sickle Cell Unit (SCU) – and the Chronic Diseases Research Centre (CDRC), at 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. During academic year 2009/2010 expenditure from grants was US\$573,250.44.

### Academic Activity

A key objective of the institute is to expand the regional cadre of well-trained health researchers. TMRI offers Master's and doctoral programmes in Nutrition and Epidemiology. Training at post-doctoral level enables junior researchers to obtain the mentorship needed to develop into independent researchers. In collaboration with the Faculty of Medical Sciences, Mona, a fellowship programme facilitates two-year placements of FMS faculty in the TMRI for training in research.

The CDRC has a research capacity-building programme to implement cost-effective systems and procedures to facilitate good research practice. This programme aims to enhance research quality not only at the CDRC, but also at the Mona units of TMRI and to promote good research practice among the wider regional research community. In addition, the TMRI offers short courses in research skills, primarily through the ERU. Three staff members became trainers in the WHO-EPPE programme



*"Effective project planning and evaluation" course participant, gets certificate*

"Effective project planning and evaluation in biomedical research" and offered the course in August 2010 and May 2011 to participants from the Ministry of Health Jamaica, and from universities and hospitals in the region.

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. Policy oversight is provided by the Board for Graduate Studies and Research.

### Research achievements

The TMRI conducts research programmes in child development, endocrinology, genetics, human nutrition and metabolism, inflammation, non-communicable chronic disease – epidemiology, interventions and surveillance, and sickle cell disease. In November 2010 the TMRI underwent external review and feedback from the review is being used to ensure that programmes are internationally competitive while addressing regional needs. Research achievements for the year 2010/11 are illustrated through five selected projects which demonstrate the scope of work of the Institute.



Research being conducted on Jamaican pre-school children



### 1. Preventing Young Children's Conduct Problems in Jamaican Pre-schools

Violence is a leading worldwide public health problem with a very high prevalence in Jamaica. Preventive interventions during early childhood are an important component in the prevention of violence; however, there is limited evidence of their effectiveness in developing countries. In this study 24 preschools in inner-city areas of Kingston were randomly assigned to intervention or no-intervention groups. All teachers in intervention schools were trained in strategies to manage child disruptive behaviour and to promote children's social-emotional competence. Within each class, three children with the highest levels of teacher-reported conduct problems were selected for evaluation. At the end of the school year children in intervention schools had fewer conduct problems and were more pro-social than children in no-intervention schools as measured by observed classroom behaviour and parent and teacher report. Large benefits redounded to teachers' classroom management practices and to class-wide measures of child behaviour. This study is enormously important for informing interventions to prevent child conduct problems as the intervention is integrated into the existing school system and is feasible and sustainable.

**Principal Investigators: H. Henningham**

### 2. The Barbados National Registry for Chronic Non-communicable Disease

Surveillance now underpins the core of chronic disease epidemiology within the CDRC. The Barbados National Registry for Chronic Non-communicable Disease (BNR), established by the CDRC, is the only tripartite national registry for cardiovascular disease and cancer in the region, and has become a regional model for surveillance. The cancer registry was established as the final component of the BNR during the past academic year. The work of the BNR has already begun to provide estimates of the impact of cardiovascular disease, and will permit the evaluation of interventions and preventive measures, planning of resource needs, and provision of information to guide policy. The importance of the BNR was recently highlighted by the Prime Minister, The Hon Freundel Stewart, in his address to the United Nations High Level Meeting in September 2011. There have already been clear improvements in hospital practice as a direct result of the BNR, such as more accurate recording of myocardial infarction diagnoses in patient charts. Gaps in clinical practice and death certification have led to training programmes for health-care professionals led by the BNR and the National Chronic Non-communicable Disease Commission, as well as the formation of a national working group to develop death certification protocols.

**Principal Investigators: A. Rose, A. Hennis**

### 3. Dietary Cysteine Utilisation in Children with Severe Acute Malnutrition

Children with oedematous [i.e. water retention] severe acute malnutrition (SAM) produce less of the amino acid, cysteine, than their non-oedematous counterparts. They also have marked depletion of the antioxidant, glutathione (GSH); hair loss, skin thinning and peeling, as well as atrophy of lower digestive capacity of gut mucosa. Because GSH, skin, hair, mucosal and mucin proteins are rich in cysteine, the TMRU team proposed that the overall demand for this amino acid would be associated with



TMRI Nurse administering a food frequency questionnaire

greater cysteine splanchnic (gut, liver, spleen, pancreas) utilisation (SPU) and efficiency of utilisation in oedematous than non-oedematous SAM. Stable isotope tracer methods were used to explore this hypothesis. Compared to the non-oedematous group, oedematous children had slower cysteine production when severely malnourished but not at mid catch-up-growth in weight. They catabolised less cysteine at both stages resulting in higher use for synthesis; hence, better efficiency of utilisation. SPU was ~ 45% in both groups at the two stages leaving only about 55% to meet the requirements of the non-splanchnic organs and tissues. The findings suggest that children with oedematous SAM have a greater requirement for cysteine during early and mid-nutritional rehabilitation, supporting previous suggestions that cysteine supplementation of the established treatment diet might enhance their recovery.

**Principal Investigator: A Badaloo**, *American Journal of Clinical Nutrition (in press)*

#### 4. Diabetic Foot Complications among Patients attending a Specialist Diabetic Clinic in Jamaica

Foot complications are major causes of disability in persons with diabetes mellitus. Previous studies have suggested high rates of foot complications in the Caribbean, but there were few data recorded for Jamaica. This study estimated the prevalence of diabetic foot complications among patients at the University Hospital of the West Indies (UHWI) diabetes clinic and identified factors associated with those complications.

Between 2009 and 2010, trained nurses recorded self-reported foot complications, anthropometry, and performed the following foot examinations: (i) inspection for amputations, ulcers, infections or foot

The Sickle Cell Unit strives to understand the underlying reasons for the great variability in the level of morbidity (illness) seen in patients with Sickle cell disease.

deformity; (ii) neurological examination for pain, vibration and pressure perception. Diabetes control was assessed using a point-of-care HbA<sub>1c</sub> test.

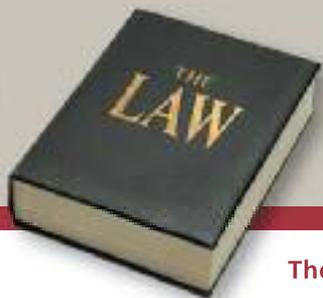
Participants included 143 women and 45 men with mean age 56 years, and mean diabetes duration 16 years. The prevalence of amputations was 8.5% and was higher among men (22.2%) compared with women (4.2%). There were no sex differences in the prevalence of current ulcers (4.3%) or current foot infections (3.7%). In multivariable models, foot complications were associated with neuropathy, high blood pressure and diabetes duration. The findings highlight the urgent need for foot care education and treatment programmes in Jamaica.

**Principal Investigator: T Ferguson**

#### 5. Sickle Cell Disease Severity may be linked to Autonomic Nervous System Imbalance

Sickle cell disease (SCD) is the most common genetic disease in the Caribbean and Africa. The Sickle Cell Unit strives to understand the underlying reasons for the great variability in the level of morbidity (illness) seen in patients with SCD. In a recent collaborative project with a Caribbean Network of Researchers on SCD and Thalassemia (CAREST) colleagues from Guadeloupe and France together with SCU researchers examined differences in autonomic nervous system (ANS) activity in patients with SCD who had frequent painful crises, patients with SCD who had suffered no episodes of painful crisis in a year and a non-SCD controls group. Participants wore Holter (ECG) monitors overnight to assess their ANS activity. Findings published in *Hematologica* (Nebor, Bowers et al, 2011), showed that patients with frequent painful crises had lower parasympathetic activity and greater sympatho-vagal imbalance (less ANS activity) than both controls and patients with milder disease. When adjusted for age, no difference was detected between the two SCD groups. These results add to the growing perception that in patients with SCD, autonomic nervous system imbalance is a marker of severity.

**Principal Investigator: M Reid**



The ICJS has been focussed on criminological research as well as exploring and building local, regional and international partnerships with researchers and experts within the field of criminology and criminal justice.

### **The Institute of Criminal Justice and Security (ICJS)**

The Institute of Criminal Justice and Security (ICJS) is a response to a need identified by Caribbean leaders for a regional response to crime and security. Although established in 2007, ICJS began full operations only this past academic year.

Its main objectives are to:

- Expand and strengthen teaching and learning programmes, especially programmes in criminology and security studies, and develop new ones to meet on-going needs of the law enforcement agencies;
- Develop a dynamic research agenda, empirically-oriented research programmes, and an environment that enables excellent research for effective policy formulation and implementation; and
- Expand and strengthen outreach activities including consultancy and policy advice, and a Think Tank or Policy Forum.

The activities of the ICJS have been centred on criminological research as well as exploring and building local, regional and international partnerships with researchers and experts within the field of criminology and criminal justice. Additionally, ICJS has actively sought alternative sources of funding for resource and institutional building.

In January 2011, the ICJS and the Faculty of Social Sciences, St Augustine, co-hosted the inaugural UWI Postgraduate Cross-Disciplinary Research Degree Conference on Crime and Crime-Related Research Topics. Twelve MPhil/PhD students shared and discussed their areas of work among themselves as well as interacted with and received feedback from supervisors and other faculty members from the three campuses.

#### **Research Activities**

The ICJS has taken steps to strengthen and expand research activity that (a) is relevant to regional and international needs and (b) drives regional development.

#### *Community Action Planning Project (CAP Project)*

CAP is funded by the Jamaica Social Investment Fund (JSIF). Duration of the project is one year.

The ICJS developed community action plans for targeted crime and violence prevention within twelve Inner-City Basic Services for the Poor (ICBSP) communities in Jamaica. Specifically, for each community, a report detailing community specific analyses, baseline indicators, and the community action plan was produced. Additionally, a monitoring and evaluation framework as well as forms for tracking and evaluating the implementation of the community action plan were developed. Lastly, a training and capacity building plan for community residents and JSIF and ICBSP staff was prepared.

#### *Youth Violence and Organised Crime in Jamaica: Causes and Counter-Measures Project (YVOC Project)*

YVOC is funded by the International Development Research Centre (IDRC). Duration of the project is two years.

The ICJS is presently investigating the phenomenon of youth violence in selected communities, particularly its relationship to organised crime, to (i) document interventions proven effective in mitigating youth violence in communities, and (ii) influence policies and practices to improve the security of affected youth and communities.

This project, which began in October of 2010, seeks specifically to investigate and document the nature of youth violence, chiefly its relationship with organised crime. In addition, different types of gangs and their influence on youth violence in Jamaica will be characterised for the design and implementation of more effective youth violence prevention strategies targeted to specific contexts and audiences. Finally, the role that women play in violence and their attitudes towards youth violence will be elucidated to contribute to strategies to reduce violence against women related to youth gang activities as well as to enhance the role women may play to reduce youth violence, primarily at the community level.



During Year 1, three fora were held and involved participants from various governmental (e.g., JCF, MNS, etc.) and non-governmental agencies (e.g. Dispute Resolution Foundation, etc.) as well as from international organisations (e.g. Canadian High Commission, DFID, USAID, etc.). Their purpose varied and included the presentation of preliminary findings and the exchange of ideas and experiences with researchers from Central America.

In addition, the ICJS organised and hosted a roundtable in the month of March 2011 on policing responses to organised crime. This event brought together high ranking officials from the Jamaica Constabulary Force (JCF) and the Jamaica Defence Force (JDF) to discuss the appropriateness of applying counter-insurgency tactics to dealing with organised crime/gangs in Jamaica. The ICJS also partnered with the Office of the Principal, Mona, in hosting a symposium on “Jamaica-Canada Transnational Crime: Experience in its Control and Prevention”.

**The Centre for Tourism and Policy Research (CTPR)**

The CTPR was launched in November 2010 and became fully operational in January 2011. The Centre was established as a Campus Centre, located in the Faculty of Social Sciences, Mona with the aim of advancing research and training in the area of

tourism and other development policy research in Jamaica and the Caribbean.

In its establishment, the CTPR has been linked to the Grace Kennedy Foundation, which provides most of its funding, including the endowment of the Carlton Alexander Chair in Management Studies, currently occupied by Professor Ian Boxill.

Activities include:

- Research and Publication
- Education and Training
- Internship
- Applied Work
- Community Outreach

The CTPR started its student internship programme with 12 interns over an 11 month period. The programme provided students – both undergraduate and postgraduate – with hands-on experience in conducting research and developing policy proposals in a wide variety of areas.

Some of the projects undertaken by the interns included:

- Data collection on Jamaica’s beaches for a ranking of public beaches
- Economic impact of tourism in Jamaica
- Development of a data bank
- The development of a Responsible Tourism award



*CTPR Symposium on Air Travel in the Caribbean*





- The development of educational (cultural, historical and scientific) tourism for secondary and tertiary students.

With regard to Community Outreach, the Centre staged a Symposium on Air Travel in the Caribbean in May 2011. The Symposium, which examined the challenges of and opportunities for air travel in the Caribbean and was well attended, had as panellists Lieutenant Colonel Oscar Derby, Director, Jamaica Civil Aviation Authority; Mr Noel Lynch, former Minister of Tourism, Barbados; and Mr Ian Burns, CEO of REDjet Airlines.

### Role of the University Libraries in Promoting Research and Innovation

Despite financial constraints, improvements were made to the physical facilities, providing additional seating capacity, collaborative spaces and computer facilities for graduate students. The Cave Hill Main Library created two specialised rooms for graduate students and zoned the floors according to different noise levels associated with the range of learning styles. At Mona, the Postgraduate Learning Commons at the Science Branch Library comprising seminar rooms, a reading room and a 25-seat computer lab was officially opened in September 2010. On all campuses, additional support was offered in thesis checking.

The Libraries strengthened their Caribbean research collections with a view to enhancing the UWI's status as a centre of excellence in research on Caribbean Studies. The Cave Hill Library became a depository library for the United Nations World Tourism Organisation and has been actively engaged in developing a capacity in historical medical books. The Mona Library was bequeathed the Rex Nettleford Book Collection; paintings, historical and literary works from the family of the late University Librarian, Kenneth Ingram, and a significant collection of Latin American literary material as well as paintings were donated by retired Deputy Principal, Joseph Pereira. The Open Campus added new material to

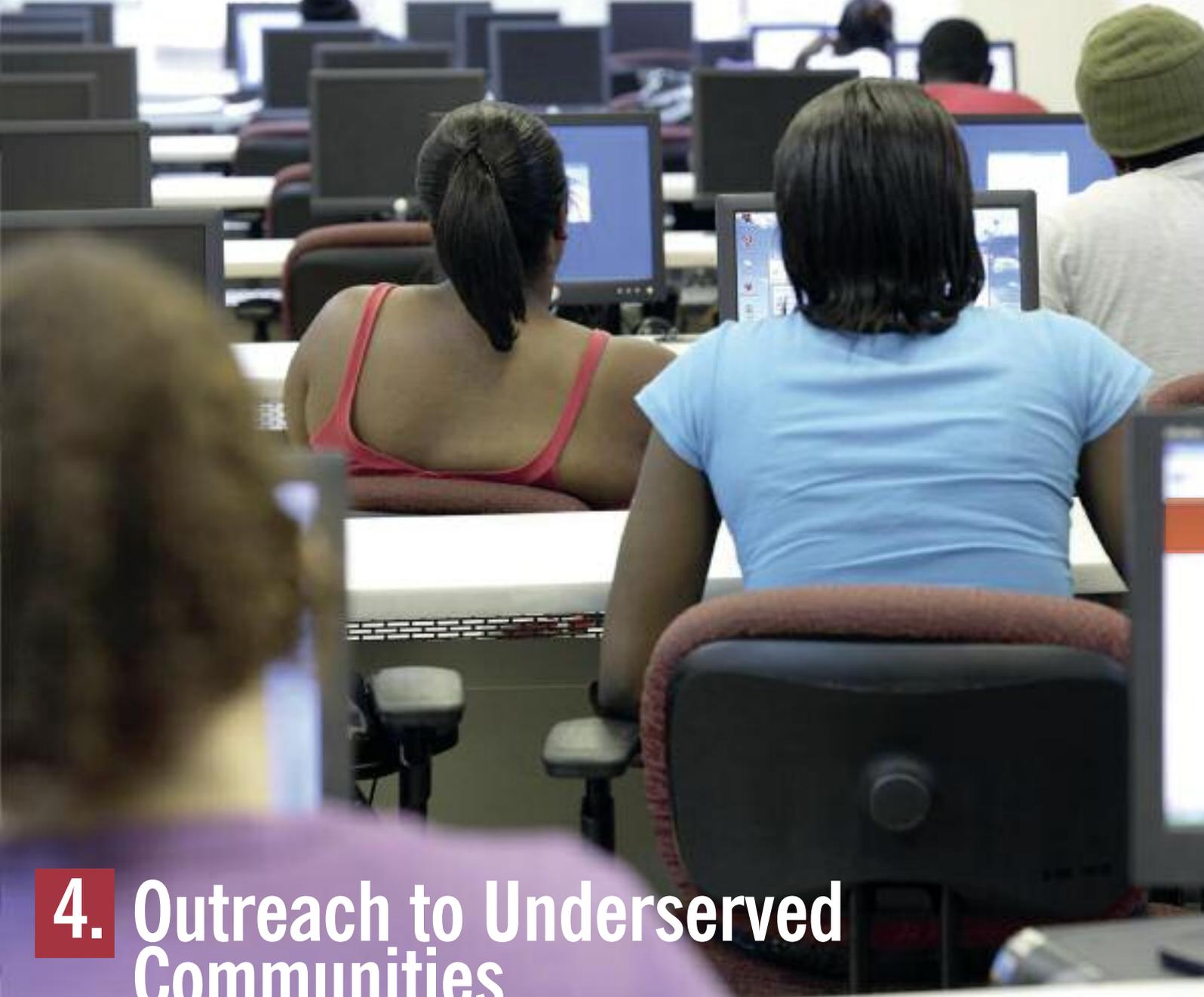
the Patricia Ismond and the Roderick Walcott Collections housed in Saint Lucia while the St Augustine Campus acquired the J.D. Sellier records of land transactions in Trinidad and Tobago from the late 19th century to the 1960s, a primary resource collection on law, history and planning research. The Libraries currently have a total of 147 special collections, 18 of which have been digitised.

The Vice-Chancellor accepted the generous offer of the BBC to donate the programmes of the BBC Caribbean Service for the period 1988–2011 in view of its closure in March 2011. The University Libraries immediately deployed the relevant staff to London to finalise arrangements and download the files in preparation for the transfer to UWI.



*Professor E. Nigel Harris (right), receives CDs from the BBC Caribbean Archive during the official handover, with (l-r) BBC's Debbie Ransome, University Librarian Jennifer Joseph and Leona Bobb-Semple.*

The Campus Librarians agreed to implement across the campuses, the Institutional Repository, *UWI-Space*, which was created at the St Augustine Campus as an electronic archiving facility for that campus' research output. Efforts are currently underway to develop synergy between the researcher database (UWIRD) created at the Mona Campus and *UWISpace* to provide access to all UWI research through the new portal.



# 4. Outreach to Underserved Communities

THE UNIVERSITY OF THE WEST INDIES  
OPEN CAMPUS

myO2 Home A-Z Index Contacts Directory Calendar Webmail

Navigation for:

- Prospective Students
- Current Students
- Academics & Staff
- Alumni & Friends
- Donors
- Media

**Social Welfare Training Centre**

**50th Anniversary Celebrations**

50 Years of Building Social Capital in the Caribbean

Navigation about:

- New Open Campus
- Programmes & Courses

**LATEST NEWS**

New Brown's Town Open Campus Location in Jamaica

Open Campus Jamaica announces the relocation of its Brown's Town site at Burlington Point, 2 Church Street, Brown's Town St. Ann. Our contact information remains the same. Tel: 876-675... [Read More](#)

More Events - Conferences & Seminars

**FEATURED ACADEMIC PROGRAMMES**

- 100 Youth Development Work
- 100 BEd Educational Leadership & Management (Major)
- 100 Educational Leadership &

**FEATURED PROGRAMMES**

- Certificate in Theatre Arts Education
- Professional Certificate Programmes

**SELECT AN OPEN CAMPUS LOCATION**



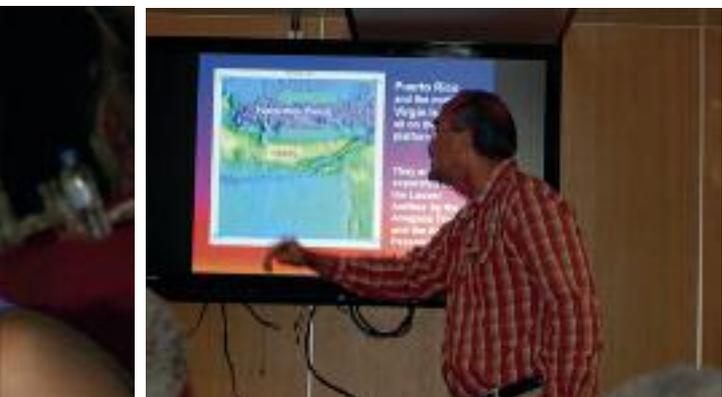


An interesting development in academic year 2010/2011 was the growth in partnerships between the Open Campus and local, regional and international entities to design and develop training programmes at the local level. The signing of an MOU with the Belize Chamber of Commerce and Industry in November, 2010 led to a series of training programmes and courses for member companies in Belize. Another MOU with UNICEF led to the offering of training courses in Media and Youth and Grant Proposal Writing, among others, also in Belize. In Barbados, the Open Campus at the Pine won the bid to provide training for senior public servants starting with a programme of workshops, the first of which was Finance for Non-Financial Managers. In Jamaica, the site at Camp Road was successful in winning the bid to offer the Employee Development, Training and Certification Programme for the Ministry of Finance and the Public Service. Courses offered included Entrepreneurship & Small Business Management; Events Management; Marketing & Sales and Supervisory Management.

