Accomplishments 1996-2000

> "We feel very strongly about increasing the access to the Mona Campus, but we feel equally strongly that there must be no diminution in the quality of the programmes, teaching and research offered by the Campus."

1 Increase access to the institution through:

• closer collaboration with feeder institutions (high schools, teachers' colleges, community colleges and other TLIs)

• continued development of UWIDEC sites

• strengthening of the campus' capability to withstand the challenges of greater competition.

(a) Enrollment Management Initiatives

An enrollment process has been introduced that is more efficient and timely.

The campus has been addressing the problem of the loss of potential enrollment due to the late arrival of Advanced Level results in relation to the commencement of the academic year. Early provisional offers are now made to "A" level students based on their CXC results and their high school profiles.

There was more efficient utilization of resources as mandated in the Strategic Plan. Returning students now utilize an early course selection system available in May in order to provide departments with early information on the expected size of classes. This facilitates, in a timely manner, the removal from the timetable of classes with limited registration.

Other new initiatives included on-line selection of courses, on-line academic approval of courses, pre-recorded messaging service, and the rationalization of physical activities.

Increased access to the institution

(b) Student Numbers

Total student enrollment grew to 11,074 in 1999/2000 from 10,293 in 1996/97, an increase of 7.6%.

On-campus student enrollment made the greater gains moving from 8,360 in 1996/97 to 9,073 in 1999/2000, an increase of 8.5%.

Off-campus enrollment, on the other hand, increased from 1,933 in 1996/97 to 2,001 in 1999/2000, an increase of 3.5%. This relatively small increase was mostly due to the University's policy of transferring the registrations of the OECS students to Cave Hill and St. Augustine.

The Social Sciences and Law Faculties experienced the greatest growth in total student enrollment, on and off campus. Both faculties experienced a 12% increase in student numbers. In the case of the Social Sciences, their total student numbers moved from 5,145 in 1996/97 to 5,767 in 1999/2000. The number of law students increased from 48 to 54 over the same period.

The Faculty of Social Sciences also had the largest proportion of total student enrollment. Its percentage share of the total student population increased marginally from approximately 50% in 1996/97 to 52% in 1999/2000.

Although the Faculty of Arts and Education had an 8% increase in student numbers, the Arts section of the Faculty witnessed an increase of 12%. The number of arts students moved from 1,666 in 1996/97 to 1,868 in 1999/2000 while for the overall Faculty, student numbers increased from 2,667 to 2,883 over the same period.

The Faculty of Medical Sciences had the lowest growth in student numbers over the period under review, that is, an increase of approximately 4%. Its student numbers moved from 810 in 1996/97 to 841 in 1999/2000.

In contrast to the other faculties, the number of registered students in the Faculty of Pure and Applied Sciences fell from 1,623 to 1,529 over the period under review, a decrease of approximately 6%.

(c) Summer Registrations

It is now evident that summer is in reality a third semester. During summer 2000, 2,900 students or 32% of the on-campus student population attended classes as compared to 2,550 in 1996.

(d) Graduate Numbers

A total of 9,598 persons graduated with degrees, certificates and diplomas from the campus over the 1996/97-1999/2000 period.

Increased access to the institution
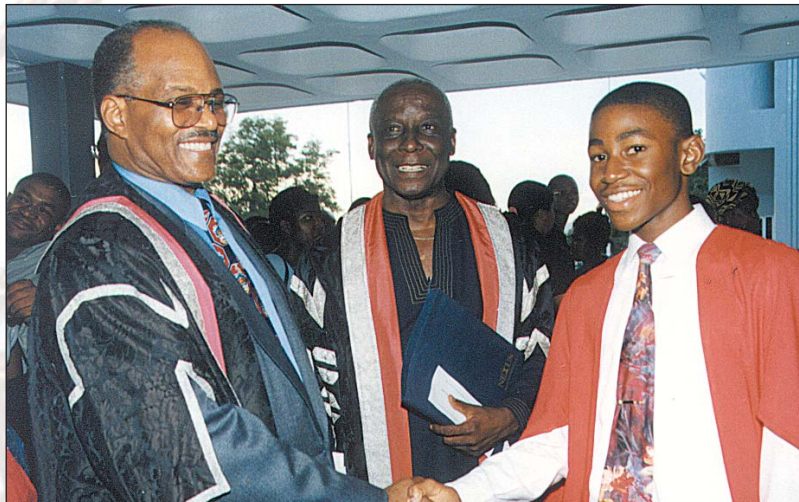
Of this total, 6,181 or 64% were graduates with first degrees; 1,217 or approximately 12.7% graduated with higher degrees.

(e) Tertiary Level Institutions

The period 1996 - 2000 witnessed significant progress in widening access to tertiary education in the region through collaborative arrangements with Tertiary Level Institutions (TLIs) in Jamaica and the Caribbean. The achievements included:

• divestment of UWI certificate programmes to TLIs in Jamaica during 1998/99, and to other regional TLIs in 1999/2000

• assessment of Associate Degrees for the purpose of matriculation and advanced placement in UWI degree programmes;

• availability of joint degree programmes.

The TLIs that delivered UWI certificate programmes, included:
- Knox Community College
- Institute of Management and Production (IMP)
- Excelsior Community College
- Montego Bay Community College
- B&B Institute of Business
- Moneague Community College
- Bethlehem Community College
- Jamaica Institute of Management (JIM)
- Management Institute for National Development (MIND)
- Brown's Town Community College
- The Bahamas Baptist Community College

In 1999/2000, there were 685 students registered in UWI certificate programmes in other tertiary level institutions, a slight decrease in numbers from 704 in 1998/1999.

The programme has proven to be quite successful, with 100% passes in the Certificate of Management Studies Year I at the Brown's Town Community College.

