"A Addae made Physiology enjoyable and made the subject understandable.

No one sleeps during his class."

This encapsulates the overwhelmingly positive response of Professor Addae’s students in the Faculty of Medical Sciences at St Augustine.

One of the few winners of the Guardian Life Teaching Award 2008, his teaching ability has been recognized by his peers as well as undergraduates and postgraduate students. He is well known for his ability to present complex information using an inquiry-based teaching method. He believes that in the professional disciplines of medical science, students are motivated to learn when they are challenged with questions that they perceive as relevant to their future professional competence. Students will engage in active self-directed learning out of curiosity. His approach is one in which students generate most of the relevant questions themselves rather than being given the questions by the lecturer.

His lectures include a review session of the previous lecture, class discussions of any problems identified during the review and "two-think" breaks during which pairs of students work on questions for two minutes and the answers are discussed immediately afterward. Students’ feedback on this method has been positive.

Here are some of the students’ comments:

"The presentations was easy to follow and understandable and also engaging. Use of quotes after each session enabled me to test my understanding of the various topic areas - no note my strong and weak areas."

"I like that the lecture kept my attention in classes as well as activities that made me participate in class."

"The lecture was inspirational and successfully encouraged learning."

At the graduate level Professor Addae has taught Physiology seminars for students in the DM Psychiatry and DM Ophthalmology programmes.

He has co-authored the revised new edition of Introduction to problem-based learning. This manual, which is used by both staff and students, provides a systematic approach to problem-based learning.

He has also conducted training sessions on Problem-based learning for first year students and new members of academic staff.

First year learning skills programme

A medical doctor and researcher by training, Professor Addae has special interest in the principles of learning and memory which he has attended naturally to his passion for teaching and learning. Over the past ten years Professor Addae has conducted Learning Skills seminar for first year students in the Faculty of Medical Sciences at St Augustine. This is a voluntary non-credit course.

The course consists of:

- The neurobiology of information acquisition, storage and retrieval
- Understanding and effective use of one’s personal learning style to facilitate knowledge acquisition and retrieval.
- Speed reading methods using mnemonic principles and making of the students’ekyll movements in increase visual span and reduce the frequency of eyeball jumps during reading.
- Effective note taking that is consistent with the students’ natural brain learning and retrieval processes.

This course is a testament to Professor Addae’s commitment to student learning and is always well attended.

The 5 phase learning system

Professor Addae's latest contribution to the teaching programme at St Augustine is his development of a 5-phase learning system which was published in the journal of the Carribbean Medical Association in 2007. This system involves the following 5 phases:

1. **Phase 1: Knowledge Acquisition** - This phase involves the acquisition of new knowledge and skills through direct instruction.
2. **Phase 2: Active Learning** - Students are encouraged to actively engage with the material, promoting deeper understanding and retention.
3. **Phase 3: Critical Thinking** - This phase focuses on developing critical thinking skills, enabling students to apply knowledge to new situations.
4. **Phase 4: Practical Application** - Students apply their knowledge in practical settings, reinforcing learning.
5. **Phase 5: Assessment and Feedback** - This phase involves evaluation of learning outcomes and provides feedback to both students and instructors.

Professor Addae states that "I am interested in establishing a critical and creative thinker, problem solver, learner player, lifelong self- learner with respect for science". These learning outcomes are consistent with the "criterion based curriculum" in the UWI strategic plan. The learning system uses practical scenarios and has three identifiable mapping phases and two question formulation phases. The key to the learning system is the questioning phase when students learn to ask important questions about the scenario/case. Professor Addae believes in the statement by Albert Einstein: "If I had one question... if only I had the right question...". The formulation of the problem is often more important than its solution.

Research

Professor Addae has published widely on his primary research areas as well as topics on medical education.

His main areas of research are:

- Developing a new direction in understanding and managing pain (especially in headache) using the brain’s own powerful pain-suppressing mechanisms.
- The mechanisms of chronic non-communicable diseases of the nervous system e.g. dementia, stroke, epilepsy, and new treatment modalities that target specific sites on nerve cells.

