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Campus Administration



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Vice Chancellor's Office

1. **Harris, E. Nigel, and Silvia S. Pierangeli.** "Primary, Secondary, Catastrophic Antiphospholipid Syndrome: Is There a Difference?" Thrombosis Research 114.5-6 (2004): 357-61. **Refereed**

Following broad recognition of the disorder called Antiphospholipid Syndrome (APS), it has come to be subcategorized into Primary (PAPS), Secondary (SAPS), and Catastrophic Antiphospholipid Syndrome (CAPS). Primary utilized when there is no associated disorder, secondary with an associated autoimmune disorder such as systemic lupus erythematosus (SLE), and "catastrophic" when thrombosis occurs at multiple sites in a short space of time. Are these entities different? Such differences should be demonstrated in terms of their clinical presentation, disease course, pathogenesis, or management. If no differences exist, is there a basis for continued use of these terms? This manuscript will attempt to explore distinctions between subgroups of the APS and reasons for or against perpetuation of these classifications in the literature.

2. **Harris, E. Nigel, Silvia S. Pierangeli, and Mariano Vega-Ostertag.** "Intracellular Signaling Triggered by Antiphospholipid Antibodies in Platelets and Endothelial Cells: a Pathway to Targeted Therapies." Thrombosis Research 114.5/6 (2004): 467-76. **Refereed**

Understanding the intracellular events triggered by antiphospholipid (aPL) antibodies in platelets and endothelial cells (ECs) is important in designing new modalities of targeted therapies for the treatment of thrombosis in Antiphospholipid Syndrome (APS). A recent study showed a significant increase in the expression of GPIIb/IIIa on platelets treated with aPL antibodies and a thrombin receptor peptide agonist (TRAP), and these effects were abrogated by hydroxychloroquine (HQ). Hydroxychloroquine has also been shown to reduce in vivo aPL-induced thrombus formation. Furthermore, aPL-enhanced thrombosis in vivo can be abrogated by infusions of a GPIIb/IIIa antagonist (1B5) monoclonal antibody, and aPL-mediated thrombophilia is not observed in GPIIb/IIIa-deficient mice. Treatment of platelets with aPL antibodies has resulted in a significant increase in p38 nitrogen-activated protein kinase (p38MAPK) phosphorylation and aPL-induced platelet aggregation and thromboxane B2 (TXB2) production was abrogated by SB203580 (a p38MAPK inhibitor). aPL antibodies induce increased expression, function and transcription of tissue factor (TF) on EC. Activation of ECs and thrombogenicity of aPL in vivo can be reversed by treatment of the animals with statins. Upregulation of TF on ECs can also be abrogated by treatment of the cells with fluvastatin. There is also indication of activation of nuclear factor kappa B (NF κ B), increase in phosphorylation of p38MAPK in ECs by aPL antibodies that can be reversed by specific inhibitors MG132 and SB203580, respectively. The data open the possibility to new treatment modalities that may include the use of hydroxychloroquine, statins, specific antagonists of GPIIb/IIIa (such as abciximab or equivalent) and specific p38MAPK inhibitors, after the completion of well-designed clinical studies.

Harris, E. Nigel See also 3, 4, 5, 17, 18

3. **Kerr, Gail S., J. Stuart Richards, and E. Nigel Harris.** "Rheumatic Diseases in Minority Populations." The Medical Clinics of North America 89.4 (2005): 829-68.

Rheumatic diseases are expressed in all ethnic populations, but differ in prevalence, genetic associations, clinical features, and responses to interventions. Most data describing these differences do so in reference to and comparisons with white populations. These are sparse data that evaluate differences within minority populations where there is more homogeneity of external factors, such as social, cultural, and behavioral attitudes. This article reviews the features that are unique to various rheumatic diseases within minority populations.

4. **Pierangeli, Silvia S., Miri Blank, Xiaowei Liu, Ricardo Espinola, Mati Fridkin, Mariano Vega-Ostertag, Karen J. Roye-Green, E. Nigel Harris, and Yehuda Shoenfeld.** "A Peptide That Shares Similarity With Bacterial Antigens Reverses Thrombogenic Properties of Antiphospholipid



Antibodies in Vivo.” *Journal of Autoimmunity* 22.3 (2004): 217-25.

Objective: The factors causing production of antiphospholipid (aPL) antibodies remain unidentified. Recently, studies have shown that aPL and anti-beta2Glycoprotein I (anti-beta2GPI) antibodies with pathogenic properties can be generated with peptides from bacterial and viral origin, that mimic regions of beta2GPI. These data suggest a molecular mimicry between bacterial/viral antigens and self-proteins. In this study we examined the ability of a synthetic peptide (named peptide A, NTLKTPRVGGC) that shares similarity with common bacterial antigens, to reverse aPL-mediated thrombosis in mice in vivo. Peptide A is also found in region I/II of beta2GPI. A scrambled form of peptide A (named scA, GTKGCPNVRLT) was used as a control.

Methods and Results: Sera from 29 patients with APS bound to peptide A but not to peptide scA by ELISA in a dose-dependent fashion. Cardiolipin (CL) liposomes inhibited the binding of IgG-APS by ELISA to peptide A by 35% and to CL by 56%. The inhibition of binding to cardiolipin and to peptide A was enhanced by addition of beta2GPI to the liposomes. CL/peptide A liposomes but not peptide A alone inhibited the binding of IgG-APS to peptide A. beta2GPI alone did not inhibit binding of IgG-APS to peptide A, to beta2GPI or to CL. For the in vivo experiments, CD1 mice in groups of 20 were injected with affinity purified aPL antibodies or with control IgG-NHS twice intraperitoneally. Seventy hours after the first injection, and 30 min before the surgical procedure (induction of experimental thrombus) mice were infused i.v. in each group with either peptide A or with peptide scA. The femoral vein of the anesthetized mice were dissected to examine the dynamics of an induced thrombus in treated and control mice. The mean aCL titer of mice injected with aPL was 60 GPL units. Mice treated with aPL and infused with peptide scA produced significantly larger thrombi when compared to mice treated with IgG-NHS and peptide scA (2466+/-462 microm² vs 772.5+/-626.4 microm²). Treatment with peptide A significantly decreased thrombus size in mice injected with aPL antibodies (1063+/-890 microm² compared to 2466+/-462 microm²).

Conclusion: The data indicates that a synthetic peptide that shares similarity with common bacterial antigens and with regions of beta2GPI is capable to inhibit thrombogenic properties of aPL in mice. This may have important implications in designing new modalities of prevention and/or treatment of thrombosis in APS.

5. **Pierangeli, Silvia S., and E. Nigel Harris.** “Clinical Laboratory Testing for the Antiphospholipid Syndrome .” *Clinica Chimica Acta* 357.1 (2005): 17-33. **Refereed**

The first aCL test was developed in 1983 and subsequently standardized. Although in the last 6 to 7 years, new and more specific tests have become available, the aCL ELISA and the LA tests are still the first choice to be used in diagnosis of APS. While there is now doubt that the anticardiolipin test is useful in the diagnosis of APS, limitations of the assay have caused uncertainty and misinterpretation of the value of the test. Utilization of validated ELISA kits with well-tested calibrators and an “in-house standard” may enable more reproducible measurements. Reporting results semiquantitatively preserves the clinical utilize of the test without the misinterpretation of a quantitative result that may lack precision. The development of newer tests such as the β_2 GPI ELISA and the *AphL® ELISA Kit*, utilizing the phospholipid mixture, give promise to a more specific and reliable diagnosis of APS, while retaining good sensitivity. Other tests such as ELISA for prothrombin antibodies and annexin V antibodies are still under development and will require standardization and extensive evaluation. The aCL test should continue to be done and included in the Sapporo criteria. The aCL test is not as specific as the anti- β_2 GPI test, but it is very sensitive and together with the LA test should capture the majority of the APS patients. IgA aCL and anti- β_2 GPI positivity alone is rare but occasionally found and shown to be associated with major clinical manifestations of APS. Therefore, it is now recommended to include both tests, IgA aCL and IgG, IgM and IgA anti- β_2 GPI to confirm diagnosis of APS.

6. **Salter, Veronica A.** “Against Her Will.” *The Literary Arts (The Sunday Observer)* 21 Mar. 2004.

7. — . “Attitudes Towards Gender Violence.” *International Conference on Violence Prevention: (Kingston, Jamaica: Oct. 8-9, 2003).*

It is hypothesised in psychology that attitudes and values give rise to behaviour, and there is abundant evidence to support such a statement. This paper (a work in progress) looks at the preliminary findings of a questionnaire designed to measure the attitudes (predominantly male) to violence against women and also male and female



attitudes about themselves. The conclusions drawn so far indicate that males see themselves as being more powerful and often better than females and that furthermore, their position of authority is inherent and God-given. The researcher concludes that with such a mind set implications for hopes of achieving gender equality are dubious, but the possibilities of violence against women being enacted are enormous.

8. —. “Aunt Lil .” The Literary Arts (The Sunday Observer) 21 Mar. 2004.
9. —. “Death by Natural Causes.” The Literary Arts (The Sunday Observer) 20 June 2004.
10. —. “Faces of Pain.” The Literary Arts (The Sunday Observer) 29 May 2004.
11. —. “Hatred.” The Literary Arts (The Sunday Observer) 5 Sept. 2004.
12. —. “Huntington’s Chorera .” The Literary Arts (The Sunday Observer) 5 Jan. 2003.
13. —. “In Camera.” The Literary Arts (The Sunday Observer) 19 Jan. 2003.
14. —. “Ivan .” The Literary Arts (The Sunday Observer) 24 Apr. 2005.
15. —. “Real Angels.” The Literary Arts (The Sunday Observer) 19 Jan. 2003.