Other Open Campus Sites were also active in offering a wide range of professional development courses for local needs, such as the Certificate in Theatre Arts for Teachers offered in Saint Lucia; Computer Literacy, PC Support and Maintenance delivered in Cayman; Guidance and Counselling in St Vincent and the Grenadines and Events Management (Saint Lucia, Jamaica Eastern, Jamaica Western, Montego Bay).

Developmental work proceeded throughout the Academic Programming and Delivery Division. Programme development also took place through:

- The Social Welfare Training Centre (SWTC) on developing a BSc in Youth Work, an initiative that contributed to the Commonwealth Youth Department's goal to professionalise Youth Work.
- The Caribbean Child Development Centre (CCDC) on a BEd in the area of Early Childhood and the Family.





### Upgrading Facilities

Despite the financial crisis, the OC was still able to garner funds to improve Sites and this led to the equipping of a new Site in Port Antonio through funding received from the Universal Access Fund Ltd in March of 2011 and the commencement of project work on refurbishing of eight other Sites in Jamaica.

### Graduate Studies

The Postgraduate Diploma in Instructional Design was added to the offerings at postgraduate level. The Post-Graduate Department designed and implemented a structure for coordinating and monitoring the research component of the taught Masters' programmes that it offers. This involved developing training materials and conducting training sessions for supervisors. It also developed manuals for both supervisors and students and a schedule to guide the activities of both students and supervisors in a structured manner. These activities included seminar presentations with small groups of students (4-6) using *Blackboard Collaborate*. These arrangements seem to have yielded some success as far as submission rate is concerned since there were 62 out of 71 research project submissions by the due date of January 2012.



Newly refurbished computer labs at the Mandeville and Port Antonio Sites in Jamaica

New building in Tobago for Open Campus students





# UWI Open Campus Scholar Ship

After several months of research and planning, which included a market survey conducted of over 10,000 alumni in the Alumni Online database, the Open Campus, with the support of the UWI Alumni Relations Office, launched a new initiative, the UWI Open Campus Scholar Ship programme. Designed to target UWI alumni, staff, their family and friends as well as other interested persons, this “cruise and learn” adventure is an innovative way of advancing the OC’s mandate of encouraging lifelong learning. The first Scholar Ship cruise, on which The Chancellor and Lady Alleyne were special guests, was a seven-day journey on the Caribbean Princess during the Easter period, April 17–24, 2011. The voyage began and ended in San Juan, Puerto Rico, with stops in St Thomas, USVI, Tortola, BVI, Antigua and Barbuda, Barbados and Saint Lucia. In addition to the Open Campus programme of on-board lectures, delivered by noted Caribbean anthropologist and Honorary UWI Research Fellow, Dr Lennox Honychurch, and customised in-country tours organised by the relevant OC sites, cruisers were able to enjoy all the amenities of an elegant cruise ship. The programme garnered considerable interest from many quarters, but, for several reasons, the conversion to bookings rate was not as high as projected. Notwithstanding, it is anticipated that the interest gained and relationships developed through the promotion of this exciting new product will, with sufficient lead time and the incorporation of “lessons learnt”, produce a considerably larger number of bookings for the next sailing.





## Research and other Projects

The units in the Consortium for Social Development and Research continued to pursue several research projects and other interventions.

- CCDC continued a UNESCO-funded research project on stigma and school achievement of children infected and affected by HIV and a Baseline Study on the Situation of the Promotion and Protection of Children's Rights in Jamaica, funded by IIN/OAS.
- CCDC also received UNESCO funding for a short project on Strengthening Early Childhood Care and Development in the Caribbean.
- The Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) prepared a Framework document for Public Sector Wage negotiations for the medium term: April 2010–March 2014.
- HLSTUEI offered consultancy service to the Joint Health Sector Group on the Health Sector Job Evaluation and Reclassification Exercise in the Public Service in Jamaica, and to the Association of Government Medical Consultants.
- The Head of HLSTUEI was also consulted by the Government of Jamaica on matters relating to wage negotiations and industrial relations in the public sector.
- SWTC conducted a dissemination of findings exercise in December 2010, of the Impact Evaluation of the National Youth Service which had been funded by the Inter-American Development Bank. Several papers were written by the investigators which will be published locally and internationally.
- SWTC began a new programme of research on an Impact Evaluation of Youth Programme in Jamaica: Career Advancement Programme and National Youth Service, funded by IDB/Ministry of Education (US\$200,000). The time frame for completion is June 2013.
- The Women and Development Unit (WAND) and the Catadupa School Complex entered into an arrangement to introduce a 'trainer of trainers' pilot project on Community Disaster Manage-



*Dr Judith Soares, WAND, addresses the Jamaica Confederation of Trade Unions (JCTU) panel discussion on International Women's Day 2011*

ment in academic year 2010/2011. The ongoing project, which was spearheaded by the Principal of the Primary and Junior High School, and a select group of teachers, was guided by Ms Audrey Mullings, Disaster Risk Management specialist, who conducts training of teachers and updating disaster plans on an ongoing basis. In June 2011, earthquake drills were conducted with teachers and students in response to the recent earthquakes experienced in Jamaica. Follow-up work will continue in October 2011.

- WAND's Tutor/Coordinator, Judith Soares, was invited to the University of Guyana by Vice-Chancellor, Professor Lawrence Carrington, to advise on upgrading, guiding and strengthening that institution's Women's Studies Programme (January 17–21, 2011). Co-operative arrangements have been established with the Women's Studies Unit.

Several staff members in the OCCS were engaged in a research project on a Situational Analysis on Sexuality Education in the Caribbean, funded by UWI/UNICEF and coordinated through the UWI Consulting Company, which was concluded in early 2011. This project involved OCCS staff and students in fifteen countries.

# Priority Imperatives



Online



On site



On demand

## Outreach Activity

In 2010/2011 two natural disasters claimed the Open Campus' attention. In its continued effort to seek ways in which to assist Haiti, the Campus submitted a proposal to the Leadership Development for Higher Education Reform (LEADHER) and received 10,000 Euros to facilitate visits to Quisqueya University to assess the infrastructural capacity for the preparation of on-line delivery of courses and programmes in teacher education and other areas. Dr Glenford D. Howe, Senior Research Officer and Mr Derrick Thompson, Country Sites Telecommunications Manager, visited Haiti during the period February 27th to March 2nd, 2011. The Open Campus also offered four scholarships to students from Haiti to study on-line. Early in the academic year several areas in Saint Lucia were devastated by Hurricane Tomas and many Open Campus students either lost their homes or experienced considerable hardship as a result of the damage done to their homes. The Campus immediately launched a drive for donations of water – which was in short supply on the island – as well as other supplies for the relief of students and others in need. The Campus made several shipments of water and supplies with the aid of the Barbados Coast Guard and supplies for children were also sent from Barbados and St Kitts & Nevis to the Head of Site in Saint Lucia for distribution to those in need. The Campus established a special account for the purpose of building an emergency fund to help students in need.

- Transforming of the operational structures of the Open Campus to ensure better fitness for purpose.
- Shaping a distinct Open Campus identity that focuses on excellent service to all stakeholders.
- Increasing products, programmes and courses and ensuring a high quality of product.
- Improving the delivery of programmes and courses and foster a culture of prompt and helpful response to students and other customers.
- Improving the quality of service across all Divisions, departments and units.
- Continuing to implement and improve quality assurance processes in all aspects of Open Campus endeavour.
- Using Open Campus Self-Study for accreditation and to guide the campus effort to improve its services across the jurisdiction.
- Increasing income-generating initiatives through higher enrolments and special projects.
- Continuing to build a business model aimed at achieving financial viability and sustainability that will result in less reliance on government contributions.
- Pursuing opportunities for research and facilitate or collaborate with colleagues on campuses and in countries to conduct needed research projects.
- Improving staff engagement and participation in the life of the Open Campus.



Chinese delegation visits the HLTSTUEI





*HLSTUEI launch of the Workplace Productivity Champions*



*HLSTUEI seminar on "The IMF, The Budget and The Workers"*

The Campus' routine training and outreach activities continued, for instance:

- CCDC organised a booth at the Dudley Grant Memorial Trust Early Childhood Expo 2011, July 14-15, 2011 at The Wyndham Kingston Hotel.
- HLSTUEI and CCDC Forum on protecting our children from violence and abuse. HLSTUEI Conference Room, July 26, 2011.

HLSTUEI organised a number of public activities in Jamaica and elsewhere:

- Launch of 'Productivity Champions' a programme to provide professional certification to workers to build a productivity culture at the workplace, January 25, 2011.
- Open Campus Forum on 'Taking Care of your personal security', with ACP Keith Gardener, Director of Security, Mona Campus, November 2010.
- Open Campus Forum in collaboration with the CSDR Director's Office on "Planning for Retirement", February 3, 2011, HLSTUEI Lecture room
- Open Campus Forum in association with CSDR's Office on "Health and Productivity", with Dr. Hope Dunn, March 24, 2011.
- Open Campus Forum on "Public Sector Wage Negotiations", Inter-Faculty Lecture Theatre, UWI, June 16, 2011.

- Open Campus Forum, in collaboration with CCDC on "Protecting our children from violence and abuse", HLSTUEI lecture room, July 26, 2011.

The Campus' commitment to cultural dissemination was expressed in various ways, including:

- The staging of the Alliouagana Festival of the Word by the Open Campus Montserrat, November, 2010.
- The Saint Lucian Open Campus involvement in Nobel Laureates' week.
- Book Launches in both Barbados and Trinidad and Tobago of books published by the Open Campus Press in Trinidad.
- The Malliouahana Poetry Festival sponsored by the Open Campus in Anguilla.
- A symposium in honour of the late Alfonso "Arrow" Cassell in Montserrat.
- The University Singers Tour of Belize in celebration of Belize's 30th Independence, July 2011.

Other activities of note among the Sites were:

- Hosting of the Vice-Chancellors XI match by the Saint Lucia Site in April 2011.
- Hosting of the Sir Frank Worrell Blood Drive in St Kitts and Nevis in May, 2011.
- Hosting of a Seminar on Metabolic Syndrome Insulin Resistance and its impact on Saint Lucian Society by the Saint Lucia Site in March, 2011.

## Conferences/Lectures

- Public Lectures and Seminars by Dr Aleric Joseph, Lecturer in History at the Faculty of Humanities and Education at the St Kitts and Nevis Sites in May, 2011.
- Hosting of the Nature Island Literary Festival by the Dominica Site.
- Hosting of “Looking Inwards”, an Exhibition of African culture and Dance by the Antigua and Barbuda Site.

### Benefactions

The OCCS benefited from the generosity of its communities in many ways. Some of the more tangible ways were:

- Donation of USD 15,000.00 from the Church of Jesus Christ of Latter Day Saints under an MOU for student scholarships and upgrade of equipment for Jamaican Sites.
- The Government of the Cayman Islands donated six computers to the Open Campus. These computers would be put to use in the PC Support and Maintenance course.
- Alicia Yeates, a member of the UWIAA in New York donated an LCD Projector to the Site in St Kitts and Nevis
- The St Kitts and Nevis Site received a donation of all of Caryl Phillips literary works excluding his plays from a local lawyer and alumna of the UWI, who prefers to remain anonymous. This collection includes his essays, several published commentaries about him and two framed photographs.
- Donation of EC\$44,000.00 from the CDB to support the Alliouagana Festival of the Word in Montserrat.
- Donation of books to the Montserrat Site from the Alma Jordan Library (St Augustine) and Alan Moss.
- EC \$7,500.00 from First Caribbean International Bank, Antigua, as sponsorship of the First Annual Rex Nettleford Memorial Lecture held in Antigua on February 5, 2011.

Dissemination of knowledge and ideas relevant to the region was facilitated by a number of conferences organised within the Campus:

Country conferences were organised in Belize (part of a week of UWI education activities in November 2010 – papers are now available on-line), and in Anguilla in April 2011.

The inaugural Rex Nettleford Annual Lecture was given in Antigua, by Professor Sir Hilary Beckles, February, 2011: Rex, Rastafari, Reparations and Reconciliation.



*Sir Hilary Beckles greets audience members after his public lecture in Belize*



*CCDC at stakeholders meeting*



*CCDC International Study Visit in Trinidad & Tobago*



**Franchising and Articulation**

Three franchise arrangements were concluded during the year and work on a good number of other articulation and franchise possibilities relating to the four UWI campuses continued with colleges throughout the region. 768 students were registered in various franchised programmes throughout the region.

**Accreditation**

The Campus began work on the preparation of its Self Study as part of the planned application for accreditation to the Barbados Accreditation Council. It was also in discussions with the Trinidad and Tobago Accreditation Council with respect to several of its programmes.

**Alumni**

The Open Campus Sites continued to provide support to the local UWI alumni chapters and played a more proactive role in promoting the UWI Alumni Association (UWIAA) as a partner in the development of the Open Campus and the UWI in general. During the year under review the Antigua and Barbuda Chapter of the UWI AA was re-launched with the assistance of the Head of Site, Mr Ian Benn.

The Saint Lucia Alumni Association in collaboration with the UWI Open Campus Site brought cheer to dozens of children of the Bexon Infant and Primary School in Saint Lucia who had been displaced by the devastation caused by Tropical Storm Tomas. In early December, staff and alumni visited the children and gave them donations of school supplies and toys.

In June 2010, the Open Campus engaged the services of Mrs Karen Ford-Warner as Consultant on a one-year contract to undertake various tasks relating to the development and promotion of alumni relations within the Open Campus. Working closely with the Alumni Relations office of the Institutional Advancement Division (IAD) of the Vice Chancellery, as well as the management and staff of the Open Campus,

significant progress was made in a number of core areas to encourage OC students and alumni to enjoy a lifelong, mutually-beneficial relationship with their *alma mater*.

During the year, the Open Campus was also able to provide its first set of UWI STAT ambassadors. Another important development to give the Campus its place in UWI affairs was an agreement at the 2010 meeting of the Central Executive Committee of the UWIAA that International Chapters in the US, Canada and UK would “adopt” Open Campus sites and Chapters, as follows:

International Chapters	Adopted Sites/ Chapters
Washington DC	Grenada, St Kitts and Nevis
New York	Belize, Cayman, Turks and Caicos
Toronto	Dominica, Saint Lucia
Florida	Bahamas, Antigua & Barbuda, Anguilla
UK	BVI, St Vincent & the Grenadines, Montserrat



UWISTAT Ambassadors with school children (middle) on a visit to the British Virgin Islands



*Students from the first batch of graduates of the Western Jamaica Campus, 2011*

### **The Western Jamaica Campus**

The 2010/2011 academic year marked the historic third year of operations at the UWI, Mona, Western Jamaica Campus (WJC). The satellite campus proudly awarded degrees to the first batch of 55 undergraduates at the November 2011 graduation ceremonies. Eleven of these graduates received First Class Honours. A total of 39 students graduated from the Faculty of Social Sciences and 16 from the Faculty of Humanities and Education. Twelve students from the first batch of the Executive Master's in Business Administration (EMBA) programme also received their degrees in November 2011, with three persons receiving distinctions.

### **Faculty of Engineering Expanding Access**

In pursuit of the UWI Strategic Plan's major goal of responding to the needs of our stakeholders efforts were made by the Faculty of Engineering to significantly expand its offerings. Accordingly, the Faculty established a dual certified Pre-Engineering programme, incorporating academic and certifiable,

hands-on knowledge. Following discussions with colleagues at Mona, the Faculty has begun consideration of extending this programme to a 2-Year Associate Degree in Engineering. The Faculty is of the view that this would more easily facilitate the vocational component of the pre-engineering programme while providing students with a more useful certificate. The Faculty facilitated the development of an Engineering programme at the Mona Campus and implemented the following new programmes:

- MSc in Electrical and Computer Engineering (Revised)
- MPhil & PhD in Geomatics Engineering and Urban and Regional Planning

The Faculty also initiated discussions with the National Training Agency of Trinidad & Tobago on the addition of a vocational training track leading to a CVQ Level 3 certification at graduation and a CVQ Level 4 post graduation certificate running in parallel to the formal academic programme. This initiative would directly address the lack of preparedness of graduates for the world of work.



# UWI GAMES 2011

CAVE HILL  
BARBADOS









# 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

**T**ransformation and reform of the administrative structures and systems of the University are integral to the successful implementation of the Strategic Plan. This process was therefore identified as the first of the major enablers aimed at facilitating and supporting the vision and goals of the Plan. The University Registrar is the point person charged with overseeing implementation of this critical activity while the Pro Vice-Chancellor for Planning and Development has overall responsibility for coordinating the preparation, implementation, monitoring and assessment of the Strategic Plan.

## Embracing Change

In any organisation, acknowledging the need for and embracing change is a challenging and often painful process. This is even more acute in an institution as large and as complex as the University of the West Indies. Nevertheless, during the review year, significant advances were made in the process of administrative and leadership transformation. The Institutional Strengthening project was initiated with two major interventions – the Risk Management initiative (PWC) and the Strategic Human Resource Management, facilitated by The Governance Network™ (TGN) consultants. Orientation workshops have also been held with the UWI leadership (Executive Management Committee) preparatory to adopting the essentials of change leadership. This followed the undertaking of an Inception

Report and a Needs Assessment by TGN. The Employee Engagement Programme has been started and the Office of Administration is partnering with *Survey Intelligence* to administer the survey instrument throughout the University in order to ascertain the level of engagement of our employees.

In an effort to improve key processes, there were cross-campus meetings of the Examinations and Admissions Assistant Registrars as well as the HR Directors. A review of the Examinations regulations was completed and the ensuing recommendations were approved by the relevant Boards and have been implemented. A more strategic approach to Human Resource Management has been agreed and taken on board.

Each year, during the month of August, the Vice-Chancellor hosts a Strategic Planning Retreat at which implementation of the UWI Strategic Plan is carefully analysed and strategies for achieving the goals of the Plan tweaked, as necessary. In the year under review, the Strategic Planning Retreat was held on the St Augustine Campus, at the Institute of Critical Thinking, August 17–9, 2011. The discussions focussed on challenges and accomplishments in organisational culture, leadership, management and governance; system-wide coherence; communication and stakeholder engagement; attracting and retaining staff; financing and resourcing The UWI; curriculum pedagogical reform; campus and faculty collaboration; performance indicators measurement



Scenes from the Fourth Annual Strategic Planning Retreat, 2011

and monitoring; information and communication advancement; relating research clusters to real development needs of economies and societies; strengthening regionalism and the internationalisation of the UWI.

Following are some areas in which identifiable progress has been made.

- Continued increase in enrolment in undergraduate and graduate programmes (expansion of access);
- Increase in research output/publications, conferences/outreach programmes;
- Improvement in the quality of programmes through quality assurance reviews, teaching certificate programme, etc.;
- Expansion and improvements in infrastructure for teaching/learning;
- Restructuring of departments and programmes/curricula;
- Greater international collaboration (research, programming, student);
- Improvements in the delivery of courses via the use of ICT;
- Accreditation of the St Augustine Campus and also of professional programmes;
- Improvement in service quality in administration and re-engineering of administrative processes;
- Increased inter-Faculty collaboration;
- Greater linkage of programmes to regional human resource needs;
- Movement with the Single Virtual University Space (SVUS) and Single Virtual Library Space (SVLS) and
- Progress on branding and marketing of UWI programmes/courses.

### Challenges

Nevertheless, there were challenges and constraints that hindered the extent to which goal achievement occurred. In particular, constraints were seen in the financial, management and operational areas. There was significant discussion on the challenges associ-



ated with goal achievement, measurement and monitoring. Summarised below are the challenges/constraints.

- Strategic Issues – Adopt a Strategic Planning Model; adopt a Strategic Management System (Balanced Score Card or equivalent);
- Financial Issues – Non-Government funding diversification and income generation.
- System Issues – Governance/Structure; Process productivity, responsiveness, flexibility, quality, efficiency; greater inter-campus collaboration; promote One-UWI system and shared information base.
- HR Issues – Leadership/Management skills; culture change; communications; key staff – attract/retrain; employee engagement/motivation and teacher career paths and workloads.

### Priorities for the Final Year of the Plan and beyond

A strategic/systematic approach is needed to overcome these challenges. Priorities must be established given an environment of limited/slow growing resources. As such, the priorities identified were related to overcoming some of the challenges in the core strategic areas and major enablers. These include:

- to complete the accreditation exercises across the three campuses;
- expand the quality assurance reviews of departments and introduce the quality award;
- strengthen and broaden the library system to increase access of staff and students to online material in a cost-effective manner;
- review the range of graduate programmes to align with resources and the strategic focus of the University;
- expand Graduate Studies and Research Information Portal (GRIP) and strengthen graduate interaction across the campuses;
- expand the range of research clusters and secure additional funding;
- continue the phased upgrading of facilities in the

Open Campus (OC) and improve its relationship with “residential campuses”;

- restructure the Business development Offices (BDOs), institutional research and planning offices as part of the institutional strengthening process;
- review internal operational processes to respond to the financial challenges; and
- strengthen the internal and external communication system and assess its effectiveness.

### Tools of Transformation

The campuses individually have undertaken specific measures to improve engagement and performance of staff at all levels. A key focus of the **Mona Campus** during 2010/2011 was the streamlining of academic and administrative processes started in the previous two academic years. Using course data, the campus was able to accurately quantify academic staff needs, define payroll and provide detailed work schedules for academic staff. The result of these efforts is a more efficient and effective utilisation of fixed staff capacity.

The campus has also successfully automated the selection process in student applications by programming decision criteria, making it possible to respond to applicants within a week. The strategy of maintaining earlier and continuous communication with the successful candidates makes it possible to confirm financing arrangements before the start of the school year. This has resulted in a 15% increase in early registration for 2011/2012 and earlier receipt of funds, which positively impacts the campus’ cash-flow.