The Institute of Management Sciences and Moneague Community College were granted permission to offer components of the UWI preliminary Science programme.

Studies were conducted by the TLI Unit to track the transfer rate of students from the Institute of Management and Production (IMP) and the College of The Bahamas into programmes at the three UWI campuses, and to assess their subsequent performance.

Arrangements were made with the Institute of Management and Production (IMP) and the Institute of Management Sciences (IMS) to

Increased access to the institution

facilite matriculation and advanced placement into UWI degree programmes based on those institutions' Associate Degree programmes.

Arrangements were also made with the College of Agriculture, Science and Education (CASE) and effective 2000/2001, students can be recommended for normal matriculation and advanced placement into levels I and II of the UWI Pure and Applied Sciences Degree.

Based on the results of a region-wide TLI Staff Development Needs Survey, the TLI Unit developed a proposal for a Masters programme to be offered by the UWI during the summer. This proposal is currently under consideration by the relevant departments on the three campuses.

Closer collaboration with the University of Technology (UTech) was also a high point during the period under review. The major achievements were:

the introduction of a joint B.Sc. Degree in Hotel and Tourism Management during the 1997/1998 academic year; and

joint hosting, in 1999, of a public forum on Jamaica's New Telecommunications Policy that brought together key figures in the regional and local tele-communications arena.

(f) Distance Education

Distance education has been expanded and strengthened. Consequently, there have been many achievements in the delivery of its programmes.

There are new sites in Morant Bay, Brown's Town, and Ocho Rios.

Several sites are now equipped with computer workstations and Internet facilities.

The popular B.Sc. Management Studies is now available *via* distance mode, together with the B.Sc. Agribusiness Management, the B.Ed. in Education Administration; certificate courses in the Social Sciences and in Arts and Education.

Teaching material has been specially prepared for courses in Language and Linguistics by the distance mode.

> **"We are committed to the notion of a student-centred institution"**

2 Create a more student-centred institution

that will allow students to achieve their full potential and make significant contributions in whatever fields they choose to pursue.

With an emphasis in the UWI Strategic Plan on making the institution more student-centred, many initiatives were launched on the campus to realize this goal.

(a) Student Financing

An Office of Student Financing was established to facilitate the provision of information and assistance relating to students' scholarships, bursaries, grants, loans and other sources of financing. The office worked closely with the Students' Loan Bureau (SLB) in all matters related to the approval of SLB loans and grant-in-aid as well as the collection of outstanding repayments. It offered financial counselling to current students and mounted workshops for prospective UWI students. It also administered the Meal Subsidy Programme, Book Subsidy Scheme and the Bridging Loans Scheme.

The Mona Principal's Scholarship Fund was formally launched in March 2000. The fund is intended to benefit students who are performing well academically and who also demonstrate qualities of all-round development, especially in the areas of leadership.

(b) Bus Service

A bus service for commuting students was organized by the Guild of Students with a subsidy from the campus administration. This service provides transportation for students residing in the areas of Kingston, St. Andrew and St. Catherine.

Creation of a more student-centred institution

A shuttle bus service was introduced by the Office of Student Services for transporting students around the campus and its neighbouring areas. In addition to transporting students, this service has also contributed to a decrease in on-campus criminal activity against students.

(c) Additional Student Housing

In an effort to ease the student housing shortage, negotiations have been conducted with the National Housing Trust for the construction of a building on the campus to house an additional 408 students. Discussions have also been held with a private developer regarding the construction, at a nearby site, of another 400-room facility.

(d) Facilities for Commuting Students

The lounge for commuting Students has been refurbished. In addition, graduate students have been appointed to serve as advisors for commuting students. These advisors will also communicate the needs of commuting students to campus administration and facilitate their participation in campus activities.

(e) Academic and Career Guidance

The Career Development and Job Placement Unit is now offering computerized career counselling.

A programme of academic advisement was introduced in all the faculties on the Mona Campus. Under this programme, new and returning students receive counselling on academic matters.

(f) Security Service

There were many significant gains in the provision of security services on campus, among them being the establishment of a Neighbourhood Watch and the

Creation of a more student-centred institution

installation of a Panic Alarm Button system. The Halls of Residence were enclosed with metal fences. Electronically controlled gates will shortly be installed. There was increased campus-wide street lighting for improved pedestrian security. Campus management also procured the services of a Security Management Company charged with the responsibility of ensuring a safe environment on the campus.

(g) Facilities for Students with Disabilities

An Office of Special Student Services was established to address the needs of students with disabilities. Its functions include assisting these students in securing accommodation and specialized pieces of equipment.

Walkways and entrances to buildings were reconfigured to enable greater ease of movement.

(h) Student Leadership Programmes

The Office of Student Services conducts an annual Student Leaders Workshop for all student leaders who will be holding office in the academic year. The target group includes all Guild Officers, all Officers in Clubs and Societies, all members of the Hall Orientation Committees and Resident Commuting Student Advisors.

The Interpersonal Skills Programme was developed in response to the expressed need for improved male/female interaction and relationships on campus. The programme has been broadened to make students sensitive to the issues of domestic violence.

(i) Library Facilities

Improvements in library facilities were made possible through computerization and the provision of links to the Internet. Students also benefited from the introduction of a twenty-four hour reading room.

(j) Co-curricular Activities

Significant achievements were attained in co-curricular pursuits, particularly in the area of Debating. Mona's Debating Society's team won the 1997 and 1999 Caribbean Inter-Collegiate Debating Championship, the 1999 Inter-Campus Debating Competition, the 1999 and 2000 Harrison Memorial Debate (UWI, Mona / University of Iowa) and placed second in the Caribbean Inter-Collegiate Debating Championship in March 2000.