16. —. “They Practised on the Irish and Perfected on the West Indians - Psychological Domination a Comparison Between Two Plantation Economies - Jamaica and Ireland.” <http://www.fgcu.edu/csa2001/csa2000/Images/CSA2K-Abstracts.pdf>.

This paper examines the techniques employed by the British to bring about psychological domination on two groups of people who at first glance may appear to be very different - the people of Jamaica and Ireland. The paper compares the two countries from a historical perspective of both being plantation economies, and examines the effects of psychological domination on the people as well as comparing the two countries today and the measures that each has taken to regain selfhood and nationhood.(AU)

17. Vega-Ostertag, Mariano, Katherine Casper, Robert Swerlick, Dardo Ferrara, E. Nigel Harris, and Silvia S. Pierangeli. “Involvement of P38 MAPK in the Up-Regulation of Tissue Factor on Endothelial Cells by Antiphospholipid Antibodies.” Arthritis & Rheumatism 52.5 (2005): 1545-54. **Refereed**

Objective: To study the intracellular mechanism involved in the up-regulation of tissue factor (TF) on endothelial cells (ECs) by antiphospholipid antibodies (aPL), we examined the effects of aPL on the transcription, expression, and function of TF, the expression of interleukin-6 (IL-6) and IL-8, the induction of inducible nitric oxide synthase (iNOS), and the phosphorylation of p38 MAPK on human umbilical vein ECs (HUVECs). **Methods:** Cultured HUVECs were treated with IgG aPL (from patients with antiphospholipid syndrome [APS]) or with control IgG (from normal human serum). Phorbol myristate acetate (PMA) and bacterial lipopolysaccharide (LPS) were used as positive controls. TF expression was determined on the surface of HUVECs using an enzyme-linked immunosorbent assay (ELISA). TF activity was determined with the use of a chromogenic assay in cell lysates, and TF messenger RNA (mRNA) was determined by real-time quantitative polymerase chain reaction. Phosphorylation of p38 MAPK and induction of iNOS were determined by Western blotting, and levels of IL-6 and IL-8 were determined by ELISA. **Results:** PMA, LPS, and aPL significantly increased the expression of TF compared with controls. This up-regulation was significantly inhibited by SB203580 (a specific inhibitor of p38 MAPK) and by MG132 (a specific inhibitor of NF-kappaB). TF activity was significantly increased by treatment with IgG aPL and this effect was also inhibited by SB203580. Incubation of HUVECs with aPL increased TF mRNA 2-15-fold; these effects were abrogated by SB203580. IgG aPL induced significant phosphorylation of p38 MAPK and produced iNOS on HUVECs in a time-dependent manner. Treatment with IgG aPL also induced increased expression of IL-6 and IL-8



on HUVECs. **Conclusion:** Our data show that aPL induces significant increases in TF transcription, function, and expression, in IL-6 and IL-8 up-regulation, and in iNOS expression on HUVECs and that these processes involve phosphorylation of p38 MAPK and activation of NF-kappaB. Understanding intracellular events in aPL-mediated EC activation may help in designing new targeted therapies for thrombosis in APS.

18. **Vega-Ostertag, Mariano, E. Nigel Harris, and Silvia S. Pierangeli.** "Intracellular Events in Platelet Activation Induced by Antiphospholipid Antibodies in the Presence of Low Doses of Thrombin." *Arthritis & Rheumatism* 50.9 (2004): 2911-19. **Refereed**

Objective: Thrombosis and thrombocytopenia are features of the antiphospholipid syndrome (APS), suggesting that antiphospholipid antibodies (aPL) may bind platelets, causing activation and aggregation of platelets and thrombosis. The intracellular events involved in aPL-mediated platelet activation are not fully understood and are therefore the subject of this study. **Methods:** IgG fractions and their F(ab')(2) fragments were purified from the sera of 7 patients with APS and from the pooled sera of 10 healthy subjects (as controls). Phosphorylation of p38 MAPK, ERK-1/2, and [Ca(2+)]-dependent cytosolic phospholipase A(2) (cPLA(2)) was determined in lysates of washed platelets pretreated with low doses of thrombin and aPL or control IgG or their F(ab')(2) fragments, by immunoblot. The effects of aPL on platelet aggregation in the presence or absence of a p38 MAPK inhibitor, SB203580, were examined. Thromboxane B(2) (TXB(2)) production was detected by enzyme-linked immunosorbent assay on gel-filtered platelets treated with aPL and thrombin, with or without SB203580. Calcium mobilization studies were done utilizing a fluorometric assay. **Results:** Treatment of platelets with IgG aPL, or their F(ab')(2) fragments, in conjunction with subactivating doses of thrombin resulted in a significant increase in phosphorylation of p38 MAPK. Neither the IgG aPL nor their F(ab')(2) fragments increased significantly the phosphorylation of ERK-1/2 MAPKs. Furthermore, pretreatment of platelets with SB203580 completely abrogated the aPL-mediated enhanced aggregation of the platelets. Platelets treated with F(ab')(2) aPL and thrombin produced significantly larger amounts of TXB(2) when compared with controls, and this effect was completely abrogated by treatment with SB203580. In addition, cPLA(2) was also significantly phosphorylated in platelets treated with thrombin and F(ab')(2) aPL. There were no significant changes in intracellular [Ca(2+)] when platelets were treated with aPL and low doses of thrombin. **Conclusion:** The data strongly indicate that aPL in the presence of subactivating doses of thrombin induce the production of TXB(2) mainly through the activation of p38 MAPK and subsequent phosphorylation of cPLA(2). The ERK-1/2 pathway does not seem to be involved in this process, at least in the early stages of aPL-mediated platelet activation.

Legal Unit

19. **Pereira, Beverley.** "Fair Use in Libraries." 32nd Annual Conference of the Association of Caribbean University, Research, and Institutional Libraries: (Ocho Rios, Jamaica: May 27 - June 1, 2002).

Describes fair use and its application to libraries. Covers fair use in both print and electronic environments.

Office of Administration

20. **Barrett-Sobers, Gloria.** "Management of Academic and Professional Human Resources." YouWe : Quality Assurance Forum .9 (2003): 34-40.

Argues that the effectiveness of any higher education institution depends substantially on the quality and efficiency of its staff, particularly its academic and professional staff. Discusses recruiting of staff, performance appraisal and reward systems under the broad heading of human resource strategy. Highlights the importance of an institution



acquiring the appropriate human resource information system. Discusses staff development under the sub-headings of contractual status and accountability. Concludes by outlining the conditions under which universities can establish the framework for accountability.

21. **Clayton, Cecile.** “Navigating the Liberalized Higher Education “Market”: the Way Forward for the Region.” YouWe : Quality Assurance Forum .10 (2004): 90-96.

Focuses on the impact of the WTO’s General Agreement on Trade in Services on higher education in the Caribbean and the debate surrounding this issue. Reiterates a call for consultations among the relevant policymakers in the region to facilitate the formulation of a regional education policy. Concludes that those involved in the liberalized higher education market should be prepared to extract maximum advantage from the opportunities presented by the new environment.

22. —, Editor. Rex Nettleford : the UWI Years. Saint Augustine, Trinidad and Tobago: The University of the West Indies, 2004.

Provides biographical information on UWI’s Vice Chancellor Emeritus and noted Caribbean Scholar and artistic figure, Professor Rex Nettleford. Contains photographs by Maria La Yacona.

23. **Hinds, Allister.** “Federation and Political Representation in the Eastern Caribbean 1920-1934.” Social History Project Symposium: 2003.

Examines the concerns and sentiments, which underpinned political integration in the Leeward and Windward Islands and Trinidad and Tobago between 1920 and 1934. It contends that despite public pronouncements and demands, the establishment of the federation was not the central objective of the black and coloured intelligentsia which led to the campaign for federation.

Office of Administration and Special Initiatives

24. **Hamilton, Marlene.** “Implementing the Mission: Improving Access Challenges for Tertiary Education in Jamaica.” Mona Academic Conference: (Kingston, Jamaica: August 28, 2004).

<http://www.mona.uwi.edu/conferences/2004/monaconf/abstracts/hamilton.htm>.

As a prelude to the discussion proper, the paper offers an elaboration of the definition of tertiary education which, hopefully, serves to enhance that provided in the UWI Policy Group’s Proposal for a National Tertiary Educational System for Jamaica, and which leads to a consideration of stakeholders’ expectations of this educational level woven into a broad-based mission statement. It follows that a major concern is that of access, given that today, there are several routes to tertiary education, and that these simply give rise to a myriad of expectations as well. The paper concludes by highlighting a number of challenges some related to implementing the missions, others, to improving access all within the context of national priorities.

25. —. “University Learning and Learning Universities: Collaboration or Competition?” Pan Commonwealth Forum on Learning: (Brunei, Darussalam: March 1-5, 1999).

Addresses several issues which impact on distance learning at university level, including the tension between collaboration and competition. The focus on access bears a direct relation to a number of concerns such as the ability of distance learning to provide for flexibility of study, for addressing the needs of persons in areas of low population density, and for transcending geographical boundaries. A comment on financial implications is also offered. Briefly looks at practice and staff development. In addition, a number of other concerns are highlighted for future consideration.