The upgrading in 2009/2010 of the campus’ TMA (a Maintenance Management Software Company) Computerised Maintenance Management System (CMMS) has resulted in significant improvement to the scope and accuracy of the information database. TMA records were used in campus-wide initiatives such as central timetabling and mapping of teaching areas.



### *Initiatives towards Sustainable Financing*

The Mona Campus has embraced a dual approach towards ensuring financial viability and sustainability: reducing/containing costs across various cost centres and engaging creative strategies for revenue generation. The campus persisted with efforts, commenced since 2008, to identify areas for cost reduction and recovery, including electricity, water and sewage charges with particular emphasis on reducing energy costs.

The **Cave Hill Campus** continued to consolidate previous successes in the programme of assessing, streamlining and enhancing administrative processes. Guided by the UWI strategic goals of administrative transformation, efforts were made to achieve even higher levels of responsiveness to stakeholder needs. And in the context of economic challenges at both the national and international levels, this served to underscore the critical need for maximising operational efficiencies.

### *Benefits from Improved Working Environment*

The anticipated benefits of the relocation of central administrative units to the purpose-built new administration building have been fully realised. The relocation, which facilitated the bringing together of units with complementary functions, has continued to impact positively on the quality of service delivery, facilitating synergies and improvements in such areas as student registration.

### *Health and Safety*

Improvements to the work environment were also given impetus through new initiatives in the area of health and safety. This included a re-energised Campus Occupational Safety and Health Committee with a mandate to assess and improve relevant processes and procedures in this priority area. A number of key protocols were approved for implementation during the review period and a structure established for responding to safety issues on campus. This included the identification and appropriate training of mem-

bers of staff who volunteer to perform the role of safety officers in units and departments.

### *Improving and Sustaining Quality Service*

Efforts continued to ensure the sustainability of the benefits derived from the campus' major thrust in training members of the Administrative, Technical and Service (ATS) staff in service excellence. This phased programme which commenced in 2009 was completed during the review year with staff trained in a number of critical areas including managing and supervising the service function. A key feature of the programme was its results-oriented approach and provision for sustainability through the work of a Quality Circle, consisting of trained coaches drawn from each department who would ensure the timely implementation of the relevant recommendations.

The campus continued to support, through its Staff Training Fund, *ad hoc* requests from ATS staff for training consistent with overall departmental and campus development objectives. In addition, in-house training workshops were convened throughout the year in a number of identified areas including the utilisation of office productivity software, minute and report writing, protocol and events planning, and performance appraisal.

The **St Augustine Campus** launched two new programmes to foster leadership skills at all levels. The Management Development Programme was introduced to help Heads and Deans better understand their roles as managers and leaders. Meanwhile, the Talent Development Programme (TDP) was introduced as a year-long programme targeting staff at less senior levels, to hone key skills needed to help Faculties and Departments achieve their strategic goals, and opening up opportunities for greater responsibility and promotion.

The old Works Department was renamed the Facilities Management Division and a new Director appointed. Beyond the name change, the move signalled the transformation of the former department into one that is more modern and responsive.



Administrative innovation on the campus ranged from the introduction of campus tours as part of the recruitment drive, to testing an online examination system and the introduction of a new cost effective IP/Voice PBX solution. Today these seem but small steps but each has the potential to result in giant leaps towards financial sustainability in the future.

During the period under review, wage negotiations were concluded with the West Indies Group of University Teachers (WIGUT) representing Academic, Senior Administrative and Professional Staff, with minimal disruption to the operation of the campus. Negotiations with the Oilfield Workers Trade Union (OWTU) representing Administrative and Technical Services Staff (ATSS) are ongoing.

Recruitment and retention of academic staff remained a serious challenge, particularly in the fields of Medical Sciences and Engineering and among staff recruited internationally. One new initiative in this regard was a partnership with the Ministry of National Security to quickly resolve immigration issues. This facility is also available to international students.

All campuses continued to afford its Academic, Senior Administrative and Professional staff oppor-

tunities for self development, exposure to and benchmarking against best practice, through access to Staff Development and Study Travel grants, all with the objective of enhancing quality, efficiency and productivity.

### **Information Strategy and Data quality**

The Information Strategy being spearheaded by the University Chief ICT Officer is aimed at developing efficient and cost effective mechanisms for planning, providing, and maintaining the information and knowledge necessary to carry out the strategic objectives of the University, as outlined in the current Strategic Plan 2007–2012. These mechanisms are intended to make information more accessible, to improve its quality, accuracy and reliability and ensure compliance with the University's policies and regulations. In this regard, the Strategy should cover all forms of information (print or electronic), whether generated internally or received from external sources.

During the review year, work on this initiative progressed with the help and support of the library and archives community, notably the University Archivist, John Aarons. The draft information



*Members of the two trade unions representing members of staff of The University of the West Indies (UWI) St Augustine Campus at the Staff Forum on April 8th, 2010 at the UWI Sport and Physical Education Centre*



strategy was submitted to the Committee of Deans, the University Archives and Records Management Committee and the University Finance and General Purposes Committee for feedback and further direction, to ensure “buy-in” by the entire University community.

### **Business Intelligence and Information Quality Initiatives**

The Business Intelligence team in the Office of the University CIO continued to work with the cross-campus IT departments to prepare cross-campus management reports. Improving collaboration with the Registry teams for timely feedback in validating and reviewing the data was also initiated as this has been a challenge.

#### *Throughput Analysis*

Another major initiative was a throughput analysis of graduate and undergraduate students using the Cohort Analysis approach provided by the Office of Planning and Development. A number of data quality issues were highlighted as there was a high percentage of students with unknown status i.e. those students who were neither registered, graduated, transferred, withdrawn or on leave of absence. It was agreed that dedicated staff would be assigned to clean up and ensure that procedures were put in place for proper monitoring of the data in the Banner system.

A review of the course/programme codes and titles in the Banner Student System revealed that given the several data quality issues identified, this would need to be a priority area of focus. Accordingly, work accomplished in improving data quality included:

- specialised training conducted in July 2011 by The Data Warehouse Institute (TDWI) which covered: data analysis and design; dimensional data modelling – from requirements to business analytics; data quality fundamentals and root cause analysis for data quality management.

Each campus was requested to provide a single point of contact for referring data quality issues. PVC

Research also indicated willingness to fund the assignment of a dedicated resource in the Registry to the clean-up exercise with respect to graduate student throughput analysis. Processes and controls to standardise data shared across campuses were put in place and metrics related to data quality issues generated.

### **Planning & Development and Institutional Research**

The University Office of Planning and Development (OPD) is charged with the collection, analysis, interpretation and dissemination of accurate information on all aspects of the University’s activities in support of institutional research and planning, informed decision-making and timely reporting through its online Performance Management and Monitoring System (UWIPMMS). Professor Andrew Downes, Director of the Sir Arthur Lewis Institute of Social and Economic Studies, Cave Hill assumed duties as Pro Vice-Chancellor Planning and Development on August, 15th 2011, replacing Dr Bhoendradatt Tewarie who took up an appointment as Minister of Planning and the Economy in the Government of Trinidad and Tobago.

The following research studies were either completed or in an advanced stage of completion during the period of review:

- Comparative Report on Graduate Tracer Survey of 2008 First Degree Graduates – Mona, Cave Hill and St Augustine (completed).
- Graduate Tracer Survey of 2009 First Degree Graduates (completed).
- Postgraduate Throughput Study Phase 1 (completed).
- UWI Statistical Review 2009/10 – Mona, Cave Hill, St Augustine and Open Campus (completed)
- Report on World University Ranking Methodologies: Implications for UWI (completed).
- 2010 First-Year Retention Survey (draft report circulated).
- 2010 Dimensions of Institutional Performance (draft report circulated).



- 2009/2010 Trinidad and Tobago Sector: Institutions and Enrolment (completed)
- 2010/2011 Student Experience Survey – Speak Your Mind (SYM) (completed)
- 2011/2012 Student Experience Survey – Speak Your Mind (SYM) (draft circulated)
- An Analysis of High Course Failure Rates for all of UWI Undergraduate Courses for Academic Years 2006–2008 (completed)
- 2010 Employer Survey – St Augustine Campus (completed)
- 2011 Employer Survey – Mona Campus (completed)
- 2011 Employer Survey – Cave Hill Campus (on-going)

### **UWI Performance Management and Monitoring System**

The UWIPMMS was launched in June 2010 after a series of tests by Microsoft. The OPD has been collaborating with Microsoft Trinidad since mid-2008 to develop a software application to track and monitor implementation of the UWI Strategic Plan. The UWIPMMS replaced the traditional paper-based reporting done by departments and units. This paperless system was built on a Microsoft SharePoint platform and allows users to access, submit and share their reports online.

Heads of Departments and Faculty Deans are able to view initiatives taken in other departments across the University, and executive management is able to get an overall view of the University’s performance in relation to the strategic objectives. Moreover, the availability and accessibility of this information can better inform the decision-making process at all levels.

Thirty-six representatives (12 from each residential campus) received training on the system. These persons formed the pool of trainers and support staff that will eventually be responsible for training other staff.

The system is currently accessible only to academic

departments. However, key performance indicators (KPIs) for administrative departments were defined and these departments are expected to begin using the system soon. The Open Campus is also expected to be fully integrated into the system. Consultations and meetings were undertaken with key stakeholders such as Campus Registrars and Bursars.

### **The University Projects Office**

The University Projects Office is charged with supporting institutional development through the initiation, preparation, and management of projects for the Offices of the Vice-Chancellery, in accordance with the strategic priorities of the UWI. Accordingly, the Office pursues programmes which would enhance the University’s strategic aim of becoming recognised as a centre of excellence and relevance to the region.

#### *Proposal and Grant Development*

During the year under review, activities included responding to the following funding opportunities:

#### **Development of proposals to the Global Fund:**

The University Projects Office was part of a team led by Professor Celia Christie and Dr Russell Pierre which, in collaboration with the PAHO HIV Caribbean Office, prepared a proposal for submission to the Global Fund (Round 10). The focus of the proposal was “the elimination of vertical transmission of HIV and syphilis in 10 Caribbean countries, namely, Haiti, Dominican Republic, Guyana, Belize, Suriname, Jamaica, Dominica, Grenada, St Vincent & the Grenadines and Saint Lucia. The team worked toward a fixed deadline and was successful in submitting the proposal within the short time period to meet the Global Fund deadline.

#### **Development of a proposal to the US Department of Health Resources Services Administration (HRSA):**

The Office was part of the team that hosted delegates from the University of Washington and the US Health Resources and Services Administration



(HRSA), the agency designated to provide funding for the CHART Regional Coordinating Unit. Of particular interest was the discussion on the importance of Grants Management and how the University of Washington could be of assistance to the University of the West Indies. Two members of staff later attended the three-day In-house NGO training session on HRSA's Grants Policies, Rules and Regulations.

Development of proposals for the SALISES Fifty-Fifty projects including the "Fifty-Fifty: Critical Reflections in a Time of Uncertainty".

#### **Participation in the thrust to garner philanthropic support.**

The Office produced a "Naming Opportunities" document specifically focused on getting contributions towards construction of the new Vice-Chancellery building, through the designation of spaces for naming or recognition of donors.

#### *Project Management*

The University Projects Office's primary focus during the 2010/2011 academic year was the realisation of many years of planning for a building to house the Vice-Chancellery. Following on the successful acquisition of a loan and grant funding from the Caribbean Development Bank, ground was broken for the construction of the building on January 1, 2010. An official ground breaking ceremony took place in May of that same year. By mid-July, the building began to take shape when, thanks to new building technology the University community was able literally to see the building "come to life" in just seven days . . . Tuesday morning . . . one just saw the hoarding; by the following Monday, all walls were visible.

Key successes during this phase of the construction were the buy-in of all stakeholders, the successful partnership established with the Cement Company, Trinidad Cement Limited (TCL) and the high professionalism of the contractors, Kier Construction and the Project Team. Worthy of note is the expert way in which the Project Team handled the employment of persons from the surrounding communities, ensur-

ing that through a staggered work load and job allocations, all were given a chance of employment.

The University Projects Office continued with the management of the renovations and expansion of the Hugh Wynter Fertility Management Unit, located on the grounds of the University Hospital of the West Indies. The project is well under way and is expected to be completed in early 2013.

#### *Staff Development*

Members of staff sought to advance their knowledge of grantsmanship and project management by attending local and international training sessions. Attendance by the Director at The Grantsmanship Institute's Grants Development Workshop in Florida provided an opportunity to prepare for the development of a Grants Resource Centre, as part of a network of Foundation Centres' outreach to non-profits and an interesting opportunity to develop a parallel Caribbean Region Resource Centre.

CHART/RCU, one of the main recipients of federal loans, in collaboration with the University of Washington and Inside NGO, conducted a three day workshop in September 2010. Members of staff were able to understand issues involved in the "Cost Principle for Educational Institutions" (OMB Circular A-21) which is vital in preparing proposal budgets and administering loans and grants.

#### *Open Campus*

Project Management support has been provided to the Open Campus. This included the ongoing capital works of the Open Campus Country Sites in Jamaica, Saint Lucia and St Vincent.

The Office continues to serve on University as well as Mona Campus Committees and to give advice and assistance to the university community upon request. The University Projects Office looks forward to the new challenges and opportunities as it continues the implementation of development projects geared toward ensuring the University's relevance both regionally and globally. ¶



# Market and Branding

**A**cross the world, Higher Education Marketing is becoming a pivotal strategy as colleges and universities have come to realise that the application of marketing principles and practices are important to build and maintain strong brands, improve competitive positioning, achieve enrolment and fundraising success and maintain financial strength. It is understandable then why Marketing and Branding were recognised as one of the major enablers of the UWI's Strategic Plan.

With a growing demand for marketing support from all internal stakeholders, coupled with increasingly savvy target audiences and external publics, the cross-campus Marketing and Communications team has had to be continuously innovative in its approach to information sharing, stakeholder engagement and brand management in executing the mandate to manage the University's public image.

The campus teams have in their communication toolkit a wide range of tools, strategies and tactics that represent a more traditional approach to reaching our stakeholders. These are progressively being complemented and in some respects replaced with cutting edge approaches, new tools and technologies for engaging our publics. Each campus has made significant strides in social media and digital marketing and in order to effectively manage these evolving channels the University Marketing and Communications office has spearheaded some policy development initiatives.

## Social Media



There are an estimated 6 million Facebook users in the Caribbean (Facebook statistics as at June 2011), so it is no surprise that the use of social media as a marketing and communication tool is becoming more entrenched within The UWI. At each UWI campus social media followings have experienced steady growth as stakeholders become increasingly dependent on social media updates for information and engagement with the University. St Augustine continues to exhibit significant growth with the integration of Facebook in its marketing approach and by August 2011 – two years after its Facebook fan page launch – boasted 32,396 fans. Cave Hill, the Open Campus and Mona have recently entered the social media landscape with official Facebook pages and have realised surges in their followings with respectable fan bases. The UWI also continues to have a visible presence on YouTube, Twitter and Flickr.

At the Mona Campus the new social media portal, Mona Students' Space, was launched in the period under review. This virtual student space is developed around an information management system which uses the social media channels Facebook, Twitter and SMS and has already become popular, notably with students.

Although still a relatively new communication channel within the university system the Director, University Marketing & Communications was invited to share the UWI's social media experiences and suc-



cesses at the Association of Commonwealth Universities (ACU) Marketing & PR Conference in Australia in 2010.

**Digital Media & New Technologies for Marketing**

During the year in review new avenues, integrating technology in Marketing has been the trend with **St Augustine Campus** installing digital signage screens in high traffic locations. The project began with seven screens and within one year has grown to 22 across the main St Augustine and Mt Hope campuses. The technology, which is leveraged for both

public and internal information, advertising and brand building, is co-managed by the Campus IT Service and the Office of Marketing & Communications. There are plans to integrate a campus alert system and to make use of the streaming capabilities of the screens for a more enhanced consumer experience.

The **Mona Campus** is also in the initial stages of developing an analogous campus-wide Digital Signage platform that is expected to transform communication on the campus. The project is being spearheaded by the UWIDEF, with significant input from Mona Information Technology Services (MITS) and the Marketing and Communications Office.

At the **Cave Hill Campus** the integration of technology and marketing took the form of the annual Prospective Student Seminar. Facilitated by video conferencing technology, this is a best practice in recruiting, to be considered for wider adoption for similar purposes across the University.

In keeping with the University’s thrust to establish a single virtual university space, the redesign project for the institution’s highest level website, the uwi.edu portal, was significantly advanced in the review period. The new uwi.edu is a strategically designed Vice-Chancellor website featuring a



Digital signage in an office setting, St Augustine Campus



## The UWI: [www.uwi.edu](http://www.uwi.edu)

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

How to  
Find Us  
Online



Media Centre which would serve as an aggregator of news across the University with heavy use of social media. With the approval of the Executive Management team the new uwi.edu should go live in academic year 2011/2012. In the year under review, the University Marketing & Communication Office also played a key role, in collaboration with the Office of the Chief Information Officer and the Campus Information Technology Services team, in the promotion and roll-out of the new my.uwi.edu student portal – which forms part of the single virtual university initiative.

**Traditional Media**

Despite the increasing use of new technology for marketing and a rapidly growing social media presence, traditional media is a mainstay and has

continued to play an important role in the marketing of the University during the year in review. Cross campus collaborations for the sharing of news and information has ensured that The UWI maintains an unparalleled and robust presence in the local, regional and international media.

In the reporting period, the Marketing and Communications team at **Mona** negotiated increased advertising space in the *Sunday Gleaner*, Jamaica’s most popular newspaper with a readership of over 700,000, during the Admissions period with campaigns themed “The Career-Ready Student” and “Redefine Yourself”, featuring a range of innovative programmes, initiatives and talent at the Mona Campus. This period saw the introduction of a bi-monthly newspaper, *UWIMONA Now* and the coordination of six television features on UWI





Research titled *Research Funding: Challenges and Opportunities*. The Office also collaborated with one of the national television stations on a programme which highlighted the University Chapel as a protected heritage site in Jamaica.

The Marketing team at the **Open Campus** (OC) continued with initiatives including a bartering system in Belize, between the Belize Open Campus site and two local radio/television stations for prime advertising spots in exchange for professional development training or short local courses on customer service training. Monthly television programming and interviews in Dominica featuring the UWI Open Campus were also a strategic pitch during the review year to publicise The UWI presence in the Open campus territories. The team also managed the publication of opinion-editorials written by Open Campus experts which appeared monthly in local OC territory newspapers. These articles were shared across all 15 OC countries, and in some cases, were complemented with 10-minute radio productions.

At the Cave Hill and St Augustine campuses, newspaper supplements, UWI Notebook and UWI Today, in the Barbados and Trinidad & Tobago respectively, continued to up the ante in terms of content and readership among national populations.

### **Policies to Support Effectiveness**

This year, the University Marketing & Communications Office (currently based at the St Augustine Campus) deepened its focus on policy development to help govern the new models, technologies and resources being employed by the University.

The completion of The UWI Brand Identity Guidelines, which was presented to the University's Finance and General Purposes Committee, represented the culmination of a targeted effort to provide visual identity guidelines intended to govern and standardise the presentation of the UWI Brand across the institution as well as to its external publics. In the coming year, it is expected that the guidelines will be officially rolled-out and adopted

across the university system. In a similar vein the development of a Social Media Policy is an important step towards managing the way our University is represented in social media settings. University Marketing and Communications views the development of such policies, including key guidelines for implementing best-practices in advertising, as central supportive pillars for the increasingly critical Marketing and Communications function; and work continues apace to complete these guidelines in the coming period.

### **Marketing & Communications Strategy and Long-term Planning**

In the upcoming year, the Marketing & Communication function will play a critical supporting role in the preparation, launch and adoption of the new 2012–2017 Strategic Plan, and the auxiliary administrative reform initiatives such as the Employee Engagement and Leadership Development projects. Thus far, Marketing & Communications through the University Director has made a significant contribution to various task forces associated with these long-range planning initiatives.

### **Conclusion**

In 2010/2011 the University Marketing & Communications team's focus on policy development spoke to the determination to create and sustain a unified Brand for The UWI as well as a solid platform from which to market the institution as a 'single' University. Continued attention to trends and best practices in Marketing and Communications in Higher Education and their application in The UWI context has resulted in increasing effectiveness in reaching our publics through new media and creating a truly representative web-presence with a heavy integration of social media. Judging from the momentum built during the 2010/2011 period 2011/2012 promises to be a full and exciting year for Marketing and Communications at The UWI. ¶



# Funding the Enterprise

**F**unding challenges, triggered by the global financial crisis in 2008/9 and sustained by its aftershocks, continued to impact The University of the West Indies during the 2010/2011 review period. Chief among these aftershocks have been adjustments required to repair shattered public finances in many Caribbean countries, which are the primary contributors and source of the UWI's funding resources. The UWI, while not escaping the concomitant uncertainty created by such developments, has recognised and confronted these challenges as it continued to STRIVE towards the delivery of the highest quality of teaching in facilities which would afford a rewarding and enriching student experience. In support of this overarching mandate, the Office of Finance continued during the year under review to ensure the financial stability of the institution by closely monitoring and providing direction to the University's financial affairs. Significant improvements were made in the timeliness of the financial reporting and the support given in securing grants for research. It is within this context that the University, through the Office of Finance, continues to seek out opportunities to support and expand the funding base of the institution. 'Funding of the Enterprise' on a sustainable basis continued to be a central focus during the review period. In this regard three strategies were employed, namely: identifying additional sources for income generation; containment of operational costs; and initiatives to increase operational efficiencies

## **Summary of Consolidated Financial Performance**

The Financial Report and Consolidated Financial statements for year 2010/2011 were presented to meetings of the University Finance and General Purposes committee. The external audits of all campuses and the University Centre (Vice-Chancellery) were completed for submission to the 2012 annual business meeting of University Council.