He is a member of several learned societies e.g. Society for Neuroscience of USA, American Physiological Society. He has held executive positions in the Caribbean Academy of Science and the Caribbean Brain Research Organization.

The sequence of activities in a 5-Phase Learning System is called mapping phases (M1, M2, M3) and two questioning phases (Q1, Q2). The most important phases are Q1 and Q2 when students learn to ask important questions:

- **M1**
- **M2**
- **M3**
- **Q1**
- **Q2**
Professor Simon Mitchell has developed a remarkably research career in the geological sciences over the past eighteen years. This research has rewritten the geological history and added major new knowledge on the geology of Jamaica and the region. His research has had beneficial application in several areas in Jamaica’s economic development since 2000:

- The North-South link of Highway 2000
- Oil exploration
- River sand mining
- Setting the boundaries of The Cockpit Country

Within the Caribbean he has undertaken oil exploration for the Government of Curaçao as well as oil exploration companies in the Caribbean.

His groundbreaking work on the stratigraphy of Jamaica has led to new knowledge of the geology of the island and should contribute to the production of a new series of geological maps of Jamaica.

Research on the Cenozoic geology of Central Jamaica undertaken by Professor Mitchell has influenced visitors to Jamaica to learn more about the geological history of the island.

Collaboration with colleagues researchers on the geochemistry of volcanic and metamorphic rocks in Jamaica has established where and under what conditions these rocks formed and resulted in the development of a new model for the evolution of Jamaica.

Professor Mitchell has undertaken research on rhyolites, an extinct subhorizon of saurian which are among the most important fossils in the Cenozoic of the Caribbean-Central American region. One of the outcomes of this research has been the assembly of an extensive collection from Jamaica, Puerto Rico, Trinidad and Texas. These are housed in The UWI Geology Museum at Mona. Additionally Professor Mitchell has been able to forge links with several international museums including the Smithsonian, the American Museum of Natural History, The Texas Memorial Museum, Naturalis (The Netherlands) and the Natural History Museum (London). In 2011 the Ninth International Congress on Rhyolites was hosted at The UWI Mona.

In recognition of the 150th anniversary of the first Geological Survey and the 50th anniversary of the establishment of the Department of Geology at the UWI, Professor Mitchell has been researching the historical development of the discipline in the region, including a biography of James Gay Jackson, considered the father of Caribbean Geology.

In the past five years Professor Mitchell has supervised four masters’ theses and one doctoral dissertation as well as two research fellows. His publication record for the period includes:

- Nine edited volumes
- Thirty eight research papers
- Thirty-five presentations


Professor Mitchell is:
- Permanent member of the Standing Committee of the Caribbean Geological Conferences
- Member of the Scientific Committee of the International Radios Congress
- Chairman of the Commission on Jamaican Lithostratigraphy
- President of the Geological Society of Jamaica.

He has appeared on local radio and television. He is the recipient of:
- The Grace Fraser Honour Award for Science and Technology 2011.
- Faculty of Pure and Applied Science Award, 2011
- The Chubb Award, Geological Society of Jamaica, 2013

Select list of publications 2009-2013


Mitchell, S. F. 2015. First record of a Middle Cenozoic ammonoid cephalopod (Hippurid, Brachiopoda) from Montana, USA, and a geographical and stratigraphic significance. Cenozoic Research 38: 70-74.

Professor Marvin Reid has distinguished himself as a researcher and administrator. He received an MSc in Nutritional Sciences (1996) and a PhD in Community Medicine (1993) from The University of the West Indies, Mona. He undertook postdoctoral studies in puerperal nutrition at Baylor College of Medicine, Houston (1998-2000).

Professor Reid began his academic career as a Medical Officer at the Tropical Metabolism Research Unit (TMRU), UWI-Welsh. After serving for 14 years as a Principal Researcher, he was appointed Director of the Sickle Cell Unit, Undergraduate Medical and Dental Studies, University of the West Indies (TMRU). TMRU is a prominent and highly ranked research unit in the areas of Human Nutrition, Metabolic Research, Endocrinology, Genetic epidemiology of diseases, incurable and chronic diseases, Sickle Cell Disease, Child Development and Chronic Non-communicable Diseases.