26. **Parkins, Lorna.** “Establishment of the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions.” YouWe : Quality Assurance Forum .10 (2004): 50-62. Provides a background to the accreditation of the MBBS degree offered at the University of the West Indies. Describes the development of the proposal and treaty for the establishment of the Caribbean Accreditation Authority for Education in Medicine and other Health Professions.

Office of the Board of Graduate Studies and Research

27. **Hayle, Carolyn E.** “The Application of Jamaican Idiosyncrasy as a Management Tool for Tourism.” Caribbean Quarterly 49.3 (2003): 74-91. **Refereed**

Suggests possible methods of developing Jamaica’s human resources as a market differentiation strategy in tourism, in order to create a competitive advantage. Discusses the objectives set out in the Ten-Year Master Plan for Sustainable Tourism Development by the Jamaican government in 2001. The author explains that the 5% growth of the tourism sector projected in this Master Plan was called unambitious by some, but that she considers it realistic, seeing the declining figures of tourist arrivals in Jamaica in recent years, and low occupancy rates. Analyzes reasons for this, including high crime rates, high prices, and poor product quality, and also the poverty in the country, and environmental degradation. Advocates the fulfillment of the needs of the human resource component in Jamaican tourism to handle the problems of low worker satisfaction and its negative impact on the sector. Suggests a review of the objectives of the Master Plan against the background of worker concerns, middle-management attitudes, and national cultures. Makes further suggestions for tourism development aimed at raising the living standard of the Jamaican people, enhancement of the visitor experience, community-based development, inclusiveness, and environmental sustainability.

28. ——. “Issues Confronting New Entrants to Tourism.” Tourism and Change in the Caribbean and Latin America. Editors Ian Boxill, Orville W. Taylor, and Johannes Maerk. Kingston, Jamaica: Arawak Publications, 2002. 229-72.

Outlines the challenges that face new entrants to the tourism industry. Sketches the evolution, structure, and nature of Caribbean tourism and lists what a destination is required to offer in the course of doing tourism business. Applies these issues to Belize and the Mexican village of Xcalak.

Morrison, Errol Y. St. A. See 561, 566, 577, 578, 579, 580, 581, 590, 591, 592, 593, 594, 609, 616, 619, 620, 621, 623, 624, 629, 634

29. **Nelson, Lilieth.** “Risk and Responsibility for Education Abroad Programmes: Institutional Policies.” Risk and Responsibility for Education Abroad Programmes: the Caribbean Perspectives: (Mona Visitors’ Lodge and Conference Centre: June 22 - 24, 2005).

The presentation seeks to categorize the policies articulated by selected universities and colleges in the USA, Canada, U.K., Europe, Australia and Japan, which have a long history of involvement in education abroad programmes. This is summarized within the context of the Inward vs Outward model developed in response to observed orientation of institutions in commonwealth and non-commonwealth countries. An outline of the policies which guide procedures followed in education abroad activities of the uniquely regional University of the West Indies is discussed, as well as identification of policy areas to be developed or strengthened, in order to move the institution further along the continuum of minimizing the inevitable risks and clarifying the areas of responsibility.



30. **Nettleford, Rex.** Caribbean Cultural Identity : the Case of Jamaica : an Essay in Cultural Dynamics. 2nd ed. Kingston: Ian Randle Publishers, 2003.

Analyses aspects of Caribbean cultural identity, with a particular focus on Jamaica. Author relates the Jamaican, as well as broader, Caribbean identity to the history of colonialism, slavery, and persisting dominance of European culture and Eurocentric values. He also places Caribbean cultural specificities within increasing cultural globalization. Departing from Jamaica, and the political context of the 1970s, he points to the importance of cultural identity, alongside political independence and economic self-sufficiency for national development. He especially pays attention to performing arts in relation to Afro-Caribbean cultural identity. Recommends ways for cultural action and social change in the Caribbean, based on the Caribbean historical experience, instead of the European capitalist or communist models, and on the shared African cultural presence. First published in 1978.

31. ——. “The Commonwealth-Reconnection and Renewal: a Voice From the Caribbean.” The Round Table 374.1 (2004): 225-38.

The reconnection needed between members of the Commonwealth, old and new, developed and developing, may well turn on a future that is dedicated to the development of education and the imagination. Nothing short of an expansiveness of thought, embracing a new vision of a rainbow world, a new sense of self and new ways of knowing to underpin new ways of living, can guarantee safe conduct into the third millennium. The Commonwealth, as a microcosm of such a rainbow world, can do this better than any other global entity.

32. ——. “Education for Our Times.” Caribbean Journal of Education 23.1/2 (2001): 10-21. **Refereed**

Argues that the Caribbean needs education that is not over-specialized and aimed at specific skills, but rather education that is integrated with social and cultural characteristics and values of the Caribbean. Expounds on the value of this broader, cultural view of education, and deplores the narrower work-related view of education which is predominant in the region. Points out that in the present dynamic economic conditions learning throughout life, and dealing with change, have become more necessary to ensure varied employment, but stresses that this must be accompanied by attention for arts and cultural knowledge, as well as a strengthening of the bond between education and community.

33. ——. “Ideology, Identity, Culture.” General History of the Caribbean. UNESCO. Paris: UNESCO, 2004. 537-58.

Reflects upon Caribbean cultural identity, its development, and its wider significance in a globalizing world. Describes how Caribbean culture developed as a unique culture among the masses out of contradictions between European dominance and African resistance, blending and reshaping European with other influences according to own norms. Argues that Caribbean popular culture should move more beyond the folkloric, and should become a source for defining self-determination, including wider political and economic independence. Perceives this need especially in light of the US and global capital’s dominance in most of the Caribbean, ignoring Caribbean identity. Further points out ways in which internal historic, cultural and political divisions in the region, based on language and former (or current) colonizer, continue to hinder such a commonly expressed and manifested Caribbean sense of identity.

34. ——. “Jamaican Dance Theatre : Celebrating the Caribbean Heritage.” Caribbean Dance From Abakuá to Zouk : How Movement Shapes Identity. Editor Susanna Sloat. Gainesville Fla.: University Press of Florida, 2002. 81-94.

Focuses on Jamaica’s National Dance Theatre Company (NDTC), and its role in forging a Caribbean dance-theater genre out of the realities of Caribbean life. Reflects upon characteristics of Caribbean dance theatre, and the way it differs from European dance theatre, as classical ballet. Argues that creolization is critical to the understanding of Jamaican and Caribbean dance, while the traditional ancestral repertoire is, for the most part, African-derived, combined with other influences. Describes primary Caribbean principles, also identified by the NDTC, as polyrhythm, and specific movements. Stresses the importance of creating a technique and vocabulary of Caribbean dance theatre, and praises the contribution of NDTC’s imaginative choreography and research to this, and of several choreographers in other Caribbean countries.



35. —. “Migration, Transmission and Maintenance of the Intangible Heritage.” Museum International 56.1/2 (2004): 78-83.

Focuses on the migration, transmission and maintenance of the intangible heritage. History of migration of diverse arrivants into the real estate tenanted by indigenous Native Americans; Emphasis on the continuities of the heritage of migrants from old and modern Europe; Description of migrants’ preservation of the intangible heritage in host habitats.

Office of the Board of Undergraduate Studies

36. **Bell-Hutchinson, Camille.** “Teaching-for-Thinking : Developing a Model for Thinking-Focused Pedagogy in the Mathematics Classroom.” Celebrating Achievements in Caribbean Education: Transformation, Diversity and Collaboration. Seventh Biennial Conference of the School of Education, University of the West Indies, Mona: (Renaissance Grande Hotel, Ocho Rios, Jamaica: 2004.)

Despite the large body of literature which highlights the negative impact by rote on the development of mathematical thinking and mathematical understanding, this kind of pedagogy continues to be the hallmark of many mathematics classrooms both locally and internationally. This paper draws upon emerging data from research conducted in two secondary schools in Jamaica and highlights aspects of the pedagogy of two teachers who implemented a thinking-focused intervention in their mathematics classrooms over a period of one year. The paper gives insight into the issues surrounding their intervention and discusses aspects of the emerging data which points to a model for thinking-focused pedagogy in the mathematics classroom.

37. **Bell-Hutchinson, Camille, and John Hayter.** “Opening Up Problem-Solving in the Mathematics Classroom.” Transforming the Educational Landscape Through Curriculum Change. Editors Monica M. Brown and Clement T. M. Lambert. Kingston, Jamaica : Institute of Education, University of the West Indies (Mona), 2004. 84-106.

Recent curriculum developments are surveyed and relevant training for mathematics teachers at the University of the West Indies (Mona) is described. They contend that enabling teachers to understand and embrace a problem-solving approach to teaching mathematics requires those teachers to develop both personal and professional skills relating to problem-solving.

38. **Insanally, Annette.** “Race, Culture, Identity and One Hundred and Fifty Years of Intra-Caribbean Migration.” Annual Conference of the Association of Caribbean Historians: (Cartagena, Columbia: May 10, 2005).

The existence of contemporary migrant West Indian communities in North America, Europe and several Caribbean territories is well documented. This paper examines the intra-Caribbean migration experience of the past 150 years as critical in terms of its impact on major aspects of Caribbean life. It draws on the cumulative proceedings of six annual seminars to date, on the West Indian experience in five Hispanic territories - Panama, Cuba, Costa Rica, Colombia and Nicaragua - as well as Haiti. Organized by the Latin American - Caribbean Centre at the University of the West Indies, Mona, Jamaica, the seminars are part of an ongoing endeavour to understand more fully the extent to which migration needs to inform our thinking and approach to both the past and contemporary Caribbean societies. While remittances and the skills of returnees have been positive, migration has impacted negatively on family life and created an ‘over the rainbow’ syndrome of people constantly moving to find betterment elsewhere. It has also raised important issues of race, culture and identity, which are discussed in this paper.