For the year ended July 31, 2011 (the review period), the total income of the University was BDS\$945.1 million, compared with BDS\$886.8 million for the corresponding period in the prior year while total expenditure was BDS\$936.9million compared with BDS\$851.0 million for the same period in the prior year.

The operations of the University resulted in a surplus of BDS\$8.1 million (2010:BDS\$35.8million). The surplus from "other" projects was the main component and this surplus was earmarked for capital commitments, which were expected to materialise during the year 2011/2012. The reduced surplus was partly due to an increase in the underfunded pension supplementation costs and depreciation charges, as well as an adjustment for discount of government debt in excess of one year.

### *Consolidated Income and Expenditure*

The sources of income were Government Contributions 51% (2010: 52%), Tuition and Other Student



Fees 15% (2010: 15%), Special Projects 6% (2010: 6%), Other Projects 20% (2010:18%), and Commercial Operations and Other Income 8% (2010: 9%).

Total income of BDS\$945.1 million for the year ended July 31, 2011 represented an overall growth of 10% over the three year period commencing with the year ended July 31, 2009. Income from other projects

BDS\$47.5 million for post-employment pension and medical benefits, a 26% increase over 2010 (on a consolidated basis).

The increase in pension supplementation costs was due partly to the decrease from the discount rate of 11.5% in 2010 to 10.5% used for the Jamaican funds in 2011. It should be noted that the estimate of supple-



*The Hon Winston Dookeran, T&T Finance Minister, in earnest conversation with Vice-Chancellor Nigel Harris*

showed the most significant growth of 67%. This was mainly due to the emphasis placed on increasing income from self-financing programmes (including post graduate courses), and the full fee-paying programmes. The growth in other sources of income over this three year period (on a University-wide, consolidated basis) was as follows: Tuition and other student fees 13%; Special projects 2% and Commercial Operations 10%. Other income showed a decline of 26%.

Consolidated expenditure categories and their percentages of the total were as follows: Departmental 47% (2010: 48%), Administrative 9% (2010: 10%), Central 18% (2010: 17%), Special Projects 6% (2010: 6%), Other Projects 14% (2010: 13%) and Commercial Operations 6% (2010: 6%). Consolidated expenditure includes an actuarially determined estimate of

mentation will continue to rise as interest rates on investments decrease. This expense is funded by the Governments when the employees retire and contributed significantly to the deficit on Government funded activities.

### *Government Contributions*

Income from Government Contributions totalled BDS\$478.7million, representing 51% of total income, an increase of 4% over the prior year in which Government Contributions were BDS\$459.7 million and represented 52% of total income. The Office of Finance has the responsibility of interfacing with Governments regarding the status of contributions outstanding. On the operational level, follow up is with the responsible government ministries. The Campus Principals and Bursars also relate to the



Campus Governments on amounts outstanding. As at July 31, 2011 the balance due from Contributing Governments to the University of the West Indies was BDS\$169.6 million. This balance represented a marginal decrease when compared to the position at July 31, 2010 when the value receivable was BDS\$162.7 million.

During the review period the University continued to face some challenges with regard to the settlement of outstanding government receivables, which has negatively impacted the cash flows. Some campuses were impacted more significantly than others.

### **Income-Generating Initiatives**

As the campuses and Vice-Chancellery took steps during the review period to close the gap between income and expenditure, some of the income-generating initiatives pursued included:

- The introduction of new programmes with income-generating potential
- Increased emphasis on units with income-generating facilities
- Efforts to increase philanthropic giving

Further, as the University continued to seek additional funding from some of the more traditional sources, special attention was given to research and other forms of grants, which could offer significant contributions towards the University's operational overhead costs. Expansion of income-generating facilities such as the Hugh Wynter Fertility Management Unit (HWFMU) was also initiated.

### **Grants Management**

One of the strategic objectives of the University of the West Indies is to increase its international recognition as a centre of excellence in research, knowledge creation and innovation. Critical to the realisation of such an objective, is the need to effect internal transformations necessary for the UWI to become a more research-driven institution. Appreciating that the imperative for UWI to become more research-driven is one step; making it happen is the

greater challenge that the institution will face and therefore the framework for seeking funds is being enhanced to match the other necessary pillars.

This framework includes fostering the desired research culture which will require attention to three basic things: (a) growth in the number of academic staff who are research active, (b) the availability of protected time to do research linked to expectations of research performance, (c) access to an enabling research infrastructure and associated research funding (and more broadly sponsored programmes which extend beyond 'pure research').

Theoretically there are numerous sources of funding for sponsored projects and programmes, whether in the form of gifts from individual donors; institutional donors including foundations and corporations; funding from local governmental sources; or grant funding from foreign governments agencies / institutions. The purpose for which funding is being sought could potentially span the range of university-related projects and programmes, including: academic research projects; contract research projects; teaching projects; special contract for services; clinical trials and internal departmental projects.

There is currently an effort to streamline and improve the operational structure of the grants management process across the entire University. This is being driven by the need for both transparency and efficiency across these processes.

### **Projects and Infrastructure Development**

Income-generating projects, such as the expansion of the Hugh Wynter Fertility Management Unit (HWFMU) which is located on the grounds of the University Hospital of the West Indies (UHWI) were pursued during the review period. The expansion would facilitate significant increases in clinical services, teaching, research and training in sexual and reproductive health. The Unit plans to expand its clinical services by at least 50% and in so doing generate significant income for the long run.

Other projects undertaken to expand the University's capacity and offerings include:



- At the **Cave Hill Campus** construction of the Black Rock development was completed. The Sagikor West Indies Cricket Board High Performance Centre as well as the Graduate Studies building and football stadium were completed. Work-in-progress included construction of the Cave Hill School of Business and the new library.
- At the **St Augustine Campus** the construction of the Sir Arthur Lewis Hall of Residence, and the main administration building were completed during the year.
- At the **Mona Campus**, construction of the Faculty of Law building was completed during the year. Work-in-progress at the Mona Campus included construction of the new Basic Medical Sciences Complex and additional housing facilities to accommodate students.
- At the **Open Campus** two sites were upgraded to state-of-the-art facilities with funding from non-governmental donors.

### Costs Containment Initiatives

The University continued to realise cost savings from effecting economies of scale on both the campus level and University-wide. A number of strategies continued to be pursued over the review period.

These cost containment strategies included:

- Reduction of staff costs ( including the elimination of sale of leave for some campuses)
- More efficient utilisation of faculty
- Preventive maintenance practices
- Joint purchases

On a University-wide scale there were savings made from the regional insurance initiatives, with further enhancements to captive insurance being investigated as the University continues to review the adequacy and cost of mitigating its insurable risks.

Recommendations from a risk management review, aimed at reducing the escalating cost of purchasing insurance was implemented by adopting a regional loss limit programme, which represents a change from campus specific full loss programmes, and

resulting in savings in premiums. Having optimised premium savings over the last two years by changing the insurance programme, thereby mitigating the continuing escalation of insurance costs across the market place, the University is considering having an assessment carried out to explore the feasibility of the recommendation that captive insurance might provide a long term cost-effective solution for the University's insurance programmes.

### Initiatives for Improvement in Financial Information for Operational Efficiency

The generation of timely and efficient financial information will be a key factor in supporting improved operational efficiencies across the University. In this regard the Office of Finance and the Campus bursaries continue to spearhead improvements in the efficient dissemination of financial information through the BANNER financial system. Banner Finance which is supported by Sungard Higher Education is the most popular software used by universities to provide real-time access to the information required to make sound financial decisions.

All campuses and the Vice-Chancellery are currently using either **Banner version 8.3 or 8.4** most modules of which have been operationalised. During the year the fixed assets module was implemented by one additional campus as well as the Vice-Chancellery. This will facilitate better management of fixed assets.

In November 2011 Sungard Higher Education provided training in the research accounting module of Banner. Representatives from all four campuses and the Vice-Chancellery were in attendance. Testing of the module is in progress with the aim of full implementation by the end of the academic year 2011/2012.

The University also receives technological support from **E-visions**, a partner of Sungard Higher Education. The **Intellecheck system** for printing cheques as well as **ARGOS** and *Formfusion* provided by E-visions, are being used by the University.



# UWI Consulting

A SUBSIDIARY OF THE UNIVERSITY OF THE WEST INDIES

## Background

The UWI Consulting Company (UWIC) is a Limited Liability Company (LLC), a wholly-owned subsidiary of the UWI, registered since October 2007 as an International Business Corporation (IBC). 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.

## Consulting

The period under review, August 2010–July 2011, saw the UWIC continuing to live its mission to “unlock the development potential of the Caribbean by providing professional advisory and capacity building services”. The ambitious objectives of the Company, therefore, were to:

- harness and mobilise the intellectual capital of the academic community to meet the needs of the region by creating appropriate solutions.
- coordinate the available resources to address matters relevant to regional development, and to provide solutions.
- create an impact on the Caribbean region and the world.
- generate revenue and to find new sources of revenue

In fulfilment of this thrust the organisation continued primarily to embrace projects that have an impact on governments and organisations within the Caribbean region. One can therefore envision UWI

Consulting at this stage as a wave sweeping across the Caribbean with its small but passionate team focussed on making an impact on the region. In September 2010, the Chief Executive Officer, Dr Basil Burke, visited the CARICOM Secretariat where he presented the capabilities of the Company in order to cement UWI Consulting’s relationship with this regional organisation, as well as to better understand the needs of the Secretariat in implementing the initiatives of the 9th EDF in the Caribbean region, Dr Burke was accompanied by PVC Research, Wayne Hunte, and Ms Allison Fung of the Office of the Vice-Chancellor. In addition, Dr Burke used every occasion of visits to other Caribbean territories to interact with potential Caribbean Associates and Affiliates.

During this review period, UWI Consulting continued to forge alliances with funding agencies, contracting authorities, and other consulting firms of global significance with a view to positioning itself to better access major consultancies in the Caribbean region, especially those funded by the European Union. To this end UWI Consulting partnered with Ecorys, an International consulting firm based in the Netherlands in submitting a bid, which though unsuccessful, served to forge an excellent ongoing relationship with Ecorys.

UWI Consulting has significantly increased its activity by comparison to the preceding years since its establishment, with projects on its portfolio funded by the European Development Fund (EDF), the Caribbean Development Bank and the World Bank (IBRD) among others. This period was one where the Company concentrated on implementing projects in



the pipeline in order to fulfil existing contracts. At the same time there were vigorous initiatives to mobilise and capture new projects that would inure to the bottom line. There is, however, a need to bring on board more proposal writers and to develop a format which would attract and incentivise these writers.

UWIC has taken proactive steps to be engaged in other types of services such as offering to monitor several of the CDB programs/projects that are in the pipeline in Jamaica, thereby reducing the implementation period. A proposal to that effect has been submitted to the new President of the CDB, Dr Warren Smith.

While the organisation continued to build new businesses and implement projects in the pipeline the Team also focussed attention on strengthening the structures in the organisation to improve the delivery of quality products and services.

During the review period UWIC staged a regional Consultation meeting in Guyana in order to seek buy-in into a major project, Consultancy for the Development of the Caribbean Health and Food Safety Agency's (CAHFSA) Strategic Plan (Road Map), Medium Term Work Plan and SPS Protocols for trade in agricultural products.

### Highlights of Accomplishments

During the period of review UWIC has successfully submitted and implemented several projects with tremendous potential impact on the region.

The following are some selected completed or ongoing projects:

- Regional Project on "Implementing National Biosafety Frameworks in the Caribbean Sub-Region" started in 2009. The University of the West Indies is the Executing Agency in this implementation phase of the project. UWI Consulting has sub-consulting options in fulfilment of the objectives, such as the establishment and strengthening of region-wide institutional mechanisms for cooperation in biosafety risk management, the development of CARICOM-wide standards, protocols and procedures for biosafety risk assessment/management and labelling.
- CARICOM selected UWI Consulting to partner with Instituto Mora of Mexico on the South/South Cooperation project to provide a Case Study of collaboration between Brazil and the Caribbean on HIV/AIDS.
- Project on the "Technical Assistance for the Evaluation of Quality of the Learning Environment and the Teaching Methodologies at Schools Providing Special Education" requiring UWI Consulting to evaluate policies, settings, and services for children with special needs in Barbados.
- The Caribbean Agricultural Health and Food Safety (CAHFSA), a Consultancy for the "Development of the CAHFSA Strategic Plan (Road Map), Medium Term Work Plan and SPS Protocols for Trade in Agricultural Products" was successfully implemented. This regional consultation, co-staged by UWIC and the CARICOM Secretariat, was of tremendous value to the stakeholders and will go a far way in getting the CAHFSA organisation, located in Suriname, up and running.
- The UNICEF Sexuality Education Consultancy: "To Conduct a Situation Analysis of Sexuality Education in the Caribbean" was also of tremendous benefit given the need to address sexual education among youth in the region. The objective was to use a common data collection framework to prepare situation analyses on the state of sexuality education in nine participating countries in the English-speaking Caribbean, namely Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, St Kitts and Nevis, Saint Lucia, St Vincent and the Grenadines.
- The "Establishment of an Institutional Framework for the Management of The Rehabilitation Centre" in St Kitts and Nevis. It is hoped that this project, upon completion, should have a positive impact on Caribbean youths at risk, particularly in stemming youth crime and will result in a solu-



Dr Basil Burke, CEO of UWI Consulting, making a presentation

tion that will present a model for other countries in the Caribbean region.

- In Jamaica, the PATH /MLSS study, “To Conduct a Study on Consumption Patterns and Coping Strategies of PATH Households” sought to examine, among other things, whether the food crisis had shifted expenditure of PATH households between food and non-food items, and to investigate and determine the resultant risks, if any, of increases in the incidence of poverty.
- The project “Preparation and Publication of Resource Manuals to Assist Enterprises Overcome Generic Challenges” to be used as learning tools for small and medium-sized enterprises (SMEs). UWI Consulting was chartered by the Caribbean Development Fund to prepare three Manuals (300 each) in support of small enterprise development.



### Institutional Strengthening

Over the past year, even with a small team of five, systems and procedures were put in place to improve efficiency and effectiveness in the Company’s operations. In the coming year continued growth is anticipated. The staff complement will be increased, thereby increasing our capacity and ability to more aggressively market our services. This will be bolstered by an appropriate public relations programme and a vibrant website.

### Forging New Alliances and Links

UWI Consulting has been approached by international consulting entities wishing to form alliances of various types with us. This presents some extremely valuable opportunities. UWI Consulting will learn a lot from these varied experiences, and in the process, heighten the profile of the Company while preparing it to qualify for the larger bids – a passage-way to being number one in the region and one of the best consulting companies in the world.

As regional governments strive to become more competitive in the current global environment, there will be greater need for the services that we provide. Our statement a year ago still holds true today: “The greatest challenge for UWI Consulting still lies within the UWI family. It is to convince potential ‘Affiliates’ of the enormous benefit of working in a multidisciplinary and interdisciplinary manner for the benefit of UWI and the region.” Nevertheless, UWI Consulting continues to believe that colleagues in the Vice-Chancellery, the Bursary, and in each of the four campuses will continue to be very interactive and supportive, not only as a source of excellent UWI Consulting “Affiliates”, but as illuminated signposts to where the growing trends, the dire needs, and the avante garde solutions lie. For this emerging and continued support, the Team at UWI Consulting will always be grateful. ¶



# Strengthening Regionality and the National Engagement Processes

## STRENGTHENING REGIONALITY

While the UWI's commitment to its regional remit is without question, there have been legitimate concerns that over the years the University has been losing its regional character, most obviously evidenced by the overwhelmingly monolithic make-up of the student body, in terms of nationals of the host countries, on the three residential campuses. It is clear that the environment within which the UWI operates has changed drastically since the establishment of the institution sixty-three years ago. The challenge for the University is to help to perfect the regional enterprise. Hence 'strengthening regionality' was considered as a necessary enabler in realising the goals of the Strategic Plan.

### Task Force on Achieving a More Regional University

In August 2010, the Vice-Chancellor established a University-wide 'Task Force on Achieving a More Regional University' under the chairmanship of Professor Brian Meeks, Director of the Sir Arthur Lewis Institute on Economic and Social Studies at Mona. The decision arose in part from the sense that in recent years the University has been losing its regional character, but more directly from the Inter-Campus Student Guild Committee's report to the May, 2010 University Finance and General Purposes Committee meeting. The students argued, inter alia,

that "... the true essence of the UWI – its history of fostering regional strength, Caribbean 'oneness', and a vibrant exchange of West Indian cultures, which should and must be at the pinnacle of our student mandate – has been dormant to our operations". The students proposed a series of immediate measures to correct this tendency, urging, plaintively, that efforts should be made to "... restore the West Indies back to the University of the West Indies".

The terms of reference of the Task Force included the charge to define the role of a regional university, to identify the gaps that existed and to suggest ways to close those gaps. The Task Force, whose members were drawn from all the campuses, submitted its report to Council in May, 2011. Among its findings was a very strong affirmation of support for the continuance of the UWI as a regional institution, as 96% of the staff and 100% of the students surveyed were in favour of a regional institution. The Task Force made several recommendations – some substantive, requiring governance review, but also a number of immediately doable measures – to bridge those gaps.

### Task Force on Enhancing UWI-12 Enrolment

Another working group, chaired by Professor Rhoda Reddock, Deputy Principal of the St Augustine Campus, was convened to consider and recommend measures to boost and encourage greater enrolment by students from the OECS countries. Measures included niche programming to meet the specific



need of the UWI-12 countries; special marketing and recruitment efforts; financial assistance such as increased bursaries and scholarships and articulation arrangements with tertiary level institutions in the UWI-12 countries.

**Cross-Campus Faculty Collaboration**

All the Faculties now have in place a mechanism for cross-campus consultation to ensure harmonisation of curricula and examinations processes, whether the mechanism is a biennial Faculty Conference, as is the case of the Faculties of Social Sciences, or regular video conferences of Deans and Heads of Department as practiced by the Faculties of Humanities and Education. The Medical Sciences Faculties have

institutionalised a cross-campus curriculum review process which has been recognised as a best practice. With the expansion of and extension to other campuses of the professional Faculties such as the Faculty of Law and the Faculty of Engineering, this is a practice that will become the norm.

**Greater Integration of Caribbean Students**

Surveys have consistently shown 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, since the opportunities for such cultural cross-fertilisation have decreased over the years, with regional and interna-



Dr Kim Robinson-Walcott

**CARIBBEAN**  
*Quarterly*

*A tool for showcasing Research and Innovation and for Strengthening Regionalism*

*Caribbean Quarterly (CQ)*, launched in 1949 by the then Extra Mural Department of the University College of the West Indies and long regarded as the flagship journal of the university, was edited by the late Professor the Honourable Rex Nettleford for forty years, until his sudden death in February 2010. With the retirement in September 2010 of Dr Veronica Salter, managing editor of *CQ* for some twenty years, Vice-Chancellor Nigel Harris decided that the time was opportune for a revamping of *CQ* in order to reposition the journal as a tool for showcasing research and innovation and for strengthening regionalism. A new editorial board

was appointed in September 2010 with Professor Rupert Lewis as chairman, and Dr Kim Robinson-Walcott assumed the post of editor in October 2010.

In the period under review, the following was achieved:

- 1. A new look for CQ:** Following the appointment of the new editor in October 2010, *CQ* was redesigned, and the new look was launched in December 2010, with the publication of vol. 56, no. 4, the special issue “Pioneering Icons of Jamaican Popular Music” Part II, guest edited by Clinton Hutton.
- 2. Formulation of new vision and**

**strategic plan to showcase research and innovation and strengthen regionalism:**

The new *CQ* board formulated a new vision and strategic plan for *CQ* which was approved by the University Strategy and Planning Committee in February 2011. It was agreed that *CQ* should be a journal dedicated to exploring all aspects of the culture of the Caribbean. A new tagline for *CQ* was created, sharpening its identity as “a journal of Caribbean culture”, pointing to the focus on Caribbean culture in the widest sense of the words. It was agreed that *CQ* should be a forum not for narrow single-discipline pieces, but rather for those reflecting the inter-disciplinarity of Caribbean cultural studies; some pieces which are rigorous, some based on scholarly research, but with every piece written in a clear, unfettered, accessible style, capable of being understood by well-educated people from any discipline.



tional students comprising just under 8% of on-campus enrolment, the UWI must redouble efforts to offer opportunities to students to pursue at least a part of their studies at a campus other than in their home territory.

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.

The **Cave Hill Campus** has been at the forefront of efforts to encourage greater integration of Caribbean students. Each year funds are set aside for the award of 50 scholarships to students from the OECS countries, with a quota of 6% designated for indigenous peoples. Indigenous students from Belize, Dominica and Saint Lucia have benefitted from this programme.

In addition, as a result of working closely with the government of St Vincent & the Grenadines, the enrolment of Vincentian students at the Cave Hill Campus has moved from 30 to 200 within four years. Further evidence of the Campus' affirmative action is the MPhil and PhD scholarships offered specifically to UWI-12 students.

### 3. There should be a greater diversity of types of writing:

Academic/scholarly, pieces of general interest, public lectures, personal essays; there should be creative writing – poems, short stories – in every issue. *CQ* should also continue to feature a book review section in every issue, including reviews of creative writing. In this way, by maintaining a focus on Caribbean culture but encouraging a lively diversity of types of writing, the journal would carve its niche, giving *CQ* a special place in the family of journals at UWI, and a special place in the global arena. In honouring the commitment of the late Professor Nettleford to the cause of regionalism, *CQ* would strive to maintain a breadth of material reflective of the wide anglo- and non-anglo Caribbean; meanwhile, in keeping with its original mandate of serving the extra-mural community, *CQ* would strengthen its relationship

with the Open Campus and with the UWI-12 territories.