1996-2000

Creation of a more student-centred institution

Upgrading of several sporting facilities was carried out, particularly at the multipurpose gym and the rugby pitch, to provide opportunities for recreation, training and competition.

The Campus Sports programme received a boost with the recruitment of an Olympian as the Student Services Manager - Sports. Plans are underway for increasing the involvement of students in sporting activities as well as the campus' participation in national and international competitions. A sponsorship contract was signed between the campus and Puma, a sporting goods company.

> **"..the development of our students to achieve their full potential will be achieved through a process of continual curriculum reform."**

3 Continue curriculum reform

to ensure the availability of current knowledge and concepts. The campus should have the capacity to provide students with training in a second language.

This has been a vibrant period with many developments.

(a) Quality Assurance

In keeping with the pledge to ensure high quality university education and accelerate the decision making process, an **Academic Quality Assurance Committee** was established. It approves new courses, has responsibility for ensuring library development, staff development and addresses matriculation matters.

A model of quality assurance based on subject reviews every five years has been institutionalized. Procedures for obtaining student feedback on courses and the quality of instruction were developed and administered.

The results of these surveys will be collated and analysed to facilitate assessment of programme content and delivery

A special **Instructional Development Unit** with an appropriate budgetary allocation was established and a Manager appointed. The focus of the IDU is on upgrading the teaching skills of academic staff through regular workshops and assisting them in developing competence in the use of teaching technologies.

(b) Undergraduate Programmes

The planned foundation courses are now on stream. Designed to make UWI graduates well-rounded individuals sensitive to and aware of the distinctive characteristic features of

Continual curriculum reform

Caribbean cosmology, identity and culture, the foundation courses offered are:

- English for Academic Purposes
- Caribbean Civilisation
- Science, Medicine and Technology in Society
- Law, Governance, Economy and Society

Departments in all faculties, involved in continuous self-assessment, have reviewed and restructured their curricula, introduced new programmes and courses more relevant to the current needs of the society and economy.

In the **Faculty of Arts and Education,** new programmes and courses have been introduced.

• The Department of History restructured the degree programme to focus on the Caribbean, with a concomitant reorganisation of courses.

• The Caribbean Institute of Media and Communication (CARIMAC) restructured its degree programme, in response to the contemporary information/communication revolution and current demands for education and training in all areas of media. The Institute obtained a new multimedia laboratory which facilitates new courses being offered in this area.

• There is a new major in Language, Communication and Society. Courses in Japanese, Portuguese and French Lexicon Creole are now available.

• Students now have the opportunity to register for courses in reggae studies and cultural studies.

• In Education, there are new diploma courses in areas such as Supervisory Management and Principles of Curriculum Development and Management. In addition, courses in computer applications have been made available.

In the **Faculty of Medical Sciences,** external examiners commented favourably on the high standard of students and in particular, on the clinical skills of the final year students.

As part of the emphasis placed on student centred learning, a major curriculum review was initiated to rationalize the course load by defining a core curriculum and increasing integration between disciplines.

Non-academic criteria are now being taken into account in admission requirements.

Teaching was extended to government hospitals in Jamaica, a move that allows for greater patient-to-student and doctor-to-student ratios.

Continual curriculum reform

In the **Pure and Applied Sciences,** new programmes and courses are also on stream as a consequence of the recently merged departments. There are now options available such as environmental biology, biology with education and advanced courses in biochemistry with an emphasis on molecular biology.

In some cases, courses were refashioned such as those in analytical chemistry and computer science. The Department of Geography and Geology introduced its geological information courses.

In the **Faculty of Social Sciences,** departments reviewed their courses and ensured that there was a growing interchange between teaching and research.

There was the expansion of the Population Studies programme and the opening up of more Population Studies courses to the general student body. A one-year diploma in Population and Development is now on stream.

New courses in psychology were introduced to meet increased demand. This demand increased by 40% in 1999.

Programmes in the Department of Government were reviewed and restructured bringing them more in line with contemporary trends. International Relations, a rapidly growing subject area, was restructured with new courses being introduced. Among them was Developments in Latin America, which examines the issues facing Latin America and their relevance to the Caribbean.

Public Administration was also restructured with new courses centering on areas such as debt issues, housing, the World Trade Organisation and ethics in the public sector.

(c) Graduate Programmes

The campus is approaching its target of twenty percent of enrolment in graduate studies as stated in the Strategic Plan. Eighteen percent or 2,006 of the total 11,074 student body had enrolled in graduate studies in the 1999/2000 academic year compared to approximately fourteen percent in 1996/1997.

Graduate awards have received a boost with their inclusion in the campus budget. It is therefore no longer necessary to depend solely on the funds from staff vacancies to provide graduate students with departmental awards.

New guidelines have been introduced for graduate studies. A new document, *Duties and Responsibilities of Supervisors and Students,* is being prepared and serves as a guide in defining the sensitive relationship between supervisors and students, and clarifies expectations.

Continual curriculum reform

Each student, in addition to a supervisor, will now have an advisory group of three persons to review his/her progress and to assist in keeping the work on track.

There have been many changes as a result of the campus' thrust to improve the relevance of offerings and increase responsiveness to the perceived and expressed needs of stakeholders.

In the **Faculty of Arts and Education**, the new MPhil and PhD Cultural Studies have been introduced, off-shoots of the Cultural Studies Initiative and the Institute of Caribbean Studies, of which a main feature is the International Centre for Reggae Studies.

There has been the resuscitation of the MA in Heritage Studies, and the introduction of the MA in Translation and in Library Studies and Information.

Other courses were also introduced - Business and Banking History in Jamaica and Business History: Scope, Methodology and Resources.