Professor Reid has secured local and international recognition for his work especially in areas related to stable isotope based metabolic research. He was a key collaborator on several National Institutes of Health (NIH) Grants and was the Principal investigator on a Regional International Atomic Energy Agency Grant, supporting feasible stable isotope assessment of brown meat intake and its effects on growth in infants.

He has used non-radioactive molecules to research the body’s response to illness and aging. Labelled amino acid molecules have been employed to understand how children with severe acute malnutrition (SAM) food. The results of this work are being used to feed the research of better treatment strategies for a condition that affects some 17 million preschool-age children worldwide (UNICEF 2013).

Additionally, he has investigated how adaptive responses increase susceptibility to cardiovascular and renal diseases, as well as complications of Sickle Cell Disease.

As principal investigator or co-investigator, Professor Reid has been able to attract more than US$50 million in grant funding, winning the Prince’s award for most research funds in 2009 for “Aromatic Amino Acid Metabolism in the Pathogenesis of Sickle Haemoglobin C Disease”. This eminent scholar has authored or co-authored over 35 peer-reviewed publications within the last three years. Reid’s research interest include:

- Community Medicine
- Clinical Trials
- Human Metabolism.

Professor Reid is also an associate lecture in the Department of Community Health at the UWI, Mona, and is responsible for teaching and supervising undergraduate and graduate students in the field of nutritional sciences. Professor Reid has invested time in mentoring colleagues and students in Research Methods.

In addition to his teaching and administrative activities, he works as a family physician in a private practice for 2-3 days of private clinical care each week. He also provides consulting clinical nutritional services to the University Hospital of the West Indies.

Professor Reid has received several awards for his research. These include:

- Principal’s Research Award, 2009
- Principal’s Award for Best Research Publication, Faculty of Medical Sciences, 2008, 2011, 2013 and 2014.
- Principal’s Award for Best Researcher, Faculty of Medicine, 2012 and 2014.

In addition to his notable research, he has served in many prominent roles such as:
- Executive Member of the Cardiac Foundation of Barbados
- Executive Member of the Sickle Cell Disease Association of Barbados.
- Assistant Director of the Medical Research Unit of the University of the West Indies

Professor Reid is an avid athlete, swimming, tennis, and soccer are his main sports. His special interest is in field hockey.

Professor Marvin Reid

Select list of publications 2013-2014


Highlights of PUBLIC SERVICE RECORD

2009 - Present
Co-chair, National Steering Committee for Analog to Digital Television Switchover in Jamaica

2009 - 2012
Secretary-General, International Association for Media and Communication Research (IAMCR)

2006 - 2011
Member, Jamaica National Commission for UNESCO

2007 - Present
Chairman, Broadcasting Commission of Jamaica

2006 - 2007
Judge, Media Awards Panel
United Nations Population Fund (UNFPA)
Caribbean Office, Kingston

2005 - Present
Chairman, Advisory Committee
Media Technology Institute (MTI)

2005 - Present
Member, General Council
International University of the Caribbean

2003 - Present
Member; former Chairman; former Deputy Chairman
National Ecumenical Committee for the Observation of Emancipation from Slavery

2003 - 2005
Chairman, Board of Directors
Creative Production and Training Centre (CPTC)

2001 – 2003
Chairman, Jamaica Telecommunications Advisory Council

1998 - Present
Judge, Magistrate and Justice of the Peace
Commissioner, Broadcasting Commission of Jamaica

1995 - 2007
Member, Board of Management
National Library of Jamaica

1995 - 2001
Judge, National Journalism Awards
Press Association of Jamaica (PAJ)

Service within The UWI

2014
Chairman, Principal’s Advisory Committee

2013 - Present
Academic Board Representative, Disciplinary Appeals Panel
The UWI, Mona Campus