**4. Production of issues:** Dr Veronica Salter in her final thrust as managing editor of *CQ* before her retirement on 30 September 2010 successfully produced vol. 56, no. 3 (September 2010). Following the appointment of the new editor, and with the support of a dynamic and involved board, three additional single issues – vol. 56, no. 4 (December 2010), vol. 57, no. 1 (March 2011) and vol. 57, no. 2 (June 2011) – were produced in the period under review, with the final issue for 2011, a special double issue in honour of Professor Nettleford, in the final planning stages at 31 July 2011. These latter publications featuring *CQ*'s new editorial style and format reflected the new vision of *CQ* in their increased visual content. All of the issues maintained the regional content long established in *CQ*, highlighting the output of local and international

Caribbean studies scholars and writers from the campus territories, the UWI-12 territories and beyond – strengthening regionalism, crossing colonial boundaries, and reflecting the wider Caribbean.

**5. Marketing and branding:** In recognition of the necessity of strong marketing and branding in support of strong content in order to ensure the journal's continued viability despite global contractions in scholarly publishing, a promotion plan for *CQ* was drafted and a preliminary upgrade of the *CQ* website undertaken. Relationships with international electronic database holders were expanded so as to showcase Caribbean cultural scholarship to a wider global audience. ¶





*The Role of UWI STAT*

The annual UWI STAT Ambassadorial Country Visit Programme – an initiative of the Institutional Advancement Division of the Vice-Chancellery (IAD) – is a tangible demonstration of advocacy for the strategic mandate of “Strengthening Regionalism”. Meetings are arranged with high school students, Prime Ministers, Ministers of Education and leaders in other sectors. The information gathered “on the ground” from the student perspective, which is both current and relevant, is used to inform executive management decisions. The Ambassadors also promote regional integration during the annual CSME Week; they host a Prime Minister’s Lecture and undertake an annual FOOTPRINTS: Students for Development campaign which is the only regional, annual student giving campaign. It is designed to encourage student participation in campus development, to foster Pelican Pride and encourage allegiance to the UWI. The Ambassadors also take part in Matriculation and Graduation ceremonies and have represented UWI at various conferences and seminars throughout the year.

Another notable initiative was The Caribbean Integration Programme. The Campus Principals have been actively encouraging and facilitating students’ participation in inter-campus exchanges, which allow students to pursue one to two semesters of their studies at another campus of their choosing.

**STRENGTHENING NATIONAL ENGAGEMENT PROCESSES**

The UWI’s impact on national policy-making, analysis and evaluation is identified in the Strategic Plan as a major enabler which could also serve to increase awareness of the UWI’s contributions to national development, thereby enhancing support for the University within national communities.

Throughout the academic year 2010/2011 all the campuses continued to host several conferences, symposia and seminars and policy forums which served not only to stimulate intellectual discourse but also sought to focus and make recommendations on challenging issues of local, national and regional importance.

Following is a sample of the many discussion sessions hosted by the **Mona Campus**:

- Inaugural *Slashroots Developers’ Conference* in February 2011 to promote dialogue among stakeholders of innovations, particularly amongst policy-makers, members of the technology community and the public and private sectors. Highlight of the Conference was a 24-hour national software developer competition, dubbed “OpenData Camp”, where 3-member teams of developers used a 24-hour window to build value-added applications and visualisations which served to showcase the programming skills of local software developers.
- UWI/World Bank Seminar on the Jamaica Economy entitled “Jamaica: Country Economic Memorandum (CEM) Unlocking Growth” on June 17, 2011. The Seminar analysed the chief economic and social factors that have challenged growth in the Jamaican economy and made recommendations to address them.
- Roundtable discussion staged by the Mona School of Business, also in June 2011, titled “Organisational Renewal: From Recession to Recovery and Growth” which engaged senior executives from the private and public sectors in dialogue on organisational renewal, with the aim



*Promoting UWI Students Today, Alumni Tomorrow (UWISTAT) on the Mona Campus*



of finding practical solutions to the economic challenges facing some organisations.

These initiatives were complemented by the ongoing research by academic staff in key areas of national importance, as well as continued provision of technical expertise and leadership/governance services to various public and private sector bodies, through Faculty outreach activities. For example, the Faculty of Pure and Applied Sciences provided technical expertise on water quality and impact on the ecology; the threat of invasive butterfly species on the citrus industry; on climate change and adaptation, energy technologies and exploration; the provision of coast re-vegetation seedlings from the Port Royal Marine Labs, services of a Hyperbaric (Recompression) Chamber at the Discovery Bay Marine Laboratory for divers across the island; the tracking and finding solutions to invasive marine species such as the Lion fish; laboratory testing for some national sports programmes and agro-product chemical profiles; earthquake activity tracking, plant disease investigations and antiretroviral drug resistance patterns.

At **Cave Hill**, during the past academic year, the EBCCI was pleased to introduce the annual lecture in the Creative Arts: 'The George Lamming Distinguished Lecture'. The inaugural lecture was delivered by Professor Anthony Bogues, Professor of Africana Studies and Political Science, Brown University, on July 7, 2011. The occasion was also used to launch Professor Bogues' new work, *The George Lamming Reader: The Aesthetics of Decolonisation*.



George Lamming unveiling painting on Toussaint L'Ouverture Way, Cave Hill Campus

At the **St Augustine Campus** conferences and seminars on topical economic and political issues have become an integral part of the national calendar of events. The names COTE (Conference on the Economy), BBF (Business, Banking & Finance) and the popular SALISES Forums are well known in local and regional business circles and regularly attract speakers and attendees considered to be at the top of their fields. Following is a sample of some of these:

- Conference to commemorate the 40th Anniversary of the Black Power Disturbance in Trinidad and Tobago, September 2010. Hosted by the Department of History.
- Annual Conference on the Economy (COTE): "Economic Policy Formation and Program Implementation in the context of the Caribbean Reality". October 07-08, 2010. Hosted by the Department of Economics.
- New Geographies: Studies in Postcoloniality and Globalisation, March 24-26, 2011. Hosted by the Department of Liberal Arts.
- Sustainable Development of Coastal Communities: Challenges and Solutions, June 1-3, 2011. Hosted by the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES).
- 4th Biennial "Business, Banking and Finance". June 22-24, 2011 at the Trinidad Hilton Hotel and Conference Centre. Co-hosted by the Department of Management Studies, the Sir Arthur Lewis Institute of Social and Economic Studies and the Caribbean Centre for Money and Finance.
- 29th West Indies Agricultural Economics Conference: "Agribusiness as the Path to Sustainable Agricultural Development in the Caribbean". July 17-21, 2011, St Vincent and the Grenadines. Co-hosted by the Department of Agricultural Economics and Extension and the Ministry of Agriculture St Vincent and the Grenadines.

Apart from these, the campus also hosted fora that touched on issues such as road accidents, and the sustainable development of coastal communities.

The Tele-health programme and others from the Faculty of Medical Sciences continue to bring relief



# UWI St Augustine

# 50th Anniversary

National engagement continued to be a key priority at the St Augustine Campus in 2010/2011. As the campus celebrated its 50th anniversary the national community was welcomed onboard to help mark the occasion.

The yearlong 50th anniversary celebration opened with a media launch and the rededication of the Administration Building in March 2010. This took place in the presence of the President of the Republic of Trinidad and Tobago, His Excellency Sir George Maxwell Richards and UWI Chancellor Sir George Alleyne.

Several flagship projects were commissioned for the occasion including a 50th Anniversary Week of celebrations which was strategically carded for October 10–15 to mark the official anniversary of the merger of the Imperial College of Tropical Agriculture (ICTA) and the University College of the West Indies (UCWI) which took place on October 12, 1960.

The 50th anniversary flagship commemorative events and projects included:

- **50th Anniversary Exhibition:** A display of photographs, paintings, memorabilia and selected audiovisual work depicting the rich history of the St Augustine campus.
- **50th Anniversary Film:** A production entitled “An Oasis of Ideas, Learning and Leadership” commissioned to mark the occasion and enrich the digital and audiovisual documentary archives at the campus.
- **A publication** on the history of the St Augustine Campus: Authored by Professor Bridget Brereton the publication is entitled ‘From Imperial College to University of the West Indies – A History of the St Augustine Campus, Trinidad and Tobago’.
- **A research publication** entitled ‘Decades of Research: UWI St Augustine at 50’ which highlights the contribution of the St Augustine campus to the research development and innovation in Trinidad and Tobago, the region and beyond.





# Celebrations



to citizens while providing important practical experience to students. All of the Faculties on the St Augustine Campus are making efforts to increase the integration of community projects into course work. The expansion of the online resources of the Campus Libraries through the UWI Libraries' Information Connexion (UWIlInC), and the launch of online journals in various fields, make the research and knowledge repository of the campus more widely available to the general public.

## The RCU of the Caribbean HIV/AIDS Regional Training Network & the CHLI

The Regional Coordinating Unit (RCU) of the Caribbean HIV/AIDS Regional Training (CHART) Network and the Caribbean Health Leadership Institute (CHLI) which report directly to the UWI Vice-Chancellor, both serve the CARICOM group of countries by building the capacity of individuals and health care teams which, in turn, helps to strengthen national health programmes. CHART and CHLI have also continued to establish strong partnerships with other academic institutions and with several international agencies on behalf of the UWI.

The activities of the RCU of the Caribbean HIV/AIDS Regional Training Network and the CHLI have both contributed to the strengthening of national engagements, regionalism and international partnerships.

## Caribbean HIV/AIDS Regional Training (CHART)

During the 2010/2011 academic year the CHART Regional Coordinating Unit (RCU) continued efforts to strengthen partnerships on behalf of the UWI. In September 2010, the Unit facilitated a meeting in Kingston between the Vice-Chancellor and other senior UWI officials and visiting teams from the University of Washington at Seattle (UW) and the US Health Resources and Services Administration (HRSA). This was the first time that representatives from UW and HRSA were meeting with the UWI

leadership and it was followed in February 2011 by a visit to UW by a joint delegation from the RCU, the UWI Office of Finance and Legal Unit. In Seattle, the UWI team was given a detailed introduction to the methods of grants management used successfully by UW in handling its current research portfolio of over 1.3 billion dollars. Later in the year, an RCU team visited HRSA Headquarters in Maryland, USA.

Relationships between the three agencies have progressed over the past year. I-TECH has continued to provide clinical and administrative support to the RCU and the wider CHART network. Staff from the Office of Finance received training in procedural

NAR. He is the first person from the Caribbean to be appointed to this administrative body. The CHART RCU has continued to facilitate a partnership between the CHART Network, the Caribbean Cytometry and Analytic Society (CCAS) and the US Centres for Disease Control and Prevention (CDC). The second annual CHART/CCAS/CDC conference was held in Barbados in August 2010 with over 170 health care workers in attendance and with participants receiving continuing professional education credits. Like the previous meeting, the conference offered a unique opportunity for Caribbean clinicians and laboratory personnel involved in HIV care



guidelines used by US Government donors. Arrangements are now being made for senior personnel from all UWI campuses to receive training in proposal development and grants management led by UW. Meanwhile, in October 2011, the CHART RCU responded to a competitive funding opportunity announcement issued by HRSA by submitting a proposal for taking the lead in overseeing a new round of the regional CHART programme (CHART II). CHART II is part of the US / Caribbean Partnership Framework supported by the US President's Emergency Plan for AIDS Relief and the prospective grant is valued at approximately US\$1.8 million per annum. A link formed with the International Union against TB and Lung Disease – North America Region (IUATLD-NAR) in 2009 has been strengthened further this year. In February 2011, Professor Bain was invited to serve on the Regional Council of IUATLD-

to interact with each other in an educational event and helped to build camaraderie between these important professional groups.

Teams from the CHART RCU and I-TECH visited Belize and Suriname and met with representatives from the National AIDS Committees and the Ministries of Health in both countries. In Belize, meetings were also held with staff of the UWI Open Campus and the University of Belize. Potential areas of collaboration in curriculum strengthening and training were identified at both institutions. The Ministries of Health in both countries identified areas for technical assistance from CHART and I-TECH. In Suriname, technical assistance was provided to translate the English-language version of the Caribbean Guidelines for the Prevention, Treatment, Care and Control of TB and TB/HIV into Dutch.



### *Health Systems Strengthening in Caribbean Countries*

Representatives of CHART RCU joined a team led by Health Systems 20/20 on behalf of USAID and had introductory meetings in several countries to prepare for Health Systems Strengthening Assessments and to explore the possibility of creating or strengthening private/public partnerships to the benefit of national health programmes. Countries visited included Antigua, Saint Lucia, Dominica, St Kitts & Nevis, Grenada and Barbados.

north coast of Jamaica were in attendance. Delivery method included a blended format, distance learning and instructor-led sessions. Continuing Education Units (CEUs) for license renewal were granted. This project fostered collaboration and partnership between UWI-CHART and ITECH, Jamaica Schools of Nursing, Schools of Midwifery, Ministry of Health and the Nursing Council of Jamaica.

In the current strategic plan for the Caribbean, the Pan-Caribbean Partnership against AIDS has recognised the valuable role of the RCU by designating it as the lead agency for coordinating capacity building in HIV in the region. In order to fulfil this function,



UWI-CHART RCU, in partnership with I-TECH, implemented a project to reinforce the capacity of nursing education programmes “to prepare graduates for the provision of high quality, compassionate care for patients, in particular patients living with HIV.” The project objectives were to increase nursing faculty’s technical knowledge, skills and attitudes as it relates to HIV; and also to build capacity of nursing faculty to facilitate student learning. Surveys, interviews and nursing/midwifery school site observations were conducted as part of a Needs Assessment for the design and development of a curriculum which was utilised in a 5-day pilot training launched in July 2011.

Thirty-seven nursing/midwifery faculty (lecturers; tutors; preceptors) from eleven approved Bachelors of Science nursing programmes in Kingston and the

the RCU is working in collaboration with the PAHO HIV Caribbean Office.

In collaboration with the Trinidad & Tobago Coalition Against Domestic Violence and the *Arts in Action* theatre group the St Augustine Unit of the Institute for Gender and Development Studies (IGDS) hosted a series of workshops entitled, “Break the Silence” throughout Trinidad and Tobago aimed at educating community members and service providers about the effects of child sexual abuse (CSA) / incest and HIV; where to seek available services and resources, developing skills in CSA/incest risk assessment and protection; managing the psychosocial needs of survivors; collecting data on the knowledge, behaviours and perceptions of community members around issues of CSA/incest, HIV and the link between the two. ¶



# Leveraging International Partnerships and Engaging the Alumni

## LEVERAGING INTERNATIONAL PARTNERSHIPS

The sixth enabler – Leveraging International Partnerships – is meant to foster increasing inter-institutional relationships to enhance regional development through capacity building, acquisition of resources and knowledge transfer.

Following are some examples of such partnerships:

- UWI/ China: A new three-year agreement between the Confucius Institute of the People's Republic of China and The UWI **St Augustine Campus** signed in December 2010 provides for Confucius Institute instructors to teach Mandarin and promote Chinese culture at The UWI Centre for Language Learning (CLL)
- UWI/China: An agreement between The UWI and the Crop Research Institute of Guangdong for collaborative research in crop sciences, specifically targeting food security challenges
- MoU between The UWI and the Association of Chartered Certified Accountants (ACCA) signed in May 2010, allows for outstanding UWI graduates in Accounting to earn recognition and gain access to continuing professional development by the ACCA.
- Under an agreement with the Government of Jamaica and the Ministry of Education, China, UWI, **Mona** hosted four Chinese students between May 31st and July 1st. They were given full scholarships to pursue the programme – English for Speakers of Other Languages. The class also included a full fee-paying Colombian student.
- An MOU signed between the UWI and Inter-American Development Bank (IDB) will see the Government of Japan, through the IDB providing US\$500,000 to fund a comprehensive study of child health and disease in Jamaica. Support JAKids; Jamaica Child Cohort study to be led by Dr Maureen Samms-Vaughn.
- In January 2011, a delegation from the Botswana Embassy in Washington DC visited the UWI, **Mona Campus**. While discussions with Campus representatives centred on the welfare of the 54 Botswana students studying at Mona, the meeting also explored the possibility of expanding collaboration between the UWI and the Government of Botswana to include training of doctors at the graduate level.
- Also in January 2011, His Excellency Chen Jinghua, Ambassador of the People's Republic of China to Jamaica, donated some 3,000 books and 200 DVDs to Mona, on behalf of the Chinese Language Council International (Hanban), Beijing. The collection which included teaching materials and literature will boost the resources of the recently established Confucius Institute. The Institute, which seeks to deepen educational cooperation between China and Jamaica, is the result of a partnership between the UWI, Mona



Prof Sankat, St Augustine Principal and H.E. Yang YouMing signing a UWII/China MOU

A cultural activity at the Confucius Centre, Mona

Campus and Taiyuan University of Technology, China.

### UWI and Latin-America

With respect to the wider region, the Latin America-Caribbean Centre (LACC), located in the Vice-Chancellery, continued to explore opportunities for institutional collaboration and cooperation agreements between the UWI and other institutions in the region.

During the review year, the LACC fostered and managed partnerships and networks with partners from international universities and research institutions to help build research and innovation capacity at the UWI. It also strengthened links with regional partners through the facilitation of student and staff mobility for capacity building.

### Consortium for Rebuilding and Improving Higher Education in Haiti

The LACC Coordinator, in her capacity as the Secretary General of UNICA, represented UNICA President, Vice-Chancellor E. Nigel Harris at the inaugural meeting of the Consortium May 19-20, 2011 at the University of Massachusetts in Boston. The meeting discussed ways to increase knowledge about effective as well as ineffective aid to Haiti; how the Consortium would work so that talent and resources of participating institutions could be utilised in a meaningful manner; ways of identifying and solving higher education problems in Haiti and ways for advancing current activities for strengthening higher education in Haiti.

An outcome of the meeting was the participation of the UWI in the Mirebalais Planning Initiative held



July 25, 2011 in Mirebalais, Haiti, which evolved from the construction of a hospital by Partners in Health in Mirebalais. The LACC coordinated the participation of a UWI expert in Urban Planning who alongside members of the Consortium put forward the idea of a planning laboratory focusing on how the hospital could be an impetus for the development of the region. The project has received support from the WK Kellogg Foundation.

#### *Caribbean Studies Association Conference*

The LACC Coordinator gave a presentation on the UWI and UNICA collaboration initiatives with Haiti on the Panel Partnering for Sustainable Development: The Participation of Global HEIs in the Strengthening of Haiti's Higher Education Sector, at the 36th annual CSA conference in Curaçao, May 30th to June 3rd, 2011. Co-panellists were from the University of Massachusetts Consortium member institutions.

#### *Jamaica-Haiti Mental Health Hub*

The LACC supported the holding of an exploratory conference of key stakeholders from Jamaica and Haiti on Advancing social development through mental health prevention and treatment capacity in low income countries held at the UWI Mona Campus in March 2011. The working meeting of experts, government officials, and other key parties explored possibilities for addressing key social development challenges in mental health, with an initial focus on community violence and substance abuse. A Memorandum of Understanding for the development of a Caribbean Mental Health Hub was subsequently signed by the UWI, The New York University School of Medicine (Programme in Global Mental Health) and the University of Miami (Inter-University Institute for Research and Development)

#### *Symposium on Migration & Development*

The LACC supported the Principal's Office and the Office of P.J. Patterson, Chairman of the Ramphal Commission's Committee on Migration and Development in the coordination of its Symposium on

Migration & Development, February 21–25, 2011 on the Mona Campus. The symposium, which explored the relationships between migration and development and drafted recommendations to the Commission for submission to Commonwealth Governments, was co-hosted by the Ramphal Commission and the University of the West Indies, Mona Campus. Discussions fell under two major categories: Policy framework for migration and development and Migration: Issues and opportunities for development. Three key policy areas were identified: Economy and Business; Social and Political; Transversal Areas. Presenters drawn from UWI faculty including The Shridath Ramphal Centre for International Trade Law, Policy and Services on the Cave Hill Campus and members of the private sector addressed the problems arising from environmentally induced migration – both for the environmentally fragile states and their neighbours – and made recommendations on how these may be mitigated and the threatened states assisted. Recommendations were also canvassed on how to assist small states and Less Developed Countries which have suffered from outward migration of trained persons and which have yet to benefit significantly from return migration or diasporic investments.

#### *UWI/Colombia Teaching Assistantship Programme*

The LACC coordinates the UWI Teaching Assistantship Programme for graduate students. To date, 86 UWI graduates have had one-year attachments at Colombian HEIs. This annual activity is conducted under an agreement between the UWI and ICETEX (Instituto Colombiano de Crédito Educativo y Estudios Técnicos en el Exterior) and facilitated by the Faculties of Humanities and Education on the three campuses, 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. During the period in review, the UWI sent a total of 12 and received 3 teaching assistants.

## Distinguished Visitor

### *UNICA/Postgraduate and Staff Exchanges*

UNICA became associate partner for two projects: Caribbean-Pacific Island Mobility Scheme, a UWI led project and MUNDUS-ACP II, led by the Universidade do Porto, Portugal. These projects were designed to facilitate the movement of Masters students, PhD students and staff between selected Universities in the Caribbean and Pacific regions, and between selected Universities in European and ACP regions respectively, as a means of building capacity and encouraging socioeconomic development in each region.

### *Jamaica-Cuba-CARICOM*

The LACC collaborated with the Caribbean and Americas Department of the Ministry of Foreign Affairs and Foreign Trade, Jamaica, in the hosting of Cuba-CARICOM day in December, 2010. Activities included a photo exhibition showcasing Jamaica's cooperation with Cuba, especially the Jamaica/Cuba Eye Care Programme which began in 2005. Students of the Mona campus also showcased their talents in songs and poems in Spanish.

### *UWI/UNICA-IAU*

The LACC Coordinator represented the Vice-Chancellor at the global meeting of the International Association of Universities (IAU) in New Delhi in November 2011. The meeting addressed trends in the internationalisation of Higher Education.