In the **Faculty of Medical Sciences**, there are new DM options in Accident and Emergency, Ophthalmology, Paediatric Surgery; the MSc in Counselling by distance education has been approved. These are designed to fill gaps where identified needs exist in society.

In the **Faculty of Pure and Applied Sciences**, taught Masters programmes are now in the curriculum. There is a taught MSc in Computer Science and in Digital Technology to address the growing demand for computer related options; and in Mathematics to upgrade the skills of teachers in an effort to train the trainers.

The MSc in Natural Resources Management, which addresses environmental needs, has been introduced, financed by Lome IV. It is to be the nucleus of a university-wide environmental programme capable of competing at the highest international levels.

In the **Faculty of Social Sciences,** the MSc in International Business has been introduced, also with funding from Lome IV. There are also the new MSc programmes in Tourism and Hospitality Management, Human Resource Development and Industrial Management. There is now a Graduate Diploma in Public Sector Management in response to the specific demands of the market place.

(d) New Chairs

Among the many achievements is the establishment of two new Chairs financed through private endowment. These are professorships in:

Hydrogeology and Water Resource Management funded by three bauxite companies, ALPART, JAMALCO and KAISER, with a commitment to contribute J$30 million over the next five years;

Labour Studies, funded by the Bauxite and Alumina Industry, Cable and Wireless (Jamaica) Limited and the Shipping Association of Jamaica.

> **"(We are) committed to working towards the day when the halls of residence, academic staff offices and the libraries will all have computers for research work and information purposes"**

4 Modernise the institution

by improving and updating technology and introducing state-of-the-art methods and equipment, which will be made accessible to all staff and students; by making computers available for research work and information purposes in the halls of residence, academic staff offices and libraries.

(a) Information Technology

The campus has seen a significant advance in information technology over the last four years.

All staff and students can now access the Internet, send and receive electronic mail.

All faculties are now on-line, with the Faculty of Medical Sciences expected to be fully on stream by mid-2001.

The campus' Internet link has been upgraded with the acquisition of an earth station.

There has been a significant upgrade to the campus' fibre optic network which has more than quadrupled the network bandwidth, enabling a larger number of computers and a higher speed of data transfer. This was facilitated under the IDB/UWI project agreement.

The Mona Electronic Reference and Information Centre (MERIC) was established in the Main and Science Libraries and provides on-line and other computer research services.

A Systems Development Section was established to provide information technology support and to address the automation-related developmental needs of the Mona library system.

The library's catalogue has become accessible *via* the Internet.

Modernisation of the institution

There are now at least 1,400 computers in use on the campus.

New computer laboratories have been established in the Faculty of Social Sciences. There is the 50-station Ashcroft Computer Laboratory in the Faculty of Arts and Education, in addition to those established in the Faculty of Pure and Applied Sciences under the IDB/UWI Institutional Strengthening Project.

The H.D. Hopwood Centre, a medical learning resource facility equipped with computers and multi-media equipment, is located in the Medical Library.

An information technology plan has been prepared and the Technical Advisory Committee has approved its budget.

A Director of Information Technology has been appointed and a Steering Committee, with the Principal as Chairman, will oversee the implementation of the information technology plan.

All faculties will have an information technology resource person to ensure action.

The campus now has on-line registration: undergraduate students are able to register on-line, selecting their options and courses, making changes in address *et cetera*., in addition to viewing their academic history.

(b) Teaching and Learning Environment

The physical plant was significantly upgraded in various ways, through:

- provision of 900 additional parking spaces, including the new main parking lot which can accommodate 350 vehicles

- improved management of campus traffic *via* the resurfacing of the road system, replacement

Modernisation of the institution

of old traffic signs and establishment of traffic kiosks and lift bars

• construction of walkways as well as outdoor seats for students

• renovation of the Undercroft and other administrative areas

• upgrading of the Halls of Residence - the bathrooms, kitchenettes and common rooms were refurbished, and the computer rooms air-conditioned, furnished and equipped with computers

• installation of a new telephone switch system with 1,500 lines, tripling the original capacity. In addition, there has been continued replacement and upgrading of major cables, establishment of a network of call boxes and establishment of a fibre-optic cable backbone for the information network

• upgrading of the electricity supply system to increase supply and enable greater reliability; the power supply has also benefited from the provision of additional stand-by capacities

• upgrading and refurbishing of lecture theatres, the Health Centre, the Police/Security Post and facilities at the Department of Basic Medical Sciences

• construction of a new building for the Credit Union

• conversion of a dumpsite into a park overlooking the playing fields

• establishment of a wastewater irrigation system: wastewater is collected from the campus sewerage system, recycled and pumped through a system of underground pipes leading to sprinklers embedded in the lawns

• improvements in waste management and ground care *via:* establishment of garbage collection skips and retirement of unsanitary garbage houses; acquisition of necessary equipment and vehicles to effect repairs to the incinerator at the Hermitage site; expansion of the drainage network

• accelerated refurbishing of campus - owned housing to extend the useful life of the buildings

• construction (in progress) of a new Chemistry Laboratory.

