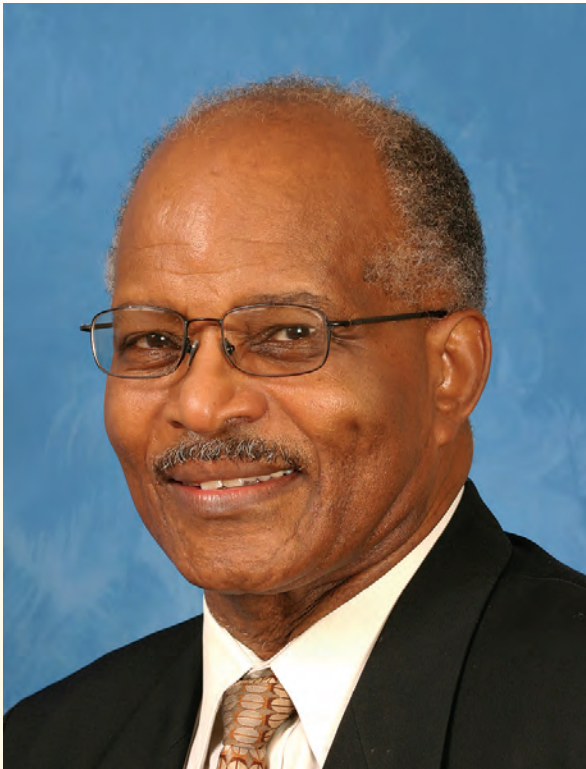




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**Professor the Hon. Kenneth O. Hall, O.J.
Pro Vice Chancellor & Principal,
UWI, Mona Campus**

1 Strategic Transformation

The Campus' governance and management bodies embraced in 2004-05 the challenges brought on by a significantly reduced budget, student demonstrations and the ravages of two hurricanes, with strong resolve to continue on the repositioning agenda that had been agreed on in the previous academic year.

UWI, Mona Academic Board approved in January 2005, the final recommendation of the Strategic Challenges Task Force (SCTF) it had formed in May 2003. This recommendation was to create a Strategic Transformation Team (STT) on the campus. The SCTF had been established to consider the strategic challenges confronting the Mona Campus and to propose a set of recommendations to respond to these challenges. Notably, the SCFT had observed that one of the three major challenges facing the Mona Campus was its precarious funding position.



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Members of the Strategic Transformation Team: (l-r) Professors Verene Shepherd, Yvette Jackson, Alvin Wint, Ishenkumba Kahwa, Kenneth Hall, (Chairman) Fredrick Hickling, Barbara Bailey and (insert) Trevor Munroe.

The five sub-committees of the SCTF proposed seventy recommendations focused on repositioning and transforming the Campus in the direction of improved performance and greater levels of accountability in the areas of research, policy influence, student transformation and administrative and operational efficiency, and greater levels of funding diversity, to reduce the Campus' reliance on governmental financing.

The STT, consistent with its terms of reference, during 2004-05 engaged in dialogue and advocacy, prepared policy papers on the implementation of key recommendations, engaged with the leadership of the Campus and reviewed action plans in its effort to catalyse the implementation of the recommendations of the SCTF. In particular, it met with numerous groups on the campus, external stakeholders and the media and

advocated the need for, and approaches to, strategic transformation of the Campus. Policy papers developed included *Financing Tertiary Education in Jamaica; Establishing a Policy of Differential Work-loads to Enhance the Quality of Teaching and Research; Approaches to Student Transformation; Factors Influencing Student Performance; and Revenue Allocation Principles for Income Generating Projects*. It recommended implementation of student transformation through a *First Year Student Experience* pilot programme aimed at improving the attitudes and broadening the social and foundation-learning skill base of students.

The STT also sought to catalyse new income-generating and performance-enhancing centres in the areas of Caribbean mental health and substance abuse, leadership and governance, and slavery research, and



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promoted research and teaching programmes in areas in which the Caribbean has a distinctive advantage or in which there is a clear need for policy impact, such as occupational health and safety, renewable energy and agricultural diversification. In addition, the STT worked with other groups on the Campus in seeking to preserve, and take academic and commercial advantage of the multilayered and unique history of the Mona Campus. It made plans to improve gender relations and reduce incidences of gender bias, and engage fully members of staff in the transformational process through, inter alia, the commissioning of UWI's first workplace satisfaction and gender surveys.

At the faculty level, institutional strengthening took the form of formalizing structures, documentation processes, engaging support staff, and paying attention to process efficiency and improved unit management. Efforts were carried out at the level of the departments, the faculty offices and across the faculties as a whole. The activities undertaken by the Faculty of Humanities and Education and the Faculty of Social Sciences exemplify the Campus-wide efforts to engage the transformational process.

In the Faculty of Humanities and Education, the annual retreat of Heads of Departments and Coordinators continued to be the primary vehicle for critical review of the Faculty's activities as well as for forward planning. It provided the opportunity

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for participants to focus in depth on issues and problems affecting the Faculty and to come to collective decisions regarding the way forward.

A development that is now recognized as having a positive impact on the Faculty's affairs was the delegation to a senior member of the Faculty the role of Coordinator of Graduate Studies. Apart from providing the particular individual with an opportunity to make a substantial contribution to achieving the strategic objectives of the Faculty and Campus, and greater direct involvement in the Faculty's affairs, it also offered graduate students greater access to, and involvement in the administration of their own affairs since the coordinator is able to devote single-minded attention to performing the role; the kind of attention the Dean would find it impossible to do, given the other responsibilities of the office.

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In the Faculty of Social Sciences (FSS), the Faculty office and various departments paid increased attention to record keeping in cooperation with the University Archivist and Campus