39. **Leo-Rhynie, Elsa A.** “Diversity, Liberalization and Competition in Tertiary and Higher Education: Implications for Quality Assurance.” Mona Academic Conference: (Kingston, Jamaica: August 29, 2004).

<http://www.mona.uwi.edu/conferences/2004/monaconf/abstracts/rhynie.htm>.

Diversity, liberalization and competition are three issues which have emerged as major challenges to the tertiary and higher education sector in Jamaica as that sector has expanded to increase access and move towards meeting the goal set by CARICOM in 1997 that 15% of all school leavers should be enrolled in tertiary education by 2005. The liberalization of ‘trade in services’, which includes higher education, to be introduced in 2005 under the umbrella of the General Agreement on Trade in Services (GATS) will permit free higher education exchange in services across country borders, and this will certainly result in a number of new tertiary education service providers seeking a market and finding a receptive one in Jamaica and the Caribbean. In the face of this increasing diversity of offerings in the tertiary sector, and the competition generated, quality assurance issues must be a central focus. It is an assurance of quality that will protect and preserve public investment in education at this level as well as the interests of those persons who have a stake in the process. The paper examines the issues, and identifies the policy concerns related to ensuring that quality is maintained and that Jamaican and Caribbean stakeholders are protected in terms of the quality of the education being offered.

40. —. “Gender and Education in the Caribbean: Inclusion, Exclusion and Impact.” Journal of Eastern Caribbean Studies 27.4 (2002): 80-99. **Refereed**

This paper reviews research carried out in Jamaica and the Commonwealth Caribbean on gender and education and uses the findings to examine the issue of inclusion and exclusion as it relates to the provision of access for, and the involvement of boys and girls in the education process. Four major themes are identified and these allow for an analysis of participation and performance rates of male and female students, the intersection of social class and gender in education and gender discrimination in employment. Implications for policy makers and educators are highlighted.

41. —. “Gender and Power in Contemporary Society: A Case-Study of Student Government.” Confronting Power, Theorizing Gender : Interdisciplinary Perspectives in the Caribbean . Editor Eudine Barriteau. Kingston, Jamaica: University of the West Indies Press, 2003. 283-99.

Examines why student government at UWI continues to be male-dominated, while females at present form a majority among the students. Author studied experiences of women students who were new and outgoing members of the guild council. She deduced that the women experienced difficulty in access to the guild, faced hierarchy and power structures constructed by male members, autocratic styles of leadership, and found that supportive networks were important in power structures. Specifically, she found that male power, election, and dominance, were maintained largely through exclusionary, competitive strategies and powerplays by a male network or “in-group”, utilizing gossip, misinforming, intimidation, and demotivation of aspiring female members or aspiring presidents, and by relegating women members to lesser or “female” tasks, to preserve men’s executive positions. Through such mechanisms the male students in student government culturally reproduce their leadership positions and power. Author further finds that liberal feminist theories advocating equal access fail to address such patriarchal systems, and calls for creative strategies of women students to consciously contest such male domination, and increasing awareness to create supportive bases and relationships among women students.

42. —. “Gender Studies: Interdisciplinary and Pedagogical Challenges.” Mona Academic Conference: (Kingston, Jamaica: August 29-31, 2003).

<http://www.mona.uwi.edu/notices/monaconf/abstracts/abstractleorynie.htm>.

Feminist scholarship has always transcended disciplinary boundaries. Massiah (1986) in reviewing the beginnings of the movement to establish a programme in gender studies at the UWI, notes that an important feature of this initiative was ...an interdisciplinary mode of operation, to make the connections between separate branches of knowledge, thereby contributing to a better understanding of the whole. Interdisciplinarity was not merely a modification of concepts and boundaries of knowledge but also a critical assessment and reconstruction of such



knowledge. A major task of the gender studies programme has been to use that knowledge to develop in the academy and beyond new insights and generate new personal and political meaning. The challenges presented by these imperatives and the methods used to address them over the period of the introduction and institutionalization of gender studies at the University of the West Indies are presented and critically assessed.

43. —. “Strategic Planning and Institutional Culture Change.” YouWe : Quality Assurance Forum .9 (2003): 66-73.

Discusses the strategy of transforming higher education institutions into learning communities with a view to making them responsive to the perceived requirements of the stakeholders and the community being served. Examines the changing roles of students and lecturers in the new learning community. Argues that deans, heads of departments, centres and units, directors of student services as well as heads of administrative offices need to share the goal of ensuring that students have a positive, enriching learning experience from application to graduation.

44. **Leo-Rhynie, Elsa A., and Sandra Gift.** “Quality Assurance of Transnational Education in the Anglophone Caribbean.” Fifth Annual Conference and General Meeting of Association on Caribbean Higher Education Administrators ACHEA: (Hilton Tobago: July 8.).

<http://sta.uwi.edu/achea/abstracts.htm>.

Discusses the various manifestations of Transnational Education, within the context of globalization, in the Anglophone Caribbean with a focus on the three main campus countries of The University of the West Indies (UWI): Barbados, Jamaica and Trinidad and Tobago. National and regional developments relating to quality assurance and accreditation systems are analysed, from the perspective of quality issues relating to Transnational Education. Specific issues addressed include collaboration with local institutions; domestic regulations for setting qualifications; quality standards and licenses for both imported and exported education programmes; provisions for monitoring accreditation of programmes in their country of origin; and compatibility of foreign providers’ programmes with the national/regional development thrust. Concludes with suggested guidelines for monitoring the quality of Transnational Education in the Anglophone Caribbean.

Leo-Rhynie, Elsa See also 1705, 1706

45. **Perry, Anthony M.** “International Accreditation and Quality Assurance: Implications for Higher Education in the Region.” YouWe : Quality Assurance Forum .10 (2004): 63-70.

Briefly describes the differing attitudes toward the expansion of American higher education institutions into foreign countries. Focuses on the impact of the development of higher education into a tradable commodity and the implications for quality assurance in higher education of the WTO’s General Agreement on Trade in Services, the North American Trade Agreement and the Free Trade Agreement of the Americas. Highlights the discussion regarding the route that the UWI should take concerning regional and international accreditation. Suggests that regional governments, educators and national leaders must revisit the CARICOM initiative that seeks to establish regional mechanisms that will validate excellence in higher education within the UWI and other institutions in the Caribbean.



Office of the Principal

46. **Hall, Kenneth O.** “C.X.C Beyond Thirty: Growth, Viability and Relevance.” The Integrationist 1.4 (2003): 44-46.

Professor Hall, the chairman of the Caribbean Examinations Council, analyses this institution which he heads. He notes that in celebrating its 30th anniversary of unquestionable contribution to education, the development of high quality human resources and regional integration, the Caribbean Examinations Council faces new challenges posed by the globalized and liberalized knowledge economy.

47. —. “Developing a National Tertiary Education System and the Changing Role of the University of the West Indies.” Caribbean Journal of Education 23.1-2(2001): 47-63. **Refereed**
Advocates putting in place a framework for tertiary education in Jamaica that will ensure the continuous interaction between the needs of the society and the academic missions of the institutions. Author first discusses the necessity of change and new policy directions for Jamaican tertiary education, in light of foreseen global societal, economic, and technological developments in the 21st century. He then centres on the role of the government, stressing the need for an explicit policy statement. Deplores the segmented character of Jamaican tertiary education, with unclear allocation of responsibility, which inhibits adapting to the changes. He calls for a national university system, with an important role for UWI, whereby UWI needs to reexamine its relationships with other tertiary institutions and with governments.

48. —, Editor. Integrate or Perish: Perspectives of the Heads of Government of the Caribbean Community and Commonwealth Caribbean Countries, 1963-2002. 2nd . ed. Kingston, Jamaica: Ian Randle Publishers, 2003.

Includes speeches made by Caribbean leaders at the meetings of the Conference of Heads of Government in the period 1963-2002. It is divided into 2 parts. The first includes speeches by the 5 “founding fathers”: Michael Manley, Forbes Burnham, Eric Williams, Errol Barrow, and V.C. Bird. The second part includes speeches by heads of government from Antigua and Barbuda, the Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago, and Suriname. Appendix lists different meetings from 1963 to 2002.

49. —, Editor. Re-Inventing CARICOM : the Road to a New Integration, a Documentary Record. Kingston, Jamaica: Ian Randle Publishers, 2003 .

Contains a survey of documents detailing CARICOM’s history from 1973 to 2001. The volume is divided into four chapters. The first deals with economic integration in the periods 1973-75, 1982-91, and 1991-2001 respectively. The second part discusses functional cooperation (including drugs, security, HIV/AIDS, culture, education, cricket, tourism, regional air transportation, and disaster preparedness). The third chapter focuses on the coordination of foreign policy while the last lists declarations and treaties.

50. —. “The University of the West Indies, Mona: Repositioning for Sustainable Regional Development.” The Integrationist 2.1 (2004): 66-77.

The University of the West Indies stands today as a dynamic, expanding and highly regarded international institution fulfilling its mandate to secure the advancement of knowledge and the diffusion and extension of arts, science and learning throughout the Caribbean region as stipulated in its charter and statutes. In its 56th year, the institution can genuinely be proud of its numerous achievements. The repositioning of the University, which has been taking place through the Strategic Plans and which has resulted in transformation in governance, in research and in the services provided, must be given new impetus. This study focuses on this aspect.