> **"We would like to raise the consciousness of the public to the work that is done here at Mona and its significance to Jamaica, the region and the world"**

5 Share, publicise and discuss research

with members of the non-university community, thereby raising the consciousness of the public with regard to the work that is being done at Mona.
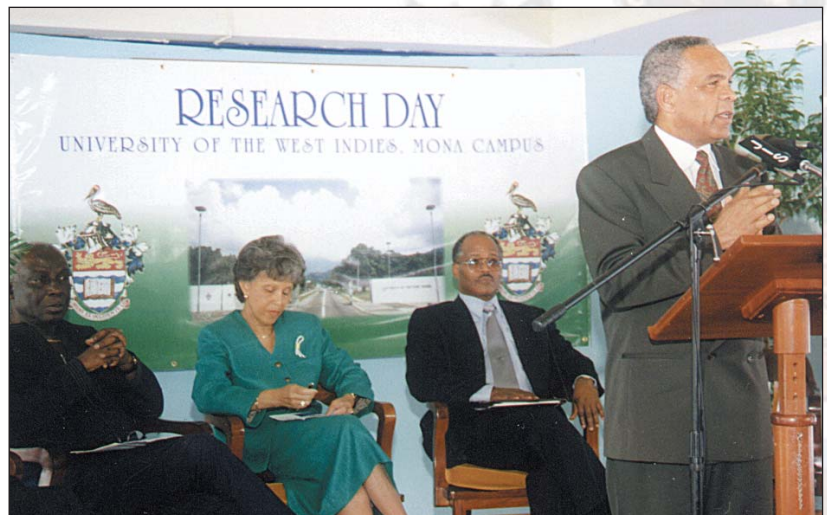
There has been progress in the area of research:

(a) Increased access to research funds

• Approximately J$760 million was attracted in new research grants and project funds over the four-year period 1996/97 to 1999/2000.

• Research received a boost with the establishment of new Research Centres, namely:

- The Natural Products Institute

- The Mona Institute of Applied Sciences
- The Tanaud Research Unit in the Department of Chemistry
- The International Centre for Reggae Studies
- The Sir Arthur Lewis Institute for Social and Economic Studies (SALISES) resulting from the merger of the Institute of Social and Economic Research, Mona and the Consortium Graduate School of the Social Sciences.

• Approval has been granted for the establishment of a Nursing Midwifery Research Centre, in keeping with the Department of Advanced Nursing Education's plan to become a World Health Organization (WHO) Nursing Midwifery Collaborating Centre.

• The Campus Research and Publication fund has been increased 100% .

• Fifty research fellowships have been awarded over the last four years through the Research Fellowship Programme

Dissemination of research

funded by the Campus Grants Committee. This is more than were awarded over the previous eight years and reflects the increasing involvement of staff in research.

• The introduction of a recently advertised New Research Initiative provides grants for:
- interdisciplinary research
- dissemination and promotion of research findings
- new members of staff to establish areas of research.

• Assistance is available from the Business Development Office for converting research findings into financially viable projects. Progress has also been made towards the establishment of a policy regulating intellectual property as well as a patenting policy.

(b) Research Day

• An annual Research Day was initiated in 1998 to encourage, promote and highlight the campus' important research work that has the potential to make positive contributions to Caribbean society and economy.

• Research Day has proven to be very successful, with its large

public forum and interdisciplinary seminar focusing on major topics of social and economic interest, such as alternative medicine and strengthening the tourism product. In addition to a major exhibition there are smaller ones, all highlighting research in faculties and at the campus' more than a dozen Research Centres.

• There is also the useful documentation of the campus' recent research in a bibliography, 'Research for Development 1993 - 1998; in 'Mona Campus Research Fellowship Programme Abstracts; and in the publication, 'Strengthening our Tourism Product' that highlights t h e research projects and publications of both staff and students in support of the tourist industry.

• Some of the areas of research focus in the last four years are:
- Prostate cancer and diet in Jamaican males
- Cardiac disease in Jamaica
- Early Childhood Development
- Anti-nutritional factors in Caribbean food-crops
- Protection of Jamaica's Underground Water
- Breeding and field testing of virus resistant papaya using modern DNA technology
- Natural Products from endemic

Jamaican plants
- The Windward Island banana farmer
- Social and Economic Implications of Tourism Development in the Caribbean
- Privately financed infrastructure projects
- Spanish Town and its history
- Grass roots politics in post slavery Jamaica
- Literacy-driven teaching of literary skills to Jamaican children.

(c) Publications

Staff members continued to contribute to the wealth of literature in areas such as gender issues, socio-economic policy, epidemiology, disaster management and linguistics, to name just a few.

In 1998, the Library produced a 352-page volume entitled "Research for Development" - an annotated listing of staff publications over the period 1993 to 1998.

Dissemination of research

Year	Books	Parts of Books	Articles in Journals
1996	36	78	242
1997	42	37	190
1998	39	73	147
1999	49	38	255
Jan - July 31, 2000*	22	36	99
Total:	188	262	933

* At the time of this report, from a possible 49 units reporting, data was available for only 27 units (55%)   Source: Main Library

A summary of staff members' publications for the period 1996 to July 31, 2000 is presented above.

(d) Intellectual Enrichment

There were over 42 major conferences, lectures, symposia, workshops, seminars and readings held on the campus over the 1996-2000 period. They all contributed to the sharing of knowledge and the fostering of a stimulating academic environment. Among the major events hosted were:

• an international symposium, **Globalisation: Strategic Response from the South**, that addressed the implications of globalisation for developing countries, and its role in shaping contemporary international economic relations. Participants included regional and international policy makers and members of the academic community

• the international conference, **Jamaica in the Seventies: Crisis, Challenges and Responses in the Caribbean**

• **The Caribbean in the 21st Century**, an international conference hosted at Mona that brought together Heads of Governments, the region's scholars, policy makers in Government, the private sector, and the NGO community, as well as leaders of regional organisations.
Participants analyzed the critical challenges facing the Caribbean region, and identified strategic options for responding to these challenges. This highly successful conference was hosted by the UWI in collaboration with the CARICOM Secretariat and the Caribbean Development Bank

• fora on education organized by the School of Education on **Tertiary Education in Transition** and **Violence in Schools,** with the Minister of Education and Culture, the Honourable Burchell Whiteman, as the main presenter at the former