### *IESALC-UNESCO in Buenos Aires*

The LACC Coordinator, in her capacity as Secretary General of UNICA, attended the IV Meeting of University Networks and Councils of Rectors of Latin America and the Caribbean held in Buenos Aires in April 2011. The meeting addressed issues of benchmarking and ranking.

### *UWI-Petroleos de Venezuela (PDVSA)*

The Agreement between the UWI and PDVSA for English Language Training for professionals from that company was renewed for a period of two years.

The President of the Republic of Colombia, His Excellency Dr Juan Manuel Santos Calderón visited the Mona Campus in November 2010, three months after he was elected President of the South American nation, and delivered an address titled *Latin America and the Caribbean in the Next Decade*. Members of the Mona academic community, including post-graduate students, benefitted from the address.



*Principal of the Mona Campus Professor Gordon Shirley greets His Excellency Dr Juan Manuel Santos Calderón of Colombia*



*Venezuelan exchange students at the Bob Marley Museum in Kingston, Jamaica*



## ENGAGING THE ALUMNI



The Institutional Advancement Division (IAD) is responsible for promoting The University of the West Indies as a premier institution of higher education with leadership in areas critical to the Caribbean, to generate more philanthropic gifts for the University, to encourage alumni to view the institution as a lifelong partner for professional and personal enrichment and to inculcate in current students a spirit of benevolence.

The IAD is engaged in a wide range of activities designed to build strong financial and volunteer support and lasting relationships with alumni, donors, students, parents, friends, the public and private sectors, the Diaspora and the media.

### Scholarships

#### *UWI Regional Endowment Fund (UWIREF) Scholarships and Bursaries*

This is the second year of the programme for students who were awarded UWI Regional Endowment Fund (UWIREF) Scholarships and Bursaries. The UWIREF scholarships and bursaries were first awarded during the 2009/2010 academic year to 19 students across the Cave Hill, Mona and St Augustine Campuses for the duration of their degree programme, provided that they satisfied the minimum 3.0 GPA criteria.

During the 2010/2011 academic year, 13 students from across the region continued on these scholarships, amounting to US\$110,000. The others have either graduated or dropped out of the programme. No new UWIREF scholarships/bursaries were awarded during the 2010/2011 academic year.

#### *American Foundation for the UWI Scholarship*

During the 2010/2011 academic year 24 students from across all four campuses were awarded American Foundation for the UWI (AFUWI) scholarships amounting to US\$54,000. These students had fully satisfied the criteria as set out by the AFUWI which included having GPAs of over 3.0. The tenure of these scholarships was for one year.

The awardees were from: Belize (1); Dominica (2); Grenada (3); Jamaica (8); Montserrat (1); St Kitts & Nevis (1); Saint Lucia (4); St Vincent & the Grenadines (1); Trinidad & Tobago (3).

#### *UWI Canadian Initiative Scholarship*

The UWI Canadian Initiative Scholarships were first awarded in the 2010/2011 academic year from proceeds of the inaugural UWI Fundraising Gala held in Toronto, February 2010. A total of 17 scholarships amounting to CAD\$51,000 was awarded to students across the four campuses as follows: Cave Hill (2); Mona (8); Open (5); St Augustine (2). The value of each scholarship was CAD\$3,000. Scholarship recipients included students from Grenada, Dominica, Jamaica, Saint Lucia and Trinidad.

#### *The 1948 Medical Society*

The Institutional Advancement Division assumed responsibility for administration of the 1948 Medical Society Scholarships and Bursaries programme during the 2010/2011 academic year. This programme, established by The 1948 Society of the UWI Medical Alumni Association Inc., provides support to deserving medical students. During the 2010/2011 academic



year, three scholarships, each valued at US\$2,500 were awarded to students across the Cave Hill, Mona, Open and St Augustine Campuses. The duration of the award was for one year.

### The Rex Nettleford Foundation

On September 17, 2010, The Rex Nettleford Foundation was launched at the Mona Visitors' Lodge at the UWI Mona Campus. The mission of the Foundation is to support scholars and programmes that promote the strengthening of West Indian society in the areas of social and cultural development through research, community service and intellectual excellence, with a view to producing young leaders who grasp the importance of public service based on integrity, who have a desire to protect the weak, and who will use their energies and talents for the betterment of humankind.

The Institutional Advancement Division acts as the Secretariat for the Foundation. The Rex Nettleford Foundation board members include: Sir Shridath Ramphal (Chairperson), Ms Pat Bishop (now deceased), Mr Jeffrey Cobham, Vice-Chancellor E. Nigel Harris, Sir Alister McIntyre, Dr Beverley Pereira (Company Secretary), Dr Karl Rodney, Dr Cezley Sampson and Pro Vice-Chancellor Professor Gordon Shirley.

### Projects

Funding was raised for the following projects:

- Sherlock/Nettleford Open Campus facility – The Government of Jamaica has committed to donating ten acres of land to The Rex Nettleford Foundation for the purpose of building the Sherlock/Nettleford Open Campus. VALUE: US\$50,000.00.
- Video Documentary of the life of Professor the Honourable Rex Nettleford – The Reed Foundation agreed to provide funds in support of the production of this documentary. VALUE: US\$40,000.
- Rex Nettleford Dance Scholarship –NEM Insurance is committed to sponsoring The Rex Nettleford Dance Scholarship which will be awarded to an undergraduate student enrolled at the UWI-affiliated Edna Manley College of the Visual and Performing Arts. The scholarship will be awarded to a 2nd year student who will be bonded to dance with the National Dance Theatre Company for three years. VALUE: US\$20,000.
- The Port Authority of Jamaica donated funds toward the printing of *From The Heart – Eulogies by Rex Nettleford* and toward awards for the most outstanding student enrolled in the certificate programme in Industrial Relations at the Hugh Lawson Shearer Trade Union Education Institute. VALUE: \$35,000.

L-R: Sir Shridath Ramphal, Dr Beverley Pereira, Mr Earl Jarrett, Ms Pat Bishop and VC Prof. E. Nigel Harris at the Rex Nettleford Foundation launch





- The publication of *Jamaica Mahogany – Tributes to Rex Nettleford* funded by individual private donors. VALUE: US\$2,000.

### Performances

The following events were organised for the benefit of The Rex Nettleford Foundation:

- On February 7, 2011, The National Dance Theatre Company performed in tribute to “Rex” at The Little Theatre in Jamaica for the benefit of The Rex Nettleford Foundation.
- On February 11, 2011, The UWI Singers and Friends performed in a benefit concert in tribute to Professor the Honourable Rex Nettleford at the University Chapel in Kingston, Jamaica.
- On February 13, 2011, The National Dance Theatre Company performed in tribute to “Rex” at the Broward Centre for the Performing Arts in Miami for the benefit of The Rex Nettleford Foundation. VALUE: US\$25,000

### Lectures

Four Rex Nettleford Lectures were organised in the following countries:

- St John’s Antigua – On February 3, 2011, The Inaugural Rex Nettleford Distinguished Lecture entitled “Rex, Rastafari, Reparations and Reconciliation” was given by Pro Vice-Chancellor Sir Hilary Beckles at The Antigua and Barbuda Open Campus
- Kingston, Jamaica – On February 9, 2011, The Rex Nettleford Lecture by The Honourable Barbara Gloudon was combined with the launch of *From The Heart: Eulogies by Rex Nettleford* and *Jamaica Mahogany: Tributes to Rex Nettleford* at The Mona Visitors’ Lodge on the Mona Campus.
- Toronto, Canada – On March 27, 2011, The Rex Nettleford Lecture entitled “The Shifting Ground: The Caribbean Elegy and The Diasporic Time of Mourning” was given by Professor Christian Campbell at The University of Toronto.
- Kingston, Jamaica – On February 17, 2011, a Lecture in honour of Rex Nettleford entitled “Culti-

vating Caribbean Cultural Regionalism” was given by Sir George Alleyne at the Mona Visitors’ Lodge and Conference Centre at the Mona Campus.

### Alumni Relations

Connectivity with alumni has been and continues to be the focus of the Alumni Relations arm of the Institutional Advancement Division which encourages graduates to “keep connected” to the institution throughout their lifetimes. The University of the West Indies is committed to further building and cementing relations with its alumni population, as it recognises that its graduates are its best advocates and the Alumni Relations arm strives to accomplish this through the following strategic activities:

#### Communications

- Alumni Online or AO ([uwialumnionline.uwi.edu](http://uwialumnionline.uwi.edu)) is the web and social networking site for the UWI alumni population globally. It is both informational and interactive and together with AO FaceBook, AO Twitter and AO Linked-In have increased engagement and involvement of alumni by over 30%. The bi-monthly AO Updates (via targeted direct email) have received positive feedback.
- UWI E-Mail for life: all graduates are offered free permanent email services upon graduation.
- UWI Connect: the alumni magazine which is published every quarter in flip format, email and print versions, records events that happen across the regional institution. Current and past issues are available on the alumni website.

#### Student Alumni Programming

The regional Vice-Chancellor’s UWI STAT (Student’s Today, Alumni Tomorrow) Ambassador Corps was developed by the Director of Alumni Relations in 2005 to start to promote loyalty and affinity to the *alma mater*, as well as *Pelican Pride* amongst students by their peers from their very first day at the UWI. The Ambassadors are also responsible for promoting their respective campuses as well as the entire institution both regionally and internationally.

# UWI Toronto Gala 2011

They pledge lifelong commitment to their *alma mater* and become Alumni Ambassadors upon graduation. During 2010/2011 the UWI STAT Open Campus Corps launched its first full cohort of Ambassadors. Training is now underway in preparation for their induction. All four campuses are thus now represented.

## *UWI Chapters and Contacts*

UWI alumni provide important value to the University in areas such as profile raising, student recruitment, mentorship, networking and as speakers/conference participants for example. They are represented by 24 UWI Alumni Association (UWIAA) Chapters and UWIAA contacts worldwide. They remain “connected” through their activities in association with and for the UWI, and through the monthly teleconferences between the UWIAA Presidents and the Director of Alumni Relations, the Vice-Chancellor’s Presidents Club, the annual Central Executive Committee (CEC) Meeting for UWIAA Presidents, alumni reunions and many other activities.

## *UWIAA Pelican Perks Programme*

The UWIAA Pelican Perks Programme is in the process of being implemented. This will allow graduates to access discounts and concessions wherever they have been negotiated, no matter their UWIAA Chapter. To facilitate this, the UWIAA Chapters have agreed on a new global UWIAA Membership card design which will be rolled out in phases.

## *Raiser’s Edge Services*

The IAD continues to coordinate the UWI’s comprehensive central alumni database for all four campuses through its Campus Alumni Representatives and the alumni chapters. The IAD would wish to urge members of the University community to continuously appeal to graduates to keep their contact information (especially email addresses) current so that information sharing and “connectivity” can be maintained and networks built, in keeping with the motto “One UWI, One Alumni Family.” ¶

The second annual UWI Toronto Gala 2011 was held on March 27, 2011 at the Four Seasons Hotel under the patronage of Dr the Honourable G. Raymond Chang, Chairman CI Financial and Chancellor of Ryerson University and Scotiabank (Canada) as the Lead Chair.

Honourees included: The Right Honourable Michaele Jean, Dr the Honourable Michael Lee-Chin, Mr Donovan Bailey, Ryerson University, GAP Adventures, Dr Karl Massiah, Dr John Stewart, Deputy Chief of Police Keith Forde, Ms Kamala-Jean Gopie, Dr The Honourable Justice Irving Andre.

The Gala was a “sold out” event, strongly supported by the Canadian public and private sectors. Proceeds from the Gala were allocated to:

- Awarding 23 scholarships across the region
  - Supporting the UWI/Haitian Initiative
  - Supporting the Regional Endowment Fund
- VALUE: US\$130,000**



# GRADUATES OF

CAVE HILL 1,594 > MONA 3,483



# THE UWI 2011

ST AUGUSTINE 3,702 > OPEN CAMPUS 620







# University Council 2011/2012

## CHAIR

**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

**Professor Alvin Wint**

Undergraduate Studies

**Professor Wayne Hunte**

Research

**Professor Ronald Young**

Graduate Studies

**Professor Andrew Downes**

Planning & Development

## CAMPUS PRINCIPALS

**Professor Sir Hilary Beckles**

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 Curwen Best**

**Professor Eudine Barriteau**

Mona

**Professor Evan Duggan**

**Professor Ishenkumba Kahwa**

St Augustine

**Professor Funso Aiyejina**

Open Campus

**Dr Gary Hepburn**

**Ms Karen Lequay**

## APPOINTED BY THE ALUMNI ASSOCIATION

**Mr Athelstan Bellamy**

**Mr Frank "Paco" Smith, Jr**

## 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 Dame Jennifer Smith**

Bermuda

**The Hon Myron V. Walwyn**

British Virgin Islands

**The Hon Rolston Anglin**

The Cayman Islands

**The Hon Petter Saint Jean**

Dominica

**The Hon Franka Bernardine**

Grenada

**The Hon Rev Ronald Thwaites**

Jamaica

**The Hon Colin Riley**

Montserrat

**The Hon Nigel Carty**

St Christopher/Nevis

**The Hon Dr Robert K. Lewis**

Saint Lucia

**The Hon Girlyn Miguel**

St Vincent & The Grenadines

**The Hon Fazal Karim**

Trinidad & Tobago

## APPOINTED BY THE CHANCELLOR

**Dr Compton Bourne**

**Mr Edwin Carrington**

**Dr Charmaine Gardner**

**Mr Aubyn Hill**

**The Hon Dennis Lalor**

## TERTIARY LEVELS INSTITUTIONS REPRESENTATIVE

**Dr Roosevelt Williams**

## COMMITTEE OF DEANS REPRESENTATIVE

**Professor Dyer Narinesingh**

## SENIOR ADMINISTRATIVE STAFF REPRESENTATIVE

**Mrs Marjorie Bolero-Haughton**

Mona Campus

## ADMINISTRATIVE, TECHNICAL & SERVICE STAFF REPRESENTATIVE

**Mrs Roseanne Maxwell**

Cave Hill Campus

## FOUR STUDENT MEMBERS ON COUNCIL

**Mr Odwin Trenton** (Cave Hill)

**Ms Stephanie Abraham** (Mona)

**Mr Amilcar Sanatan** (St Augustine)

**Ms K. Thom-Selvon** (Open Campus)

## UNIVERSITY LIBRARIAN

**Ms Jennifer Joseph**

## UNIVERSITY BURSAR

**Mr Archibald Campbell**

## UNIVERSITY REGISTRAR (SECRETARY)

**Mr C. William Iton**

**Ms Cecile Clayton** (*Recording Secretary*)



# The Executive Management Team



**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



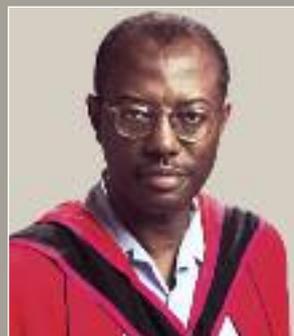
**Professor Alvin Wint**  
Pro Vice-Chancellor,  
Undergraduate Studies



**Professor Ronald Young**  
Pro Vice-Chancellor,  
Graduate Studies



**Professor Wayne Hunte**  
Pro Vice-Chancellor,  
Research



**Professor Andrew Downes**  
Pro Vice-Chancellor, Planning and  
Development



**Mr C. William Iton**  
University Registrar



**Mr Archibald Campbell**  
University Bursar/Chief Financial Officer



**Mrs Brigitte Collins**  
Chief Information Officer



**Ms Cecile Clayton**  
Deputy University Registrar



**Professor Eudine Barribeau**  
Deputy Principal, Cave Hill



**Professor Rhoda Reddock**  
Deputy Principal, St Augustine



**Professor Vivienne Roberts**  
Deputy Principal, Open Campus



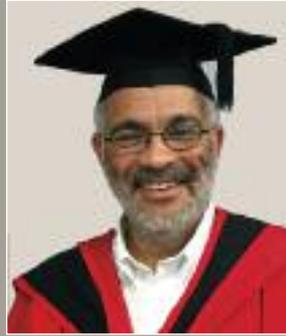
# Committee of Deans



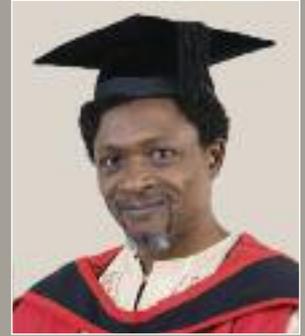
**Professor Brian Copeland**  
Engineering



**Professor Pedro Welch**  
Humanities & Education, Cave Hill



**Dr Swithin Wilmot**  
Humanities & Education, Mona



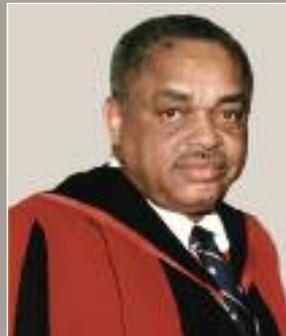
**Professor Funso Aiyejina**  
Humanities & Education,  
St Augustine



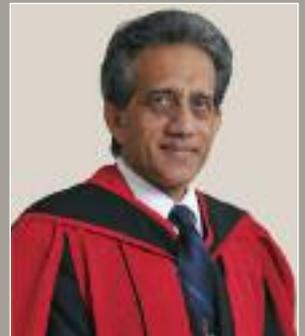
**Professor The Hon Velma Newton**  
Law



**Professor Joseph Branday**  
Medical Sciences, Cave Hill



**Professor Archibald McDonald**  
Medical Sciences, Mona



**Professor Samuel Ramsewak**  
Medical Sciences, St Augustine



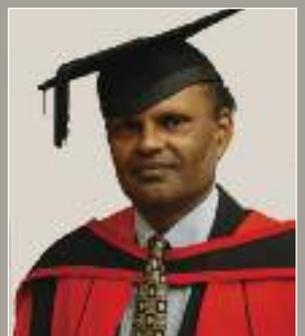
**Dr Robin Roberts**  
School of Clinical Medicine &  
Research, The Bahamas



**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



**Professor Mark Figueroa**  
Social Sciences, Mona



**Dr Hamid Ghany (Chair)**  
Social Sciences, St Augustine



**Mr Lincoln Williams**  
Director, CSDR, Open Campus



**Dr Luz Longworth**  
Director, Open Campus Sites



---

**STUDENT  
REGISTRATION**

---

**TOTAL  
REGISTRATION**

**47,343**

**UNDERGRADUATE  
DEGREES**

**37,904**

**GRADUATE DEGREES**

**9,439**

---



# Student Enrolment

## 2010/2011

The University of the West Indies enrolled 48,575 students (including off-campus students) in the 2010/2011 academic year (Table 1). This represents a 4.6% increase over the previous year or an additional 2,139 students. Of the 48,575 registrants, 82.8% were on-campus students engaged in face-to-face study, 12.7% were enrolled in the Open Campus, while 5.2% were off-campus students studying at tertiary and affiliated institutions and by distance education.

### On-Campus Enrolment

The University experienced a 4.0% increase in on-campus enrolment (Table 1). This translates to an additional 1,548 students over the previous year. The St Augustine Campus registered 893 additional students while the Cave Hill Campus enrolled an extra 332 students and the Mona Campus, 323 additional students.

For the period 2009/2010 to 2010/2011, the Mona, Cave Hill and St Augustine Campuses fell short of their projected annual on-campus growth rates. The targeted annual growth rates as indicated in the Strategic Plan 2007–2012 are Cave Hill 9.8%, Mona 5.3% and St Augustine 8.6%. The percentage changes in on-campus enrolment over 2009/2010 were 4.0% at Cave Hill, 2.4% at Mona, and 5.4% at St Augustine (Graph 1).

In terms of actual enrolment headcount, the projected on-campus enrolment for 2010/2011 as indicated in the Strategic Plan 2007–2012 were 14,299 for Mona, 9,234 for Cave Hill and 19,123 for St Augustine. Mona achieved 97.8% of its target while Cave Hill achieved 93.6% and St Augustine achieved 91.8% of its target.

### Open Campus Enrolment

The University's Open Campus student population reached 6,147 in 2010/2011. This represents an increase of 15.5% or an additional 827 students over the previous year.

### Off-Campus Enrolment

The University's off-campus student (excluding Open Campus) population was 2,202 in 2010/2011. This represents a decrease of 9.7% or 236 less students over the previous year.

Tertiary level institutions had the largest share of students with 1,066 followed by distance education programmes with 611 students, while affiliated institutions recorded 236 students and external students 289. As a proportion of off-campus enrolment, tertiary level institutions accounted for 48.4%, distance education 27.7%, affiliated institutions 10.7% and external students 13.1%.

### FTE Registrations (On-Campus)

The University's full-time equivalent (FTE) enrolment grew by 1,483 to reach 32,482 FTE students in 2010/2011 (Table 4). This represents a 4.7% increase over the previous year. The St Augustine Campus recorded the highest increase at 6% followed by Cave Hill at 4.2% and Mona at 3.5%.

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 41% at Mona and 19% at Cave Hill.



Of the 32,482 FTE students, 14,410 were enrolled at St Augustine, 11,986 were enrolled at Mona and 6,447 were registered at Cave Hill. As a proportion of total enrolment, 80.2% of students were pursuing first degrees (Table 6). At the campus level, the percentage of students enrolled in first degree programmes was 86% at Cave Hill, 76.9% at St Augustine and 81.1% at Mona.

Higher degree enrolment, an important area for expansion at the University, stood at 17%, a marginal



increase of one percentage point from the previous year. As seen in Table 6, the proportion of students pursuing higher degrees was 18% at St Augustine, 17% at Mona and 12% at Cave Hill. The St Augustine Campus recorded an increase of 1 percentage point, Cave Hill remained steady at 12%, while the Mona Campus showed a decrease of 1 percentage point.