51. **Hall, Kenneth O., and Denis Benn, Editors.** Caribbean Imperatives: Regional Governance and Integrated Development. Kingston, Jamaica: Ian Randle Publishers, 2005.

Includes 27 articles on the future of CARICOM divided into the following six parts: Reconceptualizing the Caribbean Community; New conceptions of regional governance; The Caribbean Single Market and Economy; Production integration; The Caribbean in the international system; and Promoting multilateralism in international relations.

52. **Hall, Kenneth O., and Chandana Jayawardena.** “Past, Present and Future Role of the University of the West Indies in Tourism and Hospitality Education in the Caribbean.” Tourism and Hospitality Education and Training in the Caribbean. Editor Chandana Jayawardena. Kingston, Jamaica: University of the West Indies Press, 2002. 3-26.

Critically assesses the role of the University of the West Indies (UWI) as the leading tourism and hospitality educator in the Caribbean. Discusses initiatives by the UWI to meet the needs of the most important sector in the region. One of the achievements is the creation of the Centre for Hotel and Tourism Management, Nassau, Bahamas. Examines the current challenges that the UWI faces, mainly as a result of the technological revolution. Explores the possibility of providing internet based tourism and hospitality educational programmes. Reports on a recent UWI Review workshop on Tourism Education at which the UWI’s programmes were assessed with a view to making them more relevant to the needs of the industry. Concludes by making recommendations and suggesting a vision for 2003.

Office of the Deputy Principal

53. **Pereira, Joseph R.** “‘Kwako Shut’ : Dancehall and Decency in Jamaican Society.” 2nd Conference on Caribbean Culture and Festival of the Word: (University of the West Indies, Mona: January 9-12, 2002).

Examines the real threats to social cohesion and development replayed in the DJ clashes, which have been a major feature of many dancehall events. He comments on the different roles of the artiste, emcee and audience at the presentations and questions the consistency between the ethical expectations surrounding the artiste of the dancehall and the ethical expectations adopted for other areas in Jamaica’s social, economic and political reality.

54. **Pereira, Joseph R.** “Report on Student Assessment of Teaching.” YouWe Quality Assurance Education Forum 11 (2005): 70-73.

Each semester, students are asked to complete an instrument designed to obtain their assessment of the courses they have pursued and the lecturers teaching those courses. This paper presents the summary of these assessments on the Mona campus, Semesters 1 and 2, 2003/04. It highlights the value of the assessment instrument in the evaluation of the teaching/ learning environment.



Estate Management Department

55. **Evans, Robert F.** “Adjudication in the Context of the Court System.” EU Caribbean Workshop for Trade and Investment Projects Under the Economic Partnership Agreement: (Centre of International Services, University of the West Indies, Cave Hill, Barbados: November 2004).

A civil litigation system that is characterized by delays and lacks the ability to award extra-contractual damages actually *supports* unscrupulous behaviour by the party in the wrong. Too frequently a party who is well aware that s/he is in breach of an agreement uses the legal system to “tie up” the other party in litigation and does so with the certain knowledge that, because the court will not consider opportunity cost, the wronged party will suffer financial damage although s/he “wins” the action. Where the administration and dispensation of justice through civil litigation is likely to extend over a period of several years Alternative Dispute Resolution is espoused as the anodyne for the delays in the Court system. Where Adjudication is the dispute resolution methodology employed the Adjudicator’s verdict is binding until overruled by Arbitration or a court action and the result is referred to as “real time justice” because the award has the benefit of permitting the continuation of an on-going arrangement. Adjudication is not about developing a system to bypass what many see as the corruption or sluggishness in the formal Court system. Indeed, wherever justice is swift and unbiased the process of Adjudication will flourish as the contracting parties will operate on the certainty that the Court is not their instrument and therefore they will not disingenuously escalate a dispute for spurious reasons. In contrast, where the court system may be a party to a wrong even if only so by sluggishness the Adjudication process can be blurred by uncooperative posturing and virtual sabotage which can eventually damage the project wherein the dispute lies and hence wreak economic damage on the country.

University Health Centre

56. **Anglin-Brown, Blossom.** “Gastroesophageal Reflux Disease, a Nightmare. Is It the Patient’s or the Physician’s?” West Indian Medical Journal 54.2 (2005): 159. **Refereed**

Gastroesophageal Reflux Disease (GERD) is a common disorder requiring effective management. It accounts for 15-20% of all consultations in a gastroenterological practice. This effortless movement of gastric contents from the stomach to the oesophagus normally occurs multiple times per day but becomes pathological when there is an incompetent anti-reflux barrier referred to as the Lower Oesophageal Sphincter (LES). This is an association with the irritant effect of potent refluxed material, alterations in gastric clearing or emptying and a failure of defensive factors (e.g. decreased saliva production) contribute to the aetiology of GERD. Gastroesophageal Reflux Disease is not age dependent. It becomes chronic if oesophagitis is present. The quality of life is reduced considerably in patients with long-standing disease. Negative Endoscopy Reflux Disease (NERD) should be reserved for individuals who satisfy the definition of GERD but who do not have either Barrett’s oesophagus or definite endoscopic oesophageal mucosal breaks. The management of GERD involves primarily life-style changes and medical interventions. Acid suppression using H₂ antagonist remains the principal therapy. Anti-reflux surgery is used only if medical management fails and the patient fulfils the strict criteria for this procedure.

57.—. “HIV Policy in a Tertiary Institution.” UWI HARP 3rd Annual Scientific and Business Conference: (Sherbourne Conference Centre, Barbados: May 5-8, 2005).

http://www.uwiharconference.org/presentations/AbstractRoo_111799803698.

Outlines the rationale, goal and method of creating an HIV policy at The University of the West Indies Mona.

58. **Weller, Peter D.** “Voices of the Women - Meeting the Psychosocial Needs of HIV Positive Women in Jamaica.” UWI HARP 3rd Annual Scientific & Business Conference: (Sherbourne Conference Centre, Barbados: May 5-8, 2005).

http://www.uwiharconference.org/presentations/AbstractRoo_111799804232.



Objective To identify and compare patterns of psychosocial functioning among HIV+ and HIV- women attending antenatal and postnatal clinics. Results will inform interventions to promote HIV/AIDS coping and risk reduction behaviour. **Method** Women attending antenatal or postnatal clinics in Kingston / St. Andrew or St. Catherine participated in focus groups and were interviewed between March and June 2004. Information was collected on emotional well-being, religiosity, and coping behaviours. Responses were analyzed using one of several univariate tests: the chi-squared test for categorical data, a non-parametric test for trend for ordinal data, and Fisher's exact test for questions with small numbers of respondents. Additional focus groups were conducted between January and March 2005 and the results discussed with groups of HIV+ women to identify their interpretations and additional concerns. **Results** Quantitative data was collected for 55 HIV+ women with a median age of 27 years (range 15 to 41), and 51 women without a known HIV diagnosis with a median age of 25 years (range 14 to 40). More HIV+ women were single with less years of education. A greater proportion of HIV+ women had been depressed in the past month ($\chi^2=3.4$, $p=0.07$), and more HIV+ women reported 11 out of 13 other negative emotions, particularly guilt and tension ($p=0.04$). Although HIV+ women were more likely to report difficulty concentrating ($\chi^2= 4.1$, $pr = 0.05$), there was little evidence of increased levels of other 'unhealthy' coping behaviours (such as use of alcohol, drugs, and arguments). HIV+ women were more likely to pray, to sleep and to change their eating habits in response to worry and stress ($Pr = 0.001$). They were less likely to talk to a religious leader about their problems ($z=-3.5$, $pr<0.001$) and were more likely to believe that they could be healed by faith ($\chi^2= (9.2$ $pr=0.002)$). **Conclusions** The results of this study provide insights into the coping behaviours of HIV+ women. They support the importance of early assessment of psychosocial and spiritual dynamics for effective targeting and referral for behavioural interventions.

59. **Weller, Peter D., Joseph M. Branday, and Andrea M. Wierenga.** "Building After Doctors: Improving the Personal and Professional Communication Skills of Medical Students." [Abstract]. West Indian Medical Journal 53 Suppl. 5 (2004): 38. **Refereed**

60. **Weller, Peter D., S. Vassel, Brendan C. Bain, Ian R. Hambleton, and Celia D. Christie.** "Voices of the Women: Meeting the Psychosocial Needs of HIV-Positive Women in Jamaica.." [Abstract]. West Indian Medical Journal (2004): 36. **Refereed**



Library

61. **Amenu-Kpodo, Norma.** “Can ‘Twinning’ Be Applied Effectively to Small Library Associations?” IFLA RTMLA Open Session: (Boston, Massachusetts: August 21, 2001). <http://www.ifla.org/IV/ifla67/papers/14-137e.pdf>.

Small associations bring unique perspectives to any twinning discussion. This paper examines twinning between library associations in general and with particular emphasis on small association’s experience. It examines their characteristics and discusses the perceived benefits and challenges such a twinning partnership provides. Are the obstacles facing small associations too formidable? The paper advances the view that the challenges can be overcome and that there are a set of circumstances that create successful twinning. It ends by discussing the role of small associations in fostering this success and makes recommendations on ways large associations and IFLA/RTMLA can assist in the endeavour.

62. —. “Creating an Optimum Environment for Academic Excellent - Physical Environment.” 4th COLINET Symposium: (Mandeville, Jamaica: February 23, 2005).