• **Psychology and Caribbean Development**, a conference hosted by the Department of Sociology and Social Work focusing on critical and psychological issues that confront the Caribbean population. Presenters included psychologists from Britain, the United States of America, Canada and the Caribbean

• a conference, **Caribbean Science and Development** hosted by the Faculty of Pure and Applied Sciences

Dissemination of research

• the annual **Diabetes Conference** hosted in collaboration with the American Diabetes Association and other related organizations

• the annual nursing research conference, **Nursing, Midwifery and Research: A Challenge for the New Millennium**, hosted by the Department of Advanced Nursing Education in collaboration with the *Sigma Theta Tau* International Honour Society

• an international symposium and workshop, **Utilization of Natural Products in Developing Countries:** **Trends and Needs** which attracted participants from over forty countries

• a symposium on the **Construction of the Panama Canal**

• a conference, **Human Resource Development for Competitive Advantage**, hosted in collaboration with the Industrial Disputes Tribunal, which was solutions-oriented to analyze the critical challenges facing the region, and to identify strategic options that will inform future research and policy in human resource development.
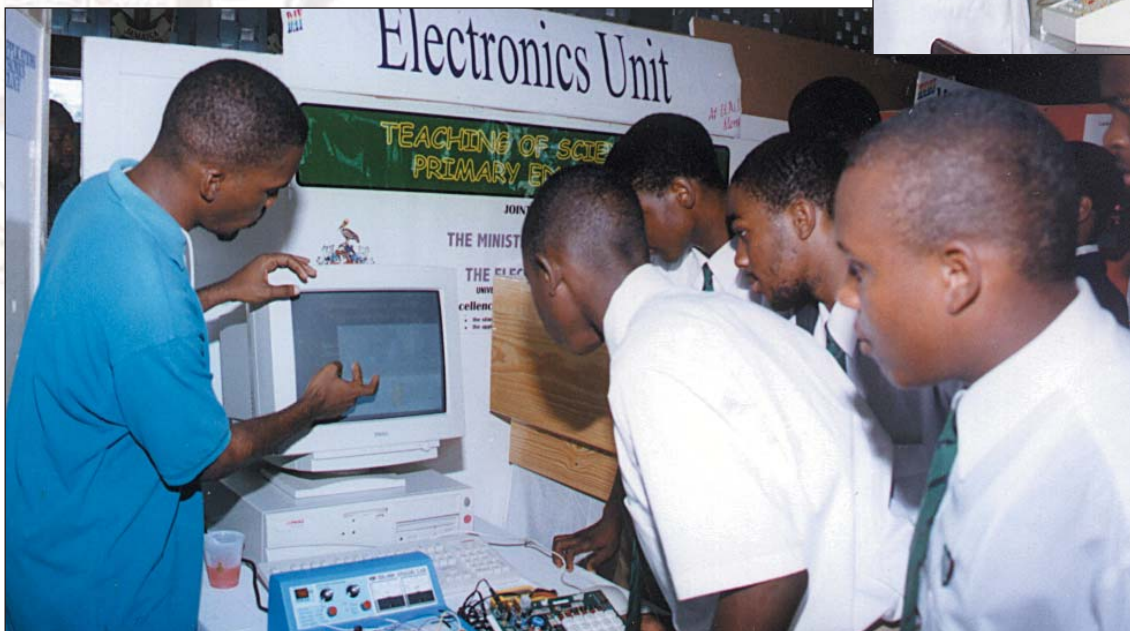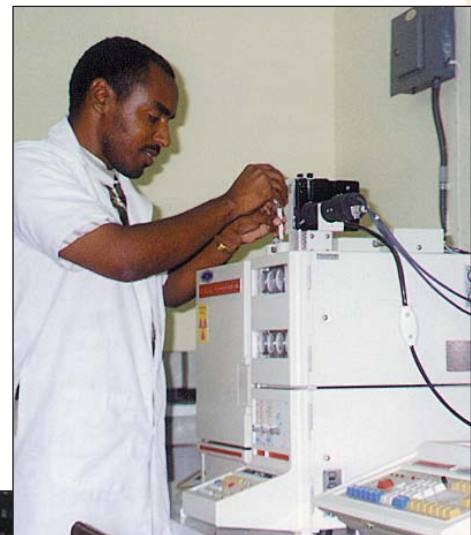
> "The bridge between the 'town and gown' can only continue to be built if the University makes its presence and its importance to the nation felt through its willingness to serve and more importantly its willingness to lead."

6 Develop a stronger sense of community among all groups on the campus

by encouraging all members of staff and students to operate on the principle of collaboration and communication.

(a) Administration

There was the successful implementation of new governance structures, which involved:

• the merging of faculty and departments that led to a reduction in the number of faculties from 5 to 4 and a reduction in the number of academic departments from 42 to 25

• restructuring the management team which now consists of the Principal, Deputy Principal, Campus Registrar, Campus Bursar, Deputy Bursar, Faculty Deans, Director of Student Services and the Estate Manager. This structure allows for closer monitoring of activities, more effective follow-up action and provides a forum for introduction of new ideas and review of existing policies

• deans now being appointed full-time in their posts, with financial responsibility having been successfully divested to

them, as they now function as the main budget holders for their faculties. Prudent financial management has been exercised as they identify the priorities for development within their faculties.