2013 - 2014
Chairman, Vice-Chancellor’s Advisory Committee on
The UWI’s relationship with the Caribbean Knowledge and Learning Network (CKLN) and CaribNet

2012 - Present
Panel Chair, The UWI Senate’s Disciplinary Committee

2012 - 2014
Member (Vice-Chancellor’s Nominee)

Service at The UWI, Mona Campus

2006 - 2007
Member, Vice- Chancellor’s Task Force for the Development of the New Strategic Plan of The University of the West Indies for 2007 – 2012, and elected Planning Team Leader, Branding and Marketing

Service within the University

2007 - Present
Professor Hopeton Dunn

Public Service

Outside of The University, Professor Dunn has excelled in the area of Public Service, assuming roles in various institutions and ministries. He is perhaps most widely known as the Chairman of the Broadcasting Commission of Jamaica (BCJ). In this role he has offered distinguished service for over eight years. During his continuing tenure as Chairman, Professor Dunn has led an active process of institutional and financial restructuring of the Commission, recommended significant industry policy reforms and most notably, led in an ongoing regulatory campaign against broadcast infringements and towards improved standards of civility on the Jamaican airwaves.

In recognition of his positive impact as a scholar with a record of publishing dialogues and engagements, Professor Dunn is being awarded for his exemplary service and significant contribution to the nation, the University and the profession. He is the subject of this year’s Vice-Chancellor’s Award for Excellence in Public Service.

Professor Dunn has authored, edited or co-authored six (6) books, and a large number of other scholarly publications in the form of journal articles, monographs, book chapters, and conference proceedings.

Professor Dunn has served as Dean of the College of Humanities and Social Sciences for five years, as well as Dean of Humanities and Social Sciences and Dean of the College of Humanities and Social Sciences for over thirty Milton’s Degree students and also supervised or examined fifteen (15) doctoral candidates across various departments at the University.

He has authored, edited or co-authored six (6) books, and a large number of other scholarly publications in the form of journal articles, monographs, book chapters, and conference proceedings.

Professor Dunn has served as Dean of the College of Humanities and Social Sciences for five years, as well as Dean of Humanities and Social Sciences and Dean of the College of Humanities and Social Sciences for over thirty Milton’s Degree students and also supervised or examined fifteen (15) doctoral candidates across various departments at the University.

He has authored, edited or co-authored six (6) books, and a large number of other scholarly publications in the form of journal articles, monographs, book chapters, and conference proceedings.

Professor Dunn has served as Dean of the College of Humanities and Social Sciences for five years, as well as Dean of Humanities and Social Sciences and Dean of the College of Humanities and Social Sciences for over thirty Milton’s Degree students and also supervised or examined fifteen (15) doctoral candidates across various departments at the University.

He has authored, edited or co-authored six (6) books, and a large number of other scholarly publications in the form of journal articles, monographs, book chapters, and conference proceedings.

Professor Dunn has served as Dean of the College of Humanities and Social Sciences for five years, as well as Dean of Humanities and Social Sciences and Dean of the College of Humanities and Social Sciences for over thirty Milton’s Degree students and also supervised or examined fifteen (15) doctoral candidates across various departments at the University.
2014 marks the inaugural year of The UWI’s affirmation of an Award in Excellence. The initiative, the Department of Life Sciences (DLS), St. Augustine Campus, exemplified the criteria for this honour by their collective, imaginative, innovative and responsive success to stakeholders under the following banners:

LEARNING

The Department’s approach to excellence epitomises the old adage that leadership is a process, not a position. In response to an external Quality Assurance review in 2007, a Curriculum Review Committee was established to address significant issues and recommendations from the review. Consequently, the Department of Life Sciences (DLS) at the St. Augustine Campus became the first in the region to develop a Departmental Quality Assurance and Improvement Plan that was certificated by the Tertiary Education Quality and Accreditation Board (TEQAS). Subject leaders and Examination coordination were also occupied to ensure the delivery of initial and external quality mechanisms to meet the needs of all stakeholders.