**Full-Time and Part-Time Registrations**

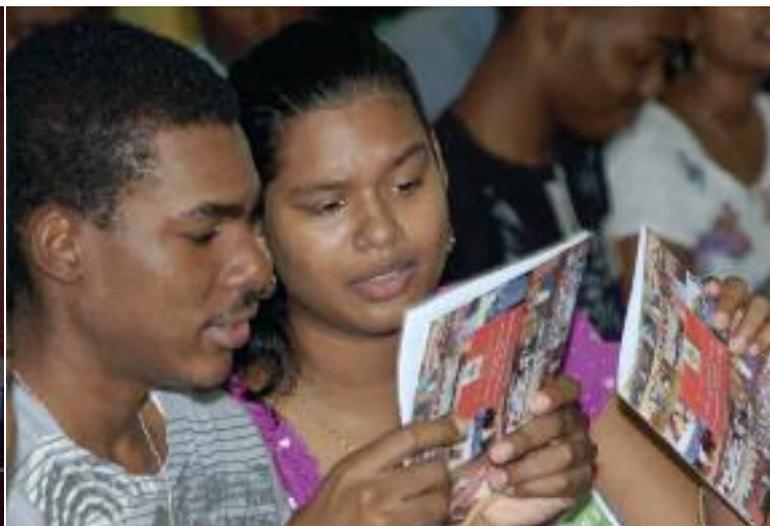
In 2010/2011, the University's on-campus student population totalled 40,226 students (Table 7). This represents an increase of 4.0% or 1,548 students. Of the 40,226 students, 25,457 were full-time and 14,769 were part-time. As a proportion, 63.3% of students were full-time and 36.7%, part-time. Compared to the previous year, full-time enrolment increased by 1 percentage point. The proportions of full-time to



part-time enrolment by campus were 47% to 53% at Cave Hill, 71% to 29% at Mona and 64% to 36% at St Augustine. The Cave Hill Campus continues to record higher enrolment in part-time study than full-time study compared with Mona and St Augustine where full-time enrolment are significantly higher.

**Enrolment by Gender**

The University of the West Indies has consistently enrolled a disproportionately higher percentage of females to males over the past decade. In 2010/2011,



A similar pattern emerged for first degree enrolment. As Table 8 shows, the Open Campus had the highest proportion of females (80%) registered in first degree programmes followed by Mona (69%), Cave Hill (68%) and St Augustine (65%). Each campus also recorded a high percentage of females in the Faculties of Law, Humanities and Education, Social Sciences and Medical Sciences. The only disciplines where men dominated were the Faculty of Engineering (St Augustine) with a proportion of 70% male

the proportion of females to males was 69% to 31% for total University enrolment; 67% to 33% for on-campus enrolment; 81% to 19% for Open Campus enrolment and 79% to 21% for off-campus enrolment (Table 7).

Overall, the Open Campus recorded the highest proportion of females at 81% of total enrolment, followed by Mona Campus with 70% of total enrolment, while Cave Hill's figure was 68% and St Augustine's, 64%.





and 30% female and Pure and Applied Sciences (Cave Hill) with a proportion of 54% male and 46% female.

**Student Registrations by Faculty and Programme**

The break-down of student registration by Faculty shows that University-wide, the Faculty of Social Sciences attracts the largest number of students (Table 9). Of the University’s 46,373 on-campus and Open Campus students, 45.7% or 21,136 were registered in the Social Sciences in 2010/2011. This represents a 5.3% 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 32.7% at St Augustine, to 40.9% at Mona, to 59.1% at Cave Hill. The Faculty of Humanities and Education attracted the second highest number of students at Mona and Cave Hill with 15.7 and 20%, respectively. At St Augustine, Science & Agriculture attracted the second highest share of students, at approximately 23.4% of on-campus enrolment. When the Open Campus enrolment was grouped by Faculty of origin, Social Sciences registered the highest proportion of students with 74.1%, followed by Humanities and Education with 25.3%.

A comparison of enrolment by Faculty is presented in Graph 2. The Mona Campus recorded the most students in Medical Sciences, while St Augustine registered the most students in Social Sciences, 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, 36,838 students were pursuing undergraduate study from a total of 46,373 on-campus and Open Campus students combined. As a proportion of on-campus enrolment, 77.8% of students were registered in undergraduate programmes while 22% were enrolled in postgraduate

programmes. For the Open Campus, 96.3% of students were registered in undergraduate programmes. Among on-campus undergraduate students, over 95.9% were registered in first-degree programmes at each campus. The majority (95.1%) of postgraduate students were registered in higher degree programmes at each campus. At the Open Campus, 84.1% of undergraduate students were registered in first degrees while 85.8% of postgraduate students were enrolled in higher degrees.

**Geographical Distribution of Students**

As a regional university, the University of the West Indies enrolls students predominantly of Caribbean origin. In 2010/2011, 40% of students were nationals of Trinidad and Tobago, 32.4% were from Jamaica and 15.9% were Barbados nationals (Table 12). For the fifth year in a row, the majority of students came from Trinidad and Tobago.

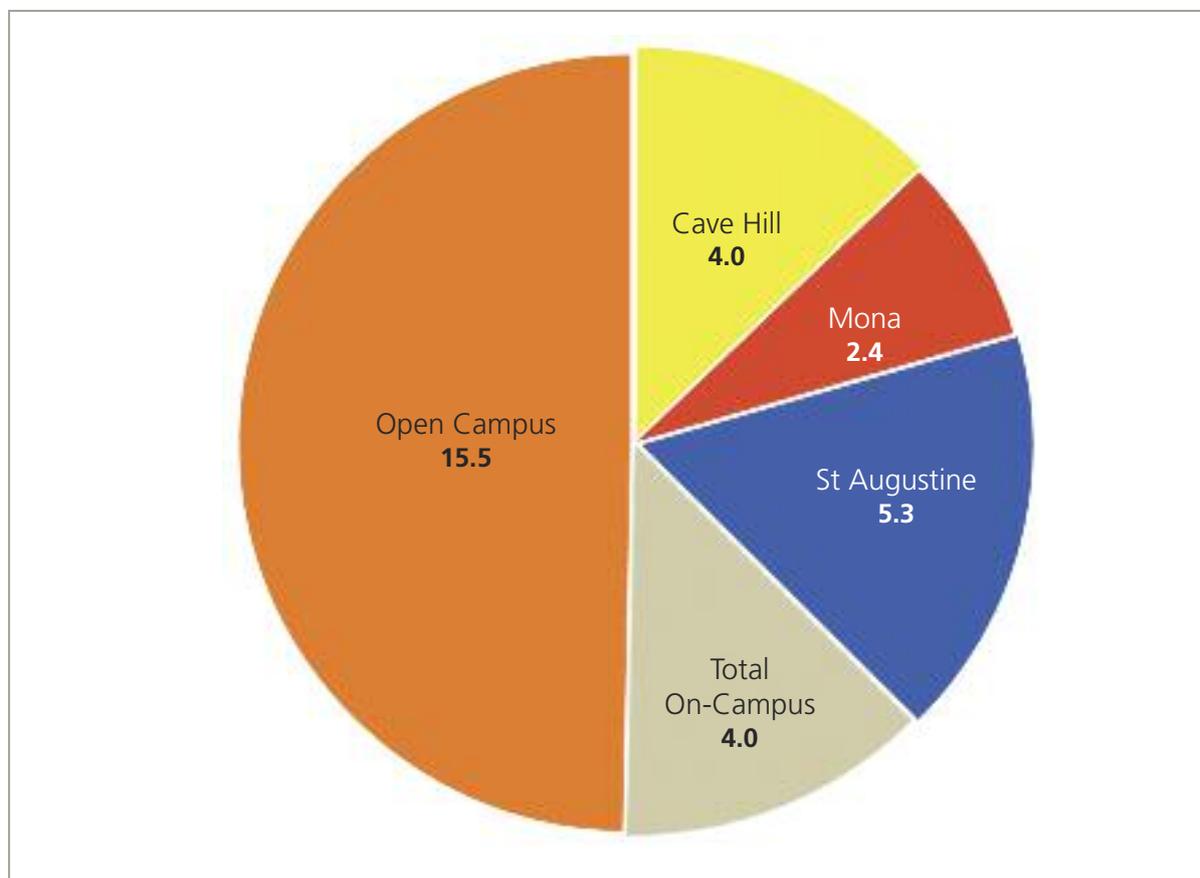
The percentage distribution of students originating from OECS countries increased marginally to 3.2% of total on-campus enrolment (Table 11). These OECS countries include Antigua and Barbuda, Dominica, Grenada, Montserrat, St Kitts/Nevis, Saint Lucia, and St Vincent and the Grenadines. Of the 1,279 OECS students enrolled (3.2% of total), 1.7% was registered at Cave Hill, 0.5% was registered at Mona, and 0.9% was enrolled at St Augustine.

For the Open Campus the percentage distribution of students originating from OECS countries was 33.1% of the total Open Campus enrolment of 6,147 in 2010/2011 (Table 12).

For on-campus enrolment, the proportion of students originating from non-contributing countries remained at 1.9% in 2010/11. Of these 771 students, 282 were enrolled in the Faculty of Medical Sciences (Table 10). Broken down by campus, 357 were at St Augustine, 283 at Mona and 131 at Cave Hill (Table 12). For Open Campus students, students originating from non-contributing countries stood at 55 or 1% of total enrolment. ¶

**Table 1:** Comparative Student Registrations at On- and Off- Campus Locations in 2008/2009 and 2009/2010

Student Registration	2008/ 2009	Percent of Total	2009/ 2010	Percent of Total	Number Change	Percent Change
<b>On-Campus</b>						
Cave Hill	7,836	18.0	8,342	18.0	506	6.5
Mona	12,394	28.4	13,666	29.4	1,272	10.3
St Augustine	15,534	35.6	16,670	35.9	1,136	7.3
<b>Total On-Campus</b>	<b>35,764</b>	<b>82.1</b>	<b>38,678</b>	<b>83.3</b>	<b>2,914</b>	<b>8.1</b>
<b>The Open Campus</b>	<b>5,072</b>	<b>11.6</b>	<b>5,320</b>	<b>11.5</b>	<b>248</b>	<b>4.9</b>
<b>Off-Campus</b>						
Distance Education Programmes	872	2.0	875	1.9	3	0.3
Tertiary Level Institutions	1,321	3.0	1,075	2.3	-246	-18.6
Affiliated Institutions	273	0.6	226	0.5	-47	-17.2
Other Off-Campus: External	284	0.7	262	0.6	-22	-7.7
<b>Total Off-Campus</b>	<b>2,750</b>	<b>6.3</b>	<b>2,438</b>	<b>5.2</b>	<b>-312</b>	<b>-11.3</b>
<b>Grand Total</b>	<b>43,586</b>	<b>100.0</b>	<b>46,436</b>	<b>100</b>	<b>2,850</b>	<b>6.5</b>

**Graph 1:** Percentage Change in On-Campus and Open Campus Student Enrolment between 2008/2009 and 2009/2010



**Table 2: Total University Student Enrolment by Campus, Faculty, Programme and Gender, 2010/2011**

CAMPUS & PROGRAMME	AGRICULTURE			HUMANITIES & EDUCATION						ENGINEERING			LAW		
				HUMANITIES			EDUCATION								
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
<b>CAVE HILL</b>															
First Degree	0	0	0	1,102	278	824	0	0	0	0	0	0	550	156	394
Certificates & Diplomas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Higher Degrees/PG Diplomas	0	0	0	212	58	154	0	0	0	0	0	0	136	44	92
Specially Admitted	0	0	0	48	22	26	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,362</b>	<b>358</b>	<b>1,004</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>686</b>	<b>200</b>	<b>486</b>
<b>MONA</b>															
First Degree	0	0	0	1,927	469	1,458	0	0	0	0	0	0	265	60	205
Certificates & Diplomas	0	0	0	13	8	5	0	0	0	0	0	0	0	0	0
Higher Degrees/PG Diplomas	0	0	0	792	149	643	0	0	0	0	0	0	0	0	0
Specially Admitted	0	0	0	63	20	43	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,795</b>	<b>646</b>	<b>2,149</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>265</b>	<b>60</b>	<b>205</b>
<b>ST AUGUSTINE</b>															
First Degree	595	234	361	1,529	335	1,194	326	48	278	1,322	919	403	118	27	91
Certificates & Diplomas	36	12	24	185	59	126	103	24	79	31	15	16	0	0	0
Higher Degrees/PG Diplomas	183	78	105	356	81	275	570	133	437	1,052	581	471	0	0	0
Specially Admitted	5	3	2	13	2	11	4	0	4	11	10	1	0	0	0
<b>Total</b>	<b>819</b>	<b>327</b>	<b>492</b>	<b>2,083</b>	<b>477</b>	<b>1,606</b>	<b>1,003</b>	<b>205</b>	<b>798</b>	<b>2,416</b>	<b>1,525</b>	<b>891</b>	<b>118</b>	<b>27</b>	<b>91</b>
<b>UNIVERSITY ON-CAMPUS</b>															
First Degree	595	234	361	4,558	1,082	3,476	326	48	278	1,322	919	403	933	243	690
Certificates & Diplomas	36	12	24	198	67	131	103	24	79	31	15	16	0	0	0
Higher Degrees/PG Diplomas	183	78	105	1,360	288	1,072	570	133	437	1,052	581	471	136	44	92
Specially Admitted	5	3	2	124	44	80	4	0	4	11	10	1	0	0	0
<b>Total</b>	<b>819</b>	<b>327</b>	<b>492</b>	<b>6,240</b>	<b>1,481</b>	<b>4,759</b>	<b>1,003</b>	<b>205</b>	<b>798</b>	<b>2,416</b>	<b>1,525</b>	<b>891</b>	<b>1,069</b>	<b>287</b>	<b>782</b>
<b>OPEN CAMPUS</b>															
First Degrees	10	5	5	0	0	0	1,327	222	1,105	0	0	0	0	0	0
Associate Degrees	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Certificates & Diplomas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Higher Degrees/PG Diplomas	0	0	0	0	0	0	230	25	205	2	1	1	0	0	0
<b>Total</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,557</b>	<b>247</b>	<b>1,310</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>OUTREACH-OFF CAMPUS</b>															
Cave Hill	0	0	0	284	51	233	0	0	0	0	0	0	86	35	51
Mona	0	0	0	544	124	420	0	0	0	0	0	0	0	0	0
St Augustine	0	0	0	0	0	0	0	0	0	73	49	24	0	0	0
<b>Total University Enrolment</b>	<b>829</b>	<b>332</b>	<b>497</b>	<b>7,068</b>	<b>1,656</b>	<b>5,412</b>	<b>2,560</b>	<b>452</b>	<b>2,108</b>	<b>2,491</b>	<b>1,575</b>	<b>916</b>	<b>1,155</b>	<b>322</b>	<b>833</b>



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
217	57	160	1,100	595	505	4,378	1,256	3,122	0	0	0	0	0	0	7,347	2,342	5,005
0	0	0	0	0	0	143	45	98	0	0	0	0	0	0	143	45	98
54	19	35	112	48	64	568	186	382	10	1	9	0	0	0	1,092	356	736
0	0	0	4	1	3	40	12	28	0	0	0	0	0	0	92	35	57
<b>271</b>	<b>76</b>	<b>195</b>	<b>1,216</b>	<b>644</b>	<b>572</b>	<b>5,129</b>	<b>1,499</b>	<b>3,630</b>	<b>10</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8,674</b>	<b>2,778</b>	<b>5,896</b>
1,918	469	1,449	2,158	1,020	1,138	4,332	1,280	3,052	32	8	24	0	0	0	10,632	3,306	7,326
0	0	0	0	0	0	20	3	17	0	0	0	0	0	0	33	11	22
623	200	423	406	214	192	1,265	398	867	30	4	26	1	1	0	3,117	966	2,151
20	8	12	24	11	13	100	35	65	0	0	0	0	0	0	207	74	133
<b>2,561</b>	<b>677</b>	<b>1,884</b>	<b>2,588</b>	<b>1,245</b>	<b>1,343</b>	<b>5,717</b>	<b>1,716</b>	<b>4,001</b>	<b>62</b>	<b>12</b>	<b>50</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>13,989</b>	<b>4,357</b>	<b>9,632</b>
1,698	572	1,126	2,905	1,263	1,642	3,533	870	2,663	0	0	0	0	0	0	12,026	4,268	7,758
3	0	3	0	0	0	384	96	288	0	0	0	0	0	0	742	206	536
365	151	214	374	170	204	1,806	593	1,213	29	5	24	0	0	0	4,735	1,792	2,943
0	0	0	15	8	7	12	6	6	0	0	0	0	0	0	60	29	31
<b>2,066</b>	<b>723</b>	<b>1,343</b>	<b>3,294</b>	<b>1,441</b>	<b>1,853</b>	<b>5,735</b>	<b>1,565</b>	<b>4,170</b>	<b>29</b>	<b>5</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17,563</b>	<b>6,295</b>	<b>11,268</b>
3,833	1,098	2,735	6,163	2,878	3,285	12,243	3,406	8,837	32	8	24	0	0	0	30,005	9,916	20,089
3	0	3	0	0	0	547	144	403	0	0	0	0	0	0	918	262	656
1,042	370	672	892	432	460	3,639	1,177	2,462	69	10	59	1	1	0	8,944	3,114	5,830
20	8	12	43	20	23	152	53	99	0	0	0	0	0	0	359	138	221
<b>4,898</b>	<b>1,476</b>	<b>3,422</b>	<b>7,098</b>	<b>3,330</b>	<b>3,768</b>	<b>16,581</b>	<b>4,780</b>	<b>11,801</b>	<b>101</b>	<b>18</b>	<b>83</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>40,226</b>	<b>13,430</b>	<b>26,796</b>
10	0	10	0	0	0	3,645	756	2,889	0	0	0	0	0	0	4,992	983	4,009
0	0	0	0	0	0	751	115	636	0	0	0	0	0	0	751	115	636
0	0	0	0	0	0	159	47	112	13	2	11	0	0	0	172	49	123
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	232	26	206
<b>10</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,555</b>	<b>918</b>	<b>3,637</b>	<b>13</b>	<b>2</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,147</b>	<b>1,173</b>	<b>4,974</b>
<b>698</b>	<b>38</b>	<b>660</b>	<b>270</b>	<b>100</b>	<b>170</b>	<b>247</b>	<b>72</b>	<b>175</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,202</b>	<b>469</b>	<b>1,733</b>
0	0	0	12	8	4	99	30	69	0	0	0	0	0	0	481	124	357
675	33	642	65	16	49	119	33	86	0	0	0	0	0	0	1,403	206	1,197
23	5	18	193	76	117	29	9	20	0	0	0	0	0	0	318	139	179
<b>5,606</b>	<b>1,514</b>	<b>4,092</b>	<b>7,368</b>	<b>3,430</b>	<b>3,938</b>	<b>21,383</b>	<b>5,770</b>	<b>15,613</b>	<b>114</b>	<b>20</b>	<b>94</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>48,575</b>	<b>15,072</b>	<b>33,503</b>



**Table 3: Total Campus Student Registrations by Programme and Campus, 2010/2011**

PROGRAMME LEVEL	UNIVERSITY			CAVE HILL			MONA			ST AUGUSTINE			OPEN CAMPUS		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
<b>On-Campus/ Open Campus</b>															
First Degree	10,899	24,098	34,997	2,342	5,005	7,347	3,306	7,326	10,632	4,268	7,758	12,026	983	4,009	4,992
Associate Degree	115	636	751	-	-	-	-	-	-	-	-	-	115	636	751
Certificate	221	549	770	0	0	0	0	0	0	193	484	677	28	65	93
Diploma	90	230	320	45	98	143	11	22	33	13	52	65	21	58	79
Advanced Diploma	136	339	475	9	23	32	8	33	41	114	255	369	5	28	33
Higher Degree	3,004	5,697	8,701	347	713	1,060	958	2,118	3,076	1,678	2,688	4,366	21	178	199
Specially Admitted	138	221	359	35	57	92	74	133	207	29	31	60	0	0	0
<b>Sub-Total</b>	<b>14,603</b>	<b>31,770</b>	<b>46,373</b>	<b>2,778</b>	<b>5,896</b>	<b>8,674</b>	<b>4,357</b>	<b>9,632</b>	<b>13,989</b>	<b>6,295</b>	<b>11,268</b>	<b>17,563</b>	<b>1,173</b>	<b>4,974</b>	<b>6,147</b>
<b>Off-Campus</b>															
Distance Education	83	528	611	0	0	0	83	528	611	0	0	0	-	-	-
Affiliated Institutions	59	177	236	0	0	0	59	177	236	0	0	0	-	-	-
Tertiary Level Inst.	197	869	1,066	124	357	481	64	492	556	9	20	29	-	-	-
External	130	159	289	0	0	0	0	0	0	130	159	289	-	-	-
<b>Sub-Total</b>	<b>469</b>	<b>1,733</b>	<b>2,202</b>	<b>124</b>	<b>357</b>	<b>481</b>	<b>206</b>	<b>1,197</b>	<b>1,403</b>	<b>139</b>	<b>179</b>	<b>318</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Registration</b>	<b>15,072</b>	<b>33,503</b>	<b>48,575</b>	<b>2,902</b>	<b>6,253</b>	<b>9,155</b>	<b>4,563</b>	<b>10,829</b>	<b>15,392</b>	<b>6,434</b>	<b>11,447</b>	<b>17,881</b>	<b>1,173</b>	<b>4,974</b>	<b>6,147</b>