Looks at how best the library can partner with faculty in many areas. Low levels of resources are the major difficulty in the region, but in spite of this many library planners and managers in the country have managed to find ways to incorporate information and communication technology advances, into traditional library environments and functions successfully. The resulting capture and manipulation of large quantities of data makes information access easier, enhances communication between researchers, and generally contributes to the advance of scholarship.

63. —. “Librarians and National Development : Challenges in an Information Age.” ALJAS Public Education Series: (Kingston and St. Andrew Parish Library: September 2003).

Looks at the accomplishments and concerns of the library profession and gives some intimation of where they are heading in the information age. Librarians are challenged to broaden their information programmes and services and to embrace more of the issues which help to define parameters of national and economic development as well as human well being in an information society. Author concludes that with collaborative action among librarians in school, special, government and university libraries, and partnerships with other organization, more synergies can be created for greater impact on national development.

64. **Bandara, Samuel.** “Bioethics in Jamaica.” II International Workshop of the Latin American and Caribbean Bioethics Network: (Havana, Cuba: September 3-4, 2004).

Looks at the present-day status of focus, study and discourse on Bioethics in Jamaica. Author believes the major need in Jamaica is that of initiating further discussion and focus of attention at the national level to bring the varying threads of popular, religious, professional and institutional Code of Bioethics together, with the aim of weaving a national tapestry of consensus.

65. **Bandara, Swarna.** “Electronic Theses and Dissertations (ETD) Project.” Graduate Focus 2.1 (2005): 10-11.

Whereas in most academic institutions theses and dissertations could be consulted at the institution’s library, visibility was minimal and access was primarily through the library’s catalogue, digital technology has changed the way theses and dissertations are produced, processed, archived and made available for use. The Networked Digital Library of Theses and Dissertations is the organization behind this move. It is dedicated to promoting adoption, creation, use, dissemination and preservation of electronic analogues to paper based TD’s. UWI Mona campus is a member of NDLTD and plans are afoot to ensure UWI’s active participation in this network.



66. —. “Global Trends in Communication of Scientific Information: Opportunities & Challenges for the Caribbean.” Electronic Information Resources in the Caribbean : Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Port of Spain, Trinidad and Tobago: May 23-29, 2004) Trinidad and Tobago: University of the West Indies (St. Augustine), 2005.

Technological advances are changing the way scientific information is produced, archived, distributed and searched. Electronic publishing and Open Archives Initiative are emerging to address the monopoly of high impact journals and to take advantage of technologies available in generating, distributing knowledge without any boundaries. International, regional and local institutions recognize advantage of information technologies that can provide free access to vast knowledge bases and as an ideal platform to disseminate information generated within. In responding to the needs of the society and taking advantage of technologies available, technologically advanced countries have embarked on a number of Open Archives Initiative. These include electronic journals, institutional repositories and electronic theses & dissertations. Examples of these initiatives are Scientific Electronic Library Online and Networked Digital Library of Theses & Dissertations. The originators are fully aware of their potential in global application and have invited partnership of other organizations with similar needs. These are opportunities Caribbean librarians can monopolize, because librarians have been responsible for processing, archiving and dissemination of information as well as related issues such as copyright. In most Open Archives Initiative that are well established and gathering momentum, librarians have been making substantial contributions. Globally, librarians are being challenged to manage digital information resources. In the Caribbean, librarians have the opportunity to take the leadership by being vigilant of developments in Open Archives Initiative, studying them in relation to institutional, national and regional plans and then by taking the leadership to introduce applications and convince leaders in taking partnership with already established initiatives.

67. **Bobb-Semple, Leona, Tereza Richards, Myrna Douglas, Gracelyn Cassell, and Janet McCallum**, Editor. Research for Development: A Bibliography of Staff Publications 1998-2002. Volume 2. Mona, Jamaica: The Library, 2003.

The second in a planned series of publications recording the research output of the staff of the University of the West Indies (Mona) over a five year period. Includes monographs, journal articles and chapters in books, some with abstracts. It contains some 2215 entries.

68. **Brown, Enid**. “Bibliography of the Dutch- and French-Speaking Caribbean.” Caribbean Studies: Bibliographic Access and Resources for the Past, Present, and Future. Papers of the 43rd Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials: (San Juan, Puerto Rico: May 23-27, 1998) Austin, Texas: SALALM, 2002.

Examines the bibliography in English of the Dutch-speaking and French-speaking Caribbean. The countries of the Caribbean region, which includes the chain of West Indian islands and the surrounding mainland territories, have been divided into subgroupings based on their colonial heritage and their language. Thus the territories within the region fit into one of four major language groups-French, Spanish, Dutch, and English-and are also regarded by those who provide information in terms of the language spoken. In comparing bibliographic coverage, in English, for two of these major language groups, historical, geographical, and other factors are highlighted to explain the differences among the groups. The differences are related to the historical experiences of the various islands. Within the English-speaking Caribbean, French and Spanish are taught at most secondary schools and are also offered at degree level at the University of the West Indies. The majority of students, however, apart from those doing the foreign languages, have limited reading competence in another language. Thus the bibliography of works dealing with islands in the non-English groups that are written in English is of particular relevance in the context of meeting the needs of users of the University of the West Indies libraries. For the purpose of this paper, Haiti is excluded from the discussion of the French Caribbean. The French Caribbean territories considered here are French Guiana, Martinique, Guadeloupe, Reunion, the lesser dependencies of St. Barthelemy, and half of the island of St. Martin, Marie Galante, La Desirade, and the Isles-des-Saintes.



69. —. “Electronic Reserves in the Main Library of the University of the West, Mona Campus: The Digitization of the Reserved Book Collection Materials.” Library and Information Association of Jamaica Bulletin (2003-2004): 21-25. **Refereed**

In January 2002, the University of the West Indies, Mona Campus Library, embarked on a pilot project to digitize the photocopy collection of the Main Library’s Reserved Book Collection (RBC). The aim of the project, which is part of the Library’s Five Year Strategic Plan, is to widen access to course materials and to ease problems of storage. This article describes the initial phases of this project and discusses some of the issues and problems encountered.

70. —. “Support for Latin American Studies at the University of the West Indies.” SALALM @ 50: (Florida: April 16-19, 2005).

71. —. “The University of the West Indies, Mona Campus Libraries As a Cultural Space.” SALALM XLVIII : (Columbia: May 23-27, 2003).

72. **Douglas, Myrna**. “Coastal Studies.” Natural Hazards and Disasters. Mona, Jamaica: University of the West Indies, 2005.

<http://mona.uwi.edu/library/research%20day%202005/table%20of%20contents.doc>.

Looks at published records of research (2003-2004) done on coastal studies at University of the West Indies, Mona during the period. The research examined revealed common problems associated with coastal zone management, with main emphasis on the effects of human activities.

73. **Douglas, Myrna, and Tameca Thelwell** . “Making Sense of the Electronic Resources Maven: A Tale of Two Caribbean Academic Librarians.” Electronic Information Resources in the Caribbean : Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Port of Spain, Trinidad and Tobago: May 23-29, 2004)Trinidad and Tobago: University of the West Indies (St. Augustine), 2005.

A plethora of scholarly publications is now available in electronic format.

Douglas, Myrna See also 67

74. **Ferguson, Stephey**. “An Overview of Library Cooperation in the Caribbean.” Models of Cooperation in U.S, Latin America and Caribbean Libraries. Editor Bruce E. Massis. Germany: IFLA, 2003. 31-37.

This presentation gives an overview of the more recent library cooperation and resource sharing activities primarily in the English speaking Caribbean. However it also touches on the other language groups for those activities that are initiated by ACURIL or other organizations which offer funding support for projects in the sub-region. The author has focused on the several legs of the platform on which library cooperation has been attempted in the Caribbean and has identified four legs. The first leg is based on the political, cultural and social relationships in the English speaking territories that is, CARICOM or its sub group, the Organization of Eastern Caribbean States; the second leg is based on the University of the West Indies, with campuses in Jamaica, Trinidad & Tobago and Barbados and university centres on the smaller islands; the third leg of the platform is ACURIL; and the fourth leg is based on the efforts of several organizations and entities including UNESCO which through its INFOLAC programme based on the regional office in Venezuela is spearheading the Latin America and Caribbean Digital Libraries project as a cooperative activity within the libraries of the Caribbean sub-region and the wider Latin American region. Then there is IFLA/LAC, PAHO/BIREME Virtual Health Library project in Trinidad and Tobago, UN/ECLAC, Canada’s International Development Research Centre and the Organization of American States which were once important facilitators and more recently the European Union through its European Community Humanitarian Office project.