WELL-DEVELOPED AND WELL-MANAGED PROCESSES AND PROGRAMMES

Since 2009 the Department has recognised the importance of documenting processes for continuous improvement. Subsequently, the Department, guided by the quality assurance and enhancement plan and the curricular and operational guidelines has culminated in a manual of quality assurance procedures. Within this formation, course completion components, such as outlines, manuals, marking and marking of examination papers were established along with the defined roles of examiners. Another major part of this process was the provision of student support. Academically, academic feedback and advisory were provided through scheduled appointments and assignment of tutors, and a tutorial in the Student’s Handbook.

DATA DRIVEN TO AFFECT DECISION-MAKING

The Department enlisted data heavily in the optimising of overall performance. Students were encouraged to regard DLS as their Alpha and Omega with The UWI. Pass rates and examiners’ reports were analysed to highlight opportunities for improvement and revitalisation in future courses. Data were also employed to ensure careful monitoring and streamlining of work load assignments to facilitate teaching, postgraduate supervision, leadership roles, and scholarly publications. An employer satisfaction survey of graduate performance was conducted to design improvements into new teaching programmes.

DRIVEN BY HIGH STANDARDS

To maintain the highest standards, an analysis of each individual biology course (OS) including teaching and learning objectives, strategies, tools, and curriculum coverage were benchmarked against US and UK standards. This analysis led to a new body of knowledge with specification approved and implemented in 2013. A similar analysis of biochemistry courses led to a complete recast of the biochemistry framework and a new multidisciplinary degree in Environmental Science and Sustainable Technology offered in 2013.

STUDENT AND STAKEHOLDER-CENTRED

Establishment of a DLS Student Staff Liaison committee provided a needed opportunity for feedback. It also provided a forum for students to report on problems, assess assessment methods and other issues improving students’ learning and the learning experience. Moreover, an employers’ satisfaction survey, aimed to determine the impact on required competencies and adapt the degrees to employer needs. Workshops were held with students, teachers, faculty and regional stakeholders, for the enhancement of student learning and education.

INNOVATIVE

The DLS promotes a blended learning approach in the MSc. Biodiversity Management and Sustainable Development programme. Taught in collaboration with the University of Sussex, University of Guayaquil and the University of Bologna, all four universities jointly award the Degree. This MSc. was developed by the Cabildo programme, collaborating with the University of Oxford and benchmarking in UK standards. With 61 students currently registered, the programme has been highly successful in recruiting interests in the coastal reefs of Bologna and Guayaquil.

Another accomplishment was in the teaching of biochemistry, Years 1 and 2. Under the blended learning approach, students were challenged to “imagine, create, and innovate.” This result was the creation of more than 100 videos demonstrating “Chemistry in Action.” Accessed via YouTube, these videos are being used by thousands of students globally. An academic paper documented the approach and was presented at the UWI 2013 LINC conference entitled “Buchanans Got Talent: Student Assessment through YouTube Video Presentations.”

RESULTS-ORIENTED

• Final Year Results

The last four years DLS has attracted over USD4 million in external grant funding.

• Research and Innovation

• Most Productive Research Department – UWI 2012 Award

• Most Internationally Successful Research Project – Provost’s Award – Caribbean 2012 Award

• International acclaim for research in eco systems such as the Caribbean and TNC’s swamps.

• Teaching

New pedagogical approach resulted in:

• 80% increase in the Year 1 pass rate with students transitioning to the advanced part of their degrees

• an increase in Year 2 Biochemistry from 90% to 85%, also due to a new credit course

• Outreach

Three successful sessions of biohikes conducted in Tucker Valley, Avington Valley, and Navia Swamp in 2012, 2013 and 2014 respectively. A biohike provides an opportunity for epagistics, wildlife enthusiasts and volunteers to locate and record as many biodiversity as possible in 24-48 hours span in the rich biodiversity part of the country.

TEAMWORK

Molecules interact with signals and each other to accomplish a particular task. In like manner, the individual strengths of the DLS have merged with each other, and listened to their various stakeholders to pave a biochemistry pathway of excellence!