• campus committees functioning with greater efficiency - Academic Board observed its cycle of discussion meetings and shared information with institutions allied to the University such as CARICOM and HEART/NTA; the Campus Audit Committee, a sub-committee of Council, is in operation

Development of a stronger sense of community among all groups on the campus

• increased collaborative work evidenced by new and restructured courses and the positive impact on research

• establishment of the Office of Planning and Institutional Research - a unit providing management with information to support institutional planning, policy formulation and decision-making

• departments becoming more proactive in recruiting staff and accelerating the recruitment process: an appointment will no longer have to await a meeting of the Appointments Committee but once the Advisory Committee meets, the Chairman will approve the recommendations which will be subsequently ratified

• availability of a comprehensive Health Insurance Scheme to all categories of staff at Mona - a comprehensive Dental and Optical Plan was also introduced

• wage negotiations with WIGUT, MONASA and UAWU conducted in a spirit of mutual respect and cordiality. Agreements for the 1996 - 1998 and 1998 - 2000 period were reached with all the Unions represented on the Campus.

1996-2000

> *".. there is need for the University as a whole to be an important and recognised player in all areas of important national and regional interest."*

7 Involve the campus community in leadership roles

at the national and regional levels, in areas such as health, poverty alleviation, education and the environment.

(a) Public Service

Staff members continue to contribute in advisory and participatory roles to national, regional and international bodies, committees and organisations such as:

National

- Privy Council, Jamaica
- The Senate
- Public Services Commission (Jamaica)
- Parliamentary Integrity Committee
- Bank of Jamaica (BOJ)

- National Planning Council
- Planning Institute of Jamaica
- Financial Sector Adjustment Company (FINSAC)
- Statistical Institute of Jamaica (STATIN)
- Jamaica Agricultural Development Foundation
- Jamaica Exporters Association (JEA)
- Private Sector Organisation of Jamaica
- Jamaica Broadcasting Commission
- University Council of Jamaica (UCJ)
- Jamaica National Heritage Trust
- Environmental Foundation of Jamaica
- Institute of Jamaica
- Electoral Advisory Committee
- Bureau of Women's Affairs
- Jamaica Bureau of Standards
- United Way of Jamaica
- School Boards

Involvement of the campus community in leadership roles

- International Geography Union (IGU), Commission for Health, Development and Environment
- Inter-Agency Institute for Global Change Research
- *The Commonwealth Journal of Communication*
- International Advisory Board, *Journal of Social Work Education*, UK
- Commonwealth Observer Group, Elections in Zimbabwe

(b) Collaboration

During 1996 to 2000, collaborative links with national, regional and international organisations continued to be strengthened through the involvement of UWI personnel in participatory and advisory roles and joint activities such as the hosting of seminars, workshops, major conferences and teaching programmes. These organisations include:

- the Caribbean Community (CARICOM)
- Caribbean Examinations Council (CXC)
- Association of Caribbean Tertiary Institutions (ACTI)

Regional

- The Conference of the Heads of Government of the Caribbean Community (CARICOM)
- The Council for Human and Social Development (COSHOD)
- Caribbean Examinations Council
- Association of Caribbean University and Research Libraries
- Caribbean Tourism Organisation
- Caribbean Academy of Sciences
- Caribbean Public Health Association

International

- PAHO Advisory Committee on Health Research
- Inter-Agency Forum of Education for All UNESCO, Paris
- UNESCO International Institute for Higher Education and the Caribbean
- Royal College of Physicians of London
- International Council for the Education of Teachers, Washington D.C.
- Board of Trustees, Lady Mico Charity, London

Involvement of the campus community in leadership roles

- Caribbean Development Bank (CDB)
- United Nations Development Programme (UNDP)
- United Nations Fund for Population Assistance (UNFPA)
- United Nations Education, Scientific and Cultural Organisation (UNESCO)
- The National Commission on Science and Technology (NCST)

A Memorandum of Understanding between the UWI and the CARICOM Secretariat was signed in 2000 and the UWI/CARICOM Institutional Relations Unit, based in Guyana, was established to facilitate cooperation between the two entities.

Closer collaboration with the University of Technology (UTech) was a significant achievement of the period under review. Joint management meetings were held to discuss modalities of cooperation. A joint BSc degree in Tourism Management is now offered.

Events co-hosted with other national, regional and international organisations included:

• The Natural Products Symposium, July 2000 (with UNDP)

• Conference on the Caribbean in the 21st Century, September 1999 (with CARICOM, UNDP)

• Science in the 21st Century, November 1999 (with NCST)

• Public Forum on Jamaica's Telecommunications Policy, February 1999 (with UTech).

(c) Outreach

Staff and students continued to foster links with the community in a variety of ways. Their activities included hosting summer programmes, seminars, workshops and fund- raising activities and providing hands-on assistance in communities.
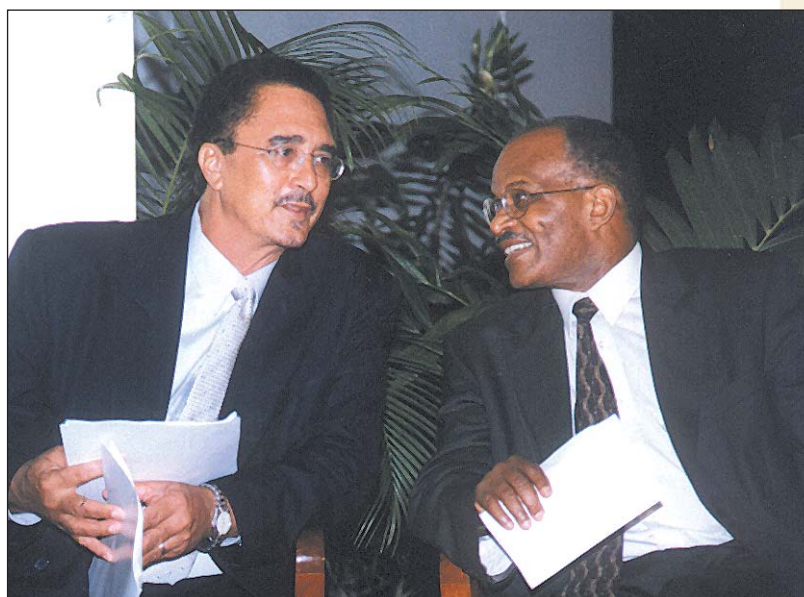
Highlights over the period 1996 - 2000 included:

• the staging of an Inner-city Conference at Craig Town Square. The Conference brought together representatives of several inner-city communities to discuss modalities of achieving unity and peace

• delivery of leadership and capacity building programmes in the Mona Commons Squatter Community

• collaboration with child care institutions in Jamaica in the promotion of early childhood education

involvement of the Campus community in leadership roles

• lectures given by the staff in various disciplines including the Department of Economics and History to high school students preparing for Advanced Level examinations

• a PAHO - funded health administration programme for medical practitioners delivered by the Department of Management Studies

• provision of assistance by the Agricultural Unit to farmers, householders and others in dealing with plant nematodes

• the staging of a student-organized fund-raising marathon in St. Andrew to generate funds for several charities such as the Lady Musgrave Girls' Home and the Maxfield Park Children's Home in addition, furniture and other items were provided for the Hope Valley Experimental School and a classroom was built at the Mona Basic School

• the Pathways Programme coordinated by the Public Relations Department - through its seminars, information was provided to high school students and the general public on the methods of accessing tertiary education, distance education and financing tertiary education

• the Diabetes Outreach Project which tested persons for the disease and provided disease management and prevention information.

"In today's world, the University must walk the thin line of being fully accountable for its actions and operations to all those who support it whether financially or morally"

8 Balance the need for accountability and transparency with the need to operate as an innovative entity

in the face of constant changes in the environment through adopting creative approaches to solving problems dealing with internal operations.

(a) Financial Management

Many initiatives were introduced that brought about significant improvement in the campus' financial management. Such initiatives included:

* implementation of a new financial regime, a rationalized policy and procedural framework for the management of the University's finances (the Mona Campus had applied the provisions of the new regulatory framework)

• improvements in the stewardship of campus finances as evidenced by the containment of expenditure within available cash resource

• liquidation of the campus, over-draft (from arrears negotiated with the contributing governments)

• significant changes in the way in which the University collected government contributions and distributed them to the Centre and campuses, and alteration in banking arrangements to provide a demarcation of funds from different sources

• restructuring in the Bursary in response to complaints about its efficiency as well as concerns expressed by stakeholders; this restructuring involved a rationalization of the management and staffing structure - functions were examined and where necessary, realigned to optimize the latest version of the Banner Finance System software - and establishment of a new Customer Care section

• improvement in the timeliness of financial reporting through the introduction of quarterly unaudited financial statements and the more timely completion of the year-end external audit

• a hall restructuring programme to improve the delivery of services to students. A number of measures/systems have been put in place to achieve the improved efficiencies and cost effectiveness in the areas of security, telephone, janitorial services, energy conservation and reception services.

Balancing the need for accountability and transparency with the need to operate as an innovative entity

(b) Income Generation

Business Development Office

Since its establishment in 1997, the office has been responsible for revenue generation through commercial operations, capital asset expansion and sponsored research. It was involved in:

• negotiating an agreement with Tanaud International B.V. of the Netherlands for the installation of a Research Unit in the Department of Chemistry

• negotiating contracts with beverage companies and an agreement for a healthy lifestyle cafe

• securing donor funding for construction of the Latin American Caribbean Centre

• successful negotiation of a loan for the construction of a new Hall of Residence

• provision of assistance and guidance in preparation of project proposals and in negotiation

• re-negotiation of existing contracts and signing of new contracts for the provision of cafeteria services

• establishment of a Natural Products Institute in the Faculty of Pure and Applied Sciences to build institutional, research and technical capabilities for the transfer of natural products' technology to the public domain

• provision of assistance in the renovation of the Health Centre, purchase of needed equipment in departments; establishment of computer laboratories; mounting of staff training programmes, conferences and seminars; financing of academic programmes, scholarships for students and the funding of student development programmes.

Mona Informatix

This technology-based company owned by the campus was involved in providing computer-assisted drawings for two international airline clients. It earned revenues of approximately J$22.5 million in 1998/99, used to purchase additional computer hardware and software to expand production, improve marketing, pay salaries, hire trainees for short-term intervals, pay utilities, effect repairs and maintain facilities, and cover its ISO9000 registration fee. This successful

company is seeking to further diversify its product line and to increase its revenues.

The University Bookshop

The University Bookshop earned revenues of approximately J$68.2 million in 1998/99, which were used to purchase stock and make the necessary salary payments. This business continued to provide a vital function to the university community.

Summer Schools

Summer school revenues have been used to finance developmental and other projects in all the faculties. The uses of these funds varied from the provision of funds for student fellowships, bursaries to needy students, purchases of equipment for the faculties, to the refurbishment of faculty buildings and facilities.

Halls of Residence

The halls of residence earned revenues totalling J$63.7 million. These funds were used for salary payments, maintenance of the halls, purchase of equipment and utilities.

Balancing the need for accountability and transparency with the need to operate as an innovative entity

Although income from room rentals, vacation rentals and sundry income increased in 1998/99, the overall income was lower than in the previous year, as there was no UWI contribution.

(c) Training

The campus continued to give a high priority to training programmes in recognition of the importance of human resource development in the attainment of its goals.

The **Instructional Development Unit** was established with the primary objective to improve the quality of teaching on campus. It has provided ongoing training for staff, teaching assistants and graduate students in teaching and learning methodologies.

The training needs of Managerial, Administrative, Technical and Service Staff at Mona were identified in a **Training Needs Study**.

Priority has been given to the delivery of training in Customer Care with an initial cadre of 250 staff trained in this area.