**Table 4:** Comparison of FTE\* Enrolment between 2009/2010 and 2010/2011

Campus & Faculty/School	2009/2010	2010/2011	Number change	% change
<b>CAVE HILL</b>				
Humanities & Education	911	932	22	2.4
Law	563	629	66	11.7
Clinical Medicine & Research	185	268	83	45.0
Pure and Applied Sciences	1,006	943	-63	-6.2
Social Sciences	3,469	3,622	153	4.4
Institute of Gender & Development Studies	10	7	-3	0.0
Special Admittance	44	46	2	4.5
<b>Total</b>	<b>6,186</b>	<b>6,447</b>	<b>261</b>	<b>4.2</b>
<b>MONA</b>				
Humanities & Education	2,279	2,225	-54	-2.4
Law	193	265	72	37.3
Medical Sciences	2,214	2,462	248	11.2
Pure and Applied Sciences	2,344	2,397	53	2.3
Social Sciences	4,413	4,450	38	0.8
Institute of Gender & Development Studies	24	49	25	104.2
Graduate Studies	3	1	-2	-80.0
Special Admittance	109	138	29	26.7
<b>Total</b>	<b>11,577</b>	<b>11,986</b>	<b>409</b>	<b>3.5</b>
<b>St AUGUSTINE</b>				
Sciences & Agriculture: Agriculture	700	693	-7	-1.0
Humanities & Education	2,368	2,448	81	3.4
Engineering	1,869	1,942	73	3.9
Law	51	118	67	131.4
Medical Sciences	1,816	1,903	87	4.8
Sciences & Agriculture: Sciences	2,749	3,044	295	10.7
Social Sciences	3,988	4,206	218	5.5
Institute of Gender & Development Studies	17	28	11	66.7
Special Admittance	40	30	-10	-24.1
<b>Total</b>	<b>13,596</b>	<b>14,410</b>	<b>814</b>	<b>6.0</b>
<b>UNIVERSITY</b>				
Sciences & Agriculture: Agriculture	700	693	-7	-1.0
Humanities & Education	5,557	5,605	48	0.9
Engineering	1,869	1,942	73	3.9
Law	807	1,012	205	25.4
Medical Sciences/Clinical Medicine & Research	4,214	4,632	418	9.9
Pure and Applied Sciences/Sci. & Agri.: Sciences	6,099	6,384	285	4.7
Social Sciences	11,870	12,278	409	3.4
Institute of Gender & Development Studies	50	84	34	67.0
Graduate Studies	3	1	-2	-80.0
Special Admittance	192	214	22	11.2
<b>Total</b>	<b>31,359</b>	<b>32,842</b>	<b>1,483</b>	<b>4.7</b>

\*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: On-Campus FTE Enrolment by Campus and Faculty/School, 2010/2011**

Faculty/School	CAVE HILL	MONA	ST AUGUSTINE	TOTAL
Science & Agriculture: Agriculture	0	0	693	693
Humanities & Education	932	2,225	2,448	5,605
Engineering	0	0	1,942	1,942
Law	629	265	118	1,012
Medical Sciences/Clinical Medicine & Research	268	2,462	1,903	4,632
Pure & Applied Sciences/Sciences and Agriculture: Sciences	943	2,397	3,044	6,384
Social Sciences	3,622	4,450	4,206	12,278
Institute of Gender and Development Studies	7	49	28	84
Graduate Studies	0	1	0	1
Special Admittance	46	138	30	214
<b>Total</b>	<b>6,447</b>	<b>11,986</b>	<b>14,410</b>	<b>32,842</b>
Science & Technology %	19	41	53	42

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, 2010/2011**

	UNIVERSITY			CAVE HILL			MONA			ST AUGUSTINE		
	T	M	F	T	M	F	T	M	F	T	M	F
<b>ON-CAMPUS</b>												
<b>Undergraduate</b>												
1st Degree	26,345	8,806	17,540	5,546	1,772	3,774	9,725	3,037	6,688	11,075	3,997	7,079
Certificate	394	118	277	0	0	0	0	0	0	394	118	277
Diploma	137	39	98	72	23	49	27	10	17	39	7	32
<b>Sub-Total</b>	<b>26,877</b>	<b>8,962</b>	<b>17,914</b>	<b>5,618</b>	<b>1,795</b>	<b>3,823</b>	<b>9,751</b>	<b>3,047</b>	<b>6,705</b>	<b>11,508</b>	<b>4,121</b>	<b>7,387</b>
<b>Graduate</b>												
Higher Diploma	325	90	235	10	1	9	24	6	18	292	83	208.5
Higher Degree	5,428	1,895	3,533	774	256	518	2,074	665	1,409	2,581	975	1,606
<b>Sub-Total</b>	<b>5,752</b>	<b>1,985</b>	<b>3,768</b>	<b>783</b>	<b>256</b>	<b>527</b>	<b>2,097</b>	<b>671</b>	<b>1,427</b>	<b>2,872</b>	<b>1,058</b>	<b>1,814</b>
Specially Admitted	214	84	130	46	18	29	138	52	86	30	15	16
<b>Total</b>	<b>32,842</b>	<b>11,030</b>	<b>21,811</b>	<b>6,447</b>	<b>2,068</b>	<b>4,378</b>	<b>11,986</b>	<b>3,769</b>	<b>8,217</b>	<b>14,410</b>	<b>5,194</b>	<b>9,216</b>
Postgraduate Degree %	17	17	16	12	12	12	17	18	17	18	19	17


**Table 7: University Enrolment by Campus, Student Status, Gender and Programme, 2009/2010**

	UNIVERSITY			CAVE HILL			MONA			ST AUGUSTINE			OPEN CAMPUS		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
<b>Student Status</b>															
Full-time	25,457	8,631	16,826	4,219	1,359	2,860	9,982	3,180	6,802	11,256	4,092	7,164	-	-	-
Part-time	14,769	4,799	9,970	4,455	1,419	3,036	4,007	1,177	2,830	6,307	2,203	4,104	-	-	-
<b>Subtotal</b>	<b>40,226</b>	<b>13,430</b>	<b>26,796</b>	<b>8,674</b>	<b>2,778</b>	<b>5,896</b>	<b>13,989</b>	<b>4,357</b>	<b>9,632</b>	<b>17,563</b>	<b>6,295</b>	<b>11,268</b>	-	-	-
Open Campus	6,147	1,173	4,974	-	-	-	-	-	-	-	-	-	6,147	1,173	4,974
<b>Undergraduate</b>															
1st Degree	34,997	10,899	24,098	7,347	2,342	5,005	10,632	3,306	7,326	12,026	4,268	7,758	4,992	983	4,009
Associate Degree	751	115	636										751	115	636
Certificate	770	221	549	0	0	0	0	0	0	677	193	484	93	28	65
Diploma	320	90	230	143	45	98	33	11	22	65	13	52	79	21	58
<b>Subtotal</b>	<b>36,838</b>	<b>11,325</b>	<b>25,513</b>	<b>7,490</b>	<b>2,387</b>	<b>5,103</b>	<b>10,665</b>	<b>3,317</b>	<b>7,348</b>	<b>12,768</b>	<b>4,474</b>	<b>8,294</b>	<b>5,915</b>	<b>1,147</b>	<b>4,768</b>
<b>Graduate</b>															
Higher Diploma	475	136	339	32	9	23	41	8	33	369	114	255	33	5	28
Higher Degree	8,701	3,004	5,697	1,060	347	713	3,076	958	2,118	4,366	1,678	2,688	199	21	178
<b>Sub-Total</b>	<b>9,176</b>	<b>3,140</b>	<b>6,036</b>	<b>1,092</b>	<b>356</b>	<b>736</b>	<b>3,117</b>	<b>966</b>	<b>2,151</b>	<b>4,735</b>	<b>1,792</b>	<b>2,943</b>	<b>232</b>	<b>26</b>	<b>206</b>
Off-Campus	2,202	469	1,733	481	124	357	1,403	206	1,197	318	139	179	-	-	-
Specialty Admitted	359	138	221	92	35	57	207	74	133	60	29	31	-	-	-
<b>TOTAL ALL</b>	<b>48,575</b>	<b>15,072</b>	<b>33,503</b>	<b>9,155</b>	<b>2,902</b>	<b>6,253</b>	<b>15,392</b>	<b>4,563</b>	<b>10,829</b>	<b>17,881</b>	<b>6,434</b>	<b>11,447</b>	<b>6,147</b>	<b>1,173</b>	<b>4,974</b>
% Male/female	-	31.0%	69.0%	-	31.7%	68.3%	-	29.6%	70.4%	-	36.0%	64.0%	-	19.1%	80.9%



**Table 8:** Percentage Distribution of Male and Female Registrations in On-Campus & Open Campus First Degree Programmes by Faculty/School and Campus, 2010/2011

Faculty/School	CAVE HILL		MONA		ST AUGUSTINE		OPEN CAMPUS	
	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%
Science & Agriculture: Agriculture	0	0	0	0	39	61	50	50
Humanities & Education	25	75	24	76	21	69	17	83
Engineering	0	0	0	0	70	30	-	-
Law	28	72	23	77	23	77	-	-
Medical Sciences/Clinical Medicine & Research	26	74	24	76	34	66	0	100
Pure & Applied Sciences/Sciences	54	46	47	53	43	57	0	
Social Sciences	29	71	30	70	25	75	21	79
<b>Total</b>	<b>32</b>	<b>68</b>	<b>31</b>	<b>69</b>	<b>35</b>	<b>65</b>	<b>20</b>	<b>80</b>

**Table 9:** Comparison of On-Campus/ Open Campus Enrolment between 2009/2010 and 2010/2011

Campus & Faculty/School	2009/2010	2010/2011	% change
<b>CAVE HILL</b>			
Humanities & Education	1,397	1,362	-2.5
Law	611	686	12.3
Medical Sciences	188	271	44.1
Pure & Applied Sciences	1,240	1,216	-1.9
Social Sciences	4,893	5,129	4.8
Institute of Gender and Development Studies	13	10	-23.1
<b>Total</b>	<b>8,342</b>	<b>8,674</b>	<b>4.0</b>
<b>MONA</b>			
Humanities & Education	2,882	2,795	-3.0
Law	194	265	36.6
Medical Sciences	2,313	2,561	10.7
Pure & Applied Sciences	2,552	2,588	1.4
Social Sciences	5,687	5,717	0.5
Institute of Gender and Development Studies	34	62	82.4
Graduate Studies	4	1	-75.0
<b>Total</b>	<b>13,666</b>	<b>13,989</b>	<b>2.4</b>
<b>St AUGUSTINE</b>			
Sciences & Agriculture: Agriculture	806	819	1.6
Humanities & Education	3,014	3,086	2.4
Engineering	2,309	2,416	4.6
Law	51	118	131.4
Medical Sciences	1,984	2,066	4.1
Sciences & Agriculture: Sciences	2,989	3,294	10.2
Social Sciences	5,499	5,735	4.3
Institute of Gender and Development Studies	18	29	61.1
<b>Total</b>	<b>16,670</b>	<b>17,563</b>	<b>5.4</b>
<b>OPEN CAMPUS</b>			
Sciences & Agriculture: Agriculture	13	10	-23.1
Humanities & Education	1,192	1,557	30.6
Engineering	0	2	
Law	0	0	0.0
Medical Sciences	98	10	-89.8
Social Sciences	3,998	4,555	13.9
Institute of Gender and Development Studies	19	13	-31.6
<b>Total</b>	<b>5,320</b>	<b>6,147</b>	<b>15.5</b>
<b>UNIVERSITY</b>			
Humanities & Education	8,485	8,800	3.7
Engineering	2,309	2,418	4.7
Law	856	1,069	24.9
Medical Sciences/Clinical Medicine & Research	4,583	4,908	7.1
Pure & Applied Sciences/Sciences & Agriculture	7,600	7,927	4.3
Social Sciences	20,077	21,136	5.3
Institute of Gender and Development Studies	84	114	35.7
Graduate Studies	4	1	-75.0
<b>Total</b>	<b>43,998</b>	<b>46,373</b>	<b>5.4</b>



**Table 10: Total On-Campus Registration of Students by Faculty/School and Country of Origin – 2010/2011 – All Campuses**

COUNTRY	AGRICULTURE	HUMANITIES	EDUCATION	ENGINEERING	LAW	MS/CM*	PAS/S&A: SCIENCES**	SOCIAL SCIENCES	GRADUATE STUDIES	IGDS	TOTAL	% OF TOTAL
Anguilla	0	2	0	0	0	1	0	5	0	0	8	0.0
Antigua & Barbuda	3	15	0	1	7	16	9	89	0	0	140	0.3
Bahamas	2	6	0	1	16	173	23	27	0	0	248	0.6
Barbados	13	1,189	0	1,04	178	314	1,025	4,516	0	8	7,347	18.3
Belize	0	3	0	4	39	18	8	43	0	0	115	0.3
British Virgin Islands	0	0	0	0	0	2	0	1	0	0	3	0.0
Cayman Islands	0	0	2	0	5	15	2	3	0	0	27	0.1
Dominica	0	0	0	0	0	4	2	0	0	0	6	0.0
Grenada	5	7	0	14	11	16	24	68	0	0	145	0.4
Guyana	3	22	0	9	24	7	16	55	0	0	136	0.3
Jamaica	4	17	1	25	6	29	15	58	0	4	159	0.4
Montserrat	15	2,645	5	77	403	1,979	2,437	5,463	1	58	13,083	32.5
St Kitts/Nevis	2	3	1	0	1	2	1	8	0	0	18	0.0
Saint Lucia	2	10	0	4	17	16	14	46	0	0	109	0.3
St Vincent & The Grenadines	11	36	4	16	10	36	43	132	0	0	288	0.7
Trinidad & Tobago	6	49	1	13	25	32	98	212	0	0	436	1.1
Turks & Caicos Islands	748	2,080	970	2,118	320	1,952	3,316	5,649	0	26	17,179	42.7
Others	0	1	0	0	0	4	0	3	0	0	8	0.0
Unknown	5	155	19	30	7	282	65	203	0	5	771	1.9
<b>All Campuses</b>	<b>819</b>	<b>6,240</b>	<b>1,003</b>	<b>2,416</b>	<b>1,069</b>	<b>4,898</b>	<b>7,098</b>	<b>16,581</b>	<b>1</b>	<b>101</b>	<b>40,226</b>	<b>100.0</b>

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

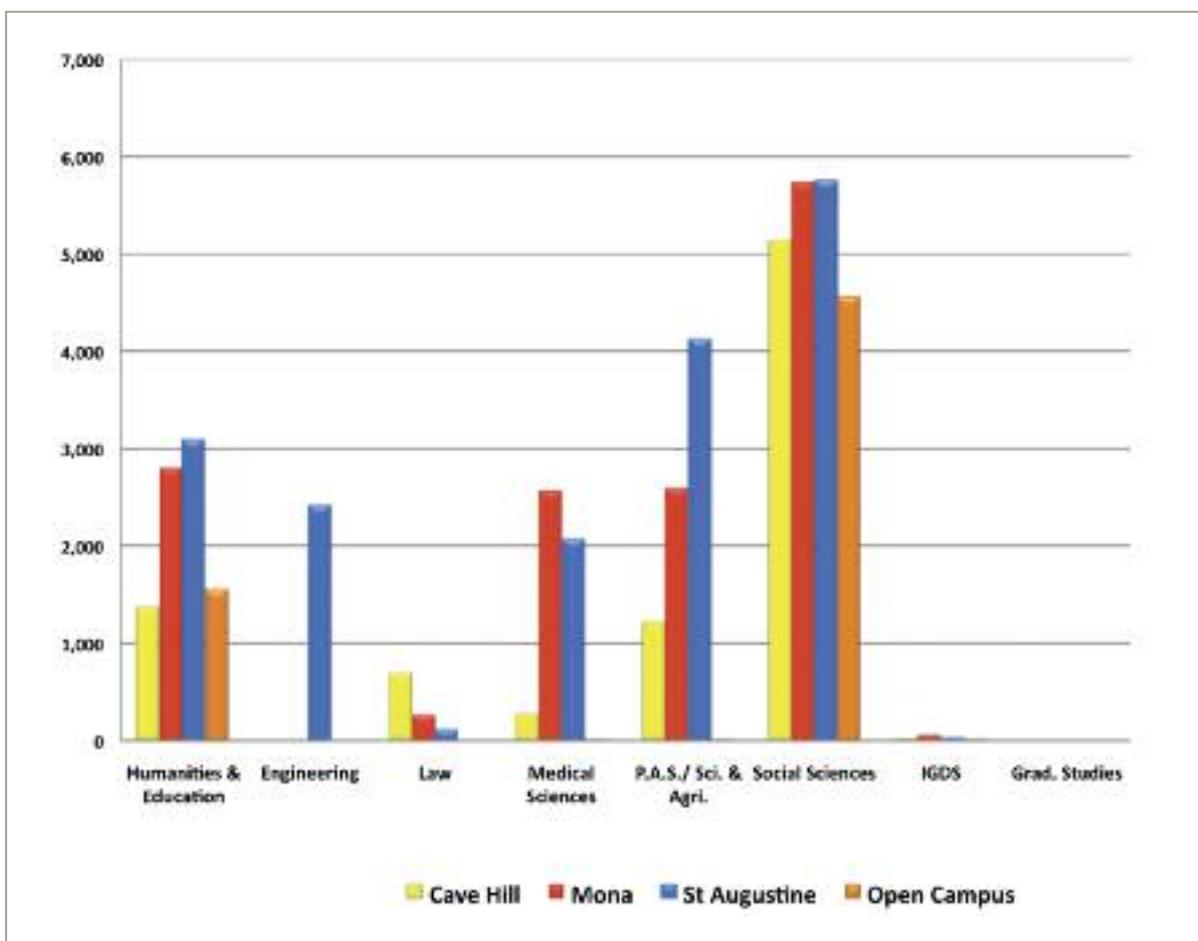


**Table 11:** Number of OECS Students as a Percentage of Total On-Campus Student Population by Campus, 2007/2008 to 2010/2011

COUNTRY	2007–	Total	%	2008–	Total	%	2009–	Total	%	2010–	Total	%
	2008	Students		2009	Students		2010	Students		2011	Students	
Cave Hill	617		1.8	629		1.8	635		1.6	702		1.7
Mona	182		0.5	167		0.5	200		0.5	197		0.5
St Augustine	303		0.9	346		1.0	352		0.9	380		0.9
<b>Total</b>	<b>1,102</b>	<b>34,483</b>	<b>3.2</b>	<b>1,142</b>	<b>35,764</b>	<b>3.2</b>	<b>1,187</b>	<b>38,678</b>	<b>3.1</b>	<b>1,279</b>	<b>40,226</b>	<b>3.2</b>

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

**Graph 2:** UWI On-Campus & Open Campus Student Enrolment by Faculty and Campus, 2010/2011





**Table 12: Total University Enrolment by Campus and Country of Origin, 2010/2011**

	On 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	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F						
Anguilla	8	2	6	6	2	4	1	0	1	1	0	1	53	14	39	3	1	2	171	31	79	110	31	79	188	32	156	291	105	186	2	64	17	47	355	256	5,230					
Antigua & Barbuda	140	35	105	95	21	74	27	8	19	18	6	12	202	31	171	110	31	79	25	4	21	99	37	62	185	31	154	291	105	186	156	7,720	2,490	5,230	372	116	256					
Bahamas	248	75	173	39	13	26	138	39	99	71	23	48	25	4	21	99	37	62	185	31	154	291	105	186	156	7,720	2,490	5,230	372	116	256											
Barbados	7,347	2,427	4,920	6,989	2,273	4,716	155	41	114	203	113	90	185	31	154	291	105	186	156	7,720	2,490	5,230	372	116	256																	
Belize	115	51	64	77	32	45	25	10	15	13	9	4	153	51	102	23	3	20	188	32	156	291	105	186	156	7,720	2,490	5,230	372	116	256											
Bermuda	3	1	2	1	0	1	1	0	1	1	1	0	0	0	0	2	0	2	102	3	20	23	3	20	188	32	156	291	105	186	156	7,720	2,490	5,230	372	116	256					
British Virgin Islands	27	12	15	9	6	3	6	3	3	12	3	9	24	3	21	5	0	5	102	3	20	23	3	20	188	32	156	291	105	186	156	7,720	2,490	5,230	372	116	256					
Cayman Islands	6	4	2	0	0	0	6	4	2	0	0	0	8	2	6	0	0	0	102	3	20	23	3	20	188	32	156	291	105	186	156	7,720	2,490	5,230	372	116	256					
Dominica	145	44	101	87	19	68	15	4	11	43	21	22	370	69	301	52	5	47	301	52	47	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Grenada	136	46	90	81	23	58	12	6	6	43	17	26	393	78	315	25	2	23	315	25	23	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Guyana	159	79	80	48	26	22	28	6	22	83	47	36	54	10	44	85	54	31	315	25	23	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Jamaica	13,083	4,074	9,009	201	50	151	12,697	3,922	8,775	185	102	83	1,532	307	1,225	1,145	170	975	1,225	1,145	170	975	15,760	4,551	11,209																	
Montserrat	18	7	11	9	3	6	4	1	3	5	3	2	56	7	49	0	0	0	49	0	0	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
St Kitts/Nevis	109	49	60	52	19	33	32	16	16	25	14	11	173	29	144	9	3	6	144	9	3	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Saint Lucia	288	90	198	121	39	82	50	11	39	117	40	77	532	97	435	79	17	62	435	79	62	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
St Vincent & The Grenadines	436	153	283	251	91	160	56	17	39	129	45	84	308	42	266	101	16	85	266	101	85	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Trinidad & Tobago	17,179	5,910	11,269	474	106	368	448	135	313	16,257	5,669	10,588	2,024	382	1,642	235	84	151	1,642	235	84	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Turks & Caicos Islands	8	3	5	3	0	3	5	3	2	0	0	0	0	0	0	1	0	1	0	0	1	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
Others	771	368	403	131	55	76	283	131	152	357	182	175	55	16	39	40	14	26	39	40	26	185	102	83	1,225	1,145	170	975	15,760	4,551	11,209											
All Countries	40,226	13,430	26,796	8,674	2,778	5,896	13,989	4,357	9,632	17,563	6,295	11,268	6,147	1,173	4,974	2,202	469	1,733	4,974	2,202	469	48,575	15,072	33,503	48,575	15,072	33,503	48,575	15,072	33,503												