75. **George, Verna E.** “‘After the Rain’, ‘Time’, ‘The Seamstress’, ‘Man and Girl by the Sea’.” Bearing Witness 3 : The Best of the Observer Literary Arts Magazine 2002. Editor Wayne Brown. Kingston, Jamaica: Jamaica Observer, 2003. 56-58.
(*The Seamstress*, *Time* and *After the Rain*, also published in *The Arts* (The Sunday Observer), April 28, July 21 and July 28, 2002 : 7)
76. —. “Aftermath.” The Literary Arts (The Sunday Observer) 15 Feb. 2004: 6.
77. —. “Against Grief.” The Literary Arts (The Sunday Observer) 29 May 2005: 21.
78. —. “All Pleasures Fancies Be...” The Literary Arts (The Sunday Observer) 3 July 2005: 21.
79. —. “As in a Glass Darkly.” The Literary Arts (The Sunday Observer) 16 Jan. 2005: 18.
80. —. “Birthday.” The Literary Arts (The Sunday Observer) 25 Apr. 2004: 2.
81. —. “Boy Blue.” The Literary Arts (The Sunday Observer) 17 Oct. 2004: 17.
82. —. “Break.” The Literary Arts (The Sunday Observer) 28 Mar. 2004: 2.
83. —. “Christmas.” The Literary Arts (The Sunday Observer) 15 Feb. 2004: 2.
84. —. “City Square.” The Literary Arts (The Sunday Observer) 2 Jan. 2005: 18.
85. —. “Cleaning Day.” The Literary Arts (The Sunday Observer) 3 Oct. 2004: 21.
86. —. “The Disappearance.” The Literary Arts (The Sunday Observer) 11 July 2005: 25.
87. —. “Dry Spell.” The Literary Arts (The Sunday Observer) 21 Mar. 2004: 2.
88. —. “The Eighth Anniversary.” The Literary Arts (The Sunday Observer) 14 Mar. 2004: 6.
89. —. “Eve-Olution.” The Literary Arts (The Sunday Observer) 25 Jan. 2004: 2.
90. —. “From a Schoolgirl’s Scrapbook.” The Literary Arts (The Sunday Observer) 9 Jan. 2005: 18.
[Also published 28 July 2004: 26.]
91. —. “Girl Awakening.” The Literary Arts (The Sunday Observer) 28 Nov. 2004: 17.
92. —. “Grace.” The Literary Arts (The Sunday Observer) 24 Oct. 2004: 19.
93. —. “In the Beginning.” The Literary Arts (The Sunday Observer) 1 May 2005: 19.
94. —. “Insomnia.” The Literary Arts (The Sunday Observer) 8 Aug. 2004: 28.
95. —. “Late.” The Literary Arts (The Sunday Observer) 31 Oct. 2004: 21.
96. —. “Morning Exercise.” The Literary Arts (The Sunday Observer) 19 Sept. 2004: 11.
97. —. “A Near Miss.” The Literary Arts (The Sunday Observer) 25 July 2004: 28.
98. —. “Old Lady Blue.” The Literary Arts (The Sunday Observer) 30 May 2004: 2.



99. —. “Party Songs.” The Literary Arts (The Sunday Observer) 5 Dec. 2004: 17.
100. —. “Poison Berries.” The Literary Arts (The Sunday Observer) 2 May 2005: 5.
101. —. “Re-Calling Mikey; The Water Tank.” The Literary Arts (The Sunday Observer) 26 Dec. 2004: 4-5.
102. —. “Rose Hall Estate by Night.” The Literary Arts (The Sunday Observer) 3 Apr. 2005: 17.
103. —. “Seasons.” Kunapipi 26.1 (2004): 92-93 [Also published in The Literary Arts (The Sunday Observer) 7 Sept. 2003: 3.]
104. —. “Seven Miles of Pure White Sand.” The Literary Arts (The Sunday Observer) 18 Jan. 2004: 2.
105. —. “Silverspring.” The Literary Arts (The Sunday Observer) 18 Sept. 2005: 23.
106. —. “Small Work.” The Literary Arts (The Sunday Observer) 6 June 2004: 2.
107. —. “Stories.” The Literary Arts (The Sunday Observer) 1 Aug. 2004: 27.
108. —. “Summer Camp.” The Literary Arts (The Sunday Observer) 4 July 2004: 30.
109. —. “Tender Fire.” The Literary Arts (The Sunday Observer) 27 Feb. 2005: 17.
110. —. “To the Poet.” The Literary Arts (The Sunday Observer) 20 June 2004: 2.
111. —. “Toothbrushes.” The Literary Arts (The Sunday Observer) 13 June 2004: 6.
112. —. “Wordplay.” The Literary Arts (The Sunday Observer) 11 Apr. 2004: 2.
113. **George, Verna E, and Paulette Kerr.** “IL Alliances: University Library and High School Libraries Working Together for Lifelong Learning.” IASL Reports 2003 : School Libraries Breaking Down Barriers: Selected Papers From the 32nd Annual Conference of the International Association of School Librarianship: (Durban, South Africa: July 2003).
Informal observation by UWI, Mona librarians, anecdotal evidence from UWI faculty and an informal survey of Information Literacy in selected Jamaican high schools suggests that information literacy skills among students at UWI are inadequate for university level. The authors propose forging alliances between UWI Mona library and high schools to improve IL programmes in high schools. The paper also draws on successful cases of collaboration between UWI Mona Library and high schools and ends with recommendations.
114. —. “Parties for Partnership: Getting Faculty Aboard an IL Initiative.” 32nd Annual Conference of the Association of Caribbean University and Institutional Libraries: (Ocho Rios, Jamaica: May 2002).
(ACURIL 2003 Sherlock-Macmillan Award for Outstanding Contribution to Caribbean Librarianship for paper/presentation)
Innovative and creative strategies used to introduce faculty members to the concept of information literacy and to promote collaboration between faculty and librarians at the University of the West Indies, Mona. The philosophy behind the marketing approach is discussed as well as an examination of the choices made: the setting of the annual Library/ Faculty get-together (“The party”); the methods used to sell the idea of collaboration, viz. the PowerPoint presentation, questionnaire, the skit and open discussion. Finally, an evaluation of the event is done.



115. —. “Partnership in the Making: the Easy Task of Getting Faculty on Board an IL Initiative.” ALA Annual Conference: (Atlanta, Georgia: June 2002).

(Poster session)

Poster showcases innovative and creative strategies used by librarians at UWI, Mona to promote information literacy to faculty. Marketing approaches used before the event, the setting for the event, the power point presentation, questionnaire, the humorous skit and open discussion are all highlighted using photographs and other graphics. Response of faculty to the event and subsequent requests for IL sessions are included.

116. —. “When Searching for Information, Where Do I Go, Whom Can I Trust?” UWIDEC Presentation to Caribbean High Schools Students: (UWIDEC: May 2003).

Outlines steps in effective research strategies, with emphasis on evaluating information.

117. **Kerr-Campbell, Maureen.** “Evolution of a New Specie.” The New Librarian.Com: Developing Skills in Knowledge Management, Information Literacy, Market Issues and Community Development. 32nd Annual Conference of the Association of Caribbean University Research and Institutional Libraries: (Jamaica Grande Hotel, Ocho Rios: May, 2002).

A poster session depicting the role and function of the new librarian as contrasted with the traditional librarian.

118. **Kerr-Campbell, Maureen, and Janet McCallum.** “Accessibility of Compact Discs in the Mona Libraries.” Electronic Information Resources in the Caribbean : Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Port of Spain,Trinidad and Tobago: May 23-29, 2004)Trinidad and Tobago: University of the West Indies (St. Augustine), 2005.

The University of the West Indies Mona Campus Libraries, boast a small, but steadily growing collection of compact discs that complement the predominant print collection, our electronic databases and journals. The compact disc collection was examined recently as it was felt that it was not easily accessible by students and staff. Prior to this investigation, compact discs were bar-coded and loaned to students and staff to view at home, or some other convenient place. However, demands by students and faculty members forced staff to examine the present policy. The compact discs in the Science Library were examined. It was observed that some could not be read as they required the installation of special software on the computer before they could be assessed. In order to alleviate the present problem, it was agreed that compact disc workstations would be set up in designated areas of the libraries. Here, students and staff would be able to view the compact discs. The Reference Librarians when necessary would provide assistance. Headphones were also acquired to complement the collection. It was suggested that the contents of the stand-alone compact discs be evaluated and a decision taken as to their usefulness/relevance to the current academic curricula.

119. **Kerr, Paulette.** “19th Century Lodging House: Meeting a Need for Hospitality..... and More!” National Housing Trust Corporate Services Division Quarterly Meeting: (December 2004).

120. —. “Cliff Tyrell: Pioneer Jamaican Cartoonist.” Staff/Graduate Seminar, Department of History, University of the West Indies, Mona: (Nov 2002).

Describes the life of Cliff Tyrell as cartoonist of note in Jamaica in the 1930s. Includes over 30 cartoons of Tyrell from publications including Planters Punch, Daily Gleaner and Public Opinion.

121. —. “Library and Information Association of Jamaica: Connecting a Diverse Profession for Focused National Impact.” American Library Association Annual Conference: (Orlando, Florida: June 2004).

Examines the history of LIAJA and highlights its role as the “leading professional body for librarians and



information professionals in Jamaica”, with concerns spanning all types of libraries as it has membership in all sectors of the information field. It details the work of the Association and its impact on the development of libraries and librarianship in Jamaica and internationally.

122. —. “Wholly and Profane: The 19th Century Jamaican Lodging House As Urban Community Centre.” Text and Collective Conference: City Life in Caribbean History: Celebrating Bridgetown: (University of the West Indies, Bridgetown, Barbados: December 11-13, 2003).

Examines the dynamics of the Jamaican lodging house as an urban institution and its rise to meet varying needs as a community centre for “all” in a socially divided environment of 19th century Jamaica

123. **Kerr, Paulette, and June Vernon.** “Jamaica Library Association.” Encyclopedia of Library and Information Science 2 (2003): 1423-35.

An in depth history of the Jamaica Library Association from its beginning in 1950 to 50th anniversary celebrations in 2000. Explores local, regional and international achievements of the Association, highlighting the contributions of outstanding librarians.

Kerr, Paulette See also 113, 114, 115, 116

124. **Lashley, Beverley.** “Disaster Planning in the Caribbean: The Implementation of a Cooperative Model.” 2nd International Conference on Preservation of Archives in Tropical Climates: (Curacao: November 18-21, 2003).

(Also presented as “The implementation of a cooperative plan: Disaster planning in the Caribbean” at the ACURIL/IFLA PAC pre-conference on Mitigating the Consequences of Natural Disasters for Caribbean Libraries and Archives in May 2004)

125. —. “From Conception to Reality: The Impact of the Caribbean Disaster Information Network.” 6th International Congress on Disaster: (Cuba Hotel Palco, Cuba: November 25-28, 2003).

126. —. “A Perspective on Disaster Information Networking in Latin American and the Caribbean .” Global Disaster Information Network (GDIN) Conference 2004: (Washington D.C.: March 26-29, 2004).

127. **Lashley, Beverley, and Mardene R. Carr.** “Are Jamaican Librarians Creating Competitive Advantage.” Competitive Intelligence Magazine 6.6 (2003): 54-55.

128. **Mansingh, Laxmi, and Ajai Mansingh.** “Indians in the Making of the Caribbean.” 2nd Conference on Caribbean Culture and the Festival of the Word : (University of the West Indies (Mona): January 9-12, 2002).

Indian migration which started thousands of years ago in venture for trade and commerce, has made greatest impact on the lives, thought, culture and religion of these countries where India’s influence is quite apparent. The nineteenth century saw migration of indentured labourers to Mauritius, Fiji, South Africa and the Caribbean. The later half of the twentieth century saw transition of professionals who found their way to various developing countries and particularly to North America, and made their presence visibly felt in their chosen professions by dedication and hard work. In the Caribbean, Indians made a unique and indelible mark by their contribution, which spans from agriculture to spirituality. During the period of 1838-1917, a little less than half-million people were brought to the Caribbean from India. The Hindu mystical, spiritual and philosophical influences on Afro-Caribbean have been a process of osmosis along the concentration gradient. The customs and traditions of Indians have been able to



inscribe themselves into the history of the Caribbean. They brought remarkable transformations through sheer perseverance, labour, thrift. They laboured to give their descendants better economic futures, and in time came to capture the trade and commerce of their new homelands. There can be no history of Trinidad and Guyana that is not also a history of the humanisation of those landscapes of Indian labour.” Over the 150 years, the Indians built a new life and gave themselves an inestimable and indispensable place in the countries to which they had been brought.

McCallum, Janet See also 67, 118

McKoy-Johnson, Faith See 139

129. **McLean, Evadne.** “They Have Rights Too: The University of the West Indies, Mona Campus Library Supporting Distance Learners.” Electronic Information Resources in the Caribbean: Trends and Issues. Proceedings of the 34th Conference of the Association of Caribbean and Research University Institutional Libraries: (Trinidad and Tobago: May 23-29, 2004).

In the absence of guidelines for distance learning library services in the Caribbean, the University of the West Indies Library has embraced the Association of College & Research Libraries Guidelines. According to the guidelines, “members of the distance learning community are entitled to library services equivalent to those provided for students and faculty in traditional campus setting”. Against this background, beginning in 1996, when The University of the West Indies Distance Education Centre was established, and the library was brought onboard to provide support, it introduced a number of services and resources to support the distance courses mounted and facilitated by UWIDEC. The services and resources implemented were largely print-based since the distance-learning mode (in this case print-based) usually drives the format of the library support. Recently though, distance learners have been able to access electronic resources such as the Web catalogue and a number of electronic databases from the UWIDEC sites. In addition, the library has introduced a distance learner’s Web page, which is to become the gateway for distance learners’ library support. Gradually electronic resources and services such as reference services and various online tutorials are to be made accessible from this Web page. Increased provision of electronic resources and services will be imperative when Web-based delivery of distance learning courses replaces print delivery in the future. The presentation will look at how the Mona Campus Library presently serves its distance learners and its plans for the future.

130. **McLean, Evadne, and Stephen H. Dew.** “Assessing the Library Needs and Preferences of Off-Campus Students: Surveying Distance Education Students, From the Midwest to the West Indies.” Journal of Library Administration 41.1/2 (2004): 265-302.

In order to have a successful library program for distance education students, librarians must understand who their students are, as well as what their students want and need. Of course, the best way to get this information is to ask the students. The ACRL Guidelines for Distance Learning Library Services emphasize this point, encouraging librarians to regularly survey students involved in distance education and off-campus programs. This paper is based on two student surveys, one conducted by the Coordinator of Library Services for Distance Education at the University of Iowa and the other conducted by the Distance Librarian at the University of the West Indies, Mona Campus. The paper focuses on the issues that librarians confront when they conduct a survey of distance education students. In addition, it covers details on writing and developing a survey instrument, including the need to ask the right questions in a proper manner and the need to arrange the questions and information in a user-friendly format. The results of the two surveys are presented, including a comparison of some data between the two programs.

131. **McLean, Evadne, and Joan Vacianna.** “Treasures in Microform: The Collection of the University of the West Indies, Library at Mona.” Caribbean Studies: Bibliographic Access and Resources for the Past, Present, and Future. Papers of Forty -Third Annual Meeting of the Seminar on the Acquisition of Latin American Library Materials : (San Juan, Puerto Rico: May 23-27, 1998) Editor Gayle Ann Williams. Austin, Texas: SALALM, 2002.

The Mona Library now has the largest and most valuable collection of microforms in Jamaica and is particularly



strong in local history material. The core collection, consisting of documents dating from the middle of the seventeenth century can be divided into several categories including: Historiography, Newspapers, Private/official documents. There is a need to improve access to the documents and to give the collection greater visibility. Steps have been taken in this direction with the introduction of a database dedicated to the indexing of this material and the incorporation of the material into the VTLS database.

132. **Newman, Dunstan, and Phyllis Nalty-Raymond.** “Decentralization of Decision Making in the Public Sector : A Comparative Analysis of the Management of the Human Resource Functions.” Caribbean Journal of Public Sector Management (2003).

This study is concerned with decentralization of decision making of the human resource function, which is a subject of the Public Sector Modernization Project (PSMP). Specifically four human resource functions, namely appointment, separation, discipline and training. Emphasis is placed on the above four named functions, in relation to a selected Ministry and an Executive Agency.

133. **Richards, Tereza.** Gender-Based Violence in Jamaica: Annotated Bibliography. Kingston, Jamaica: University of the West Indies. Centre for Gender and Development Studies, 2004. An annotated bibliography prepared for the Centre for Gender and Development Studies (Mona) and funded by CIDA (Jamaica) which included published and unpublished works on gender-based violence in Jamaica with a view to determining the root causes; inform national policy; and promote public education , aimed at significantly reducing the occurrence of gender violence.

Richards, Tereza See also 67

134. **Robinson, Karlene.** “Accessing Serials: A Reliable Guide to Finding Your Serials.” Serials in the Park of the North American Serials’ Interest Group (NASIG): (University of Oregon, Portland, 2003.)

The objectives of this poster are to acquaint users and librarians in training of the variety of secondary and tertiary tools that can be used to locate journals; to sensitize library users of these tools and to encourage their use in accessing journal articles; to reduce time spent by users and reference librarians in dealing with reference queries related to finding journal articles. It presents and analyzes the usefulness of secondary and tertiary lead-in tools in locating journal articles. It examines secondary sources like indexes, citation indexes, abstracts, databases and the main services attached to these as well as tertiary sources like bibliographies and catalogues. The illustrations used in the poster were taken primarily from the science and medical disciplines.

135. ——. CXC Lecture Notes in Principles of Business. Revised edition. Kingston, Jamaica: Jamaica Observer, 2003.

This revision textbook is a comprehensive set of lecture notes compiled from lessons presented in the Jamaica Observer from 1995-2002. It covers the CXC syllabus and is written in a clear student centred style. The book provides guidance in writing school based assessment (SBA) projects, the alternative to this paper as well as essay-type and multiple choice questions.

136. ——. “Emergency Response.” Natural Hazards and Disasters. Mona, Jamaica: University of the West Indies Library, 2005.

<http://mona.uwi.edu/library/research%20day%202005/table%20of%20contents.doc>.

Chronicles the current published research done by the Faculty of Medical Sciences (FMS) University of the West Indies at Mona during the period 2003-2005 in the area of emergency response. It highlights the work done in education and training, information and research.



137. **Runcie, Rosemarie.** “Cataloguing Audio-Visual Materials.”

(Library and Information Association of Jamaica - School Section Meeting. Annotto Bay High School, March 2002.)

138. **Salmon, Frances.** “Intellectual Property Issues in the Preservation of Cultural Heritage.”

UWI/UNESCO Workshop on Preservation As a Means of Protecting Caribbean Cultural Heritage :

(Antigua: November 7-10, 2005).

Library and museum professionals as well as other persons engaged in protecting intangible cultural heritage must have wide ranging exposure to intellectual property issues in undertaking their work. This presentation introduced practitioners to the range of issues and made suggestions as to how their institutions could preserve, protect and disseminate intangible cultural heritage within the provisions of intellectual property laws.

Salmon, Frances See also 139

139. **Thelwell, Tameca, Faith McKoy-Johnson , and Frances Salmon.** “UWI’s Contribution to Tourism Research: an Annotated Bibliography of Staff Publications.”, 2005.

This bibliography was completed to complement an exhibition mounted by the University of the West Indies (Mona, Jamaica) Library in support of the 2005 Mona Academic Conference : *Tourism : the Driver of Change in the Jamaican Economy*. The works entered include books, journal articles, theses and papers presented at conferences.

Thelwell, Tameca See also 73

Vacianna, Joan See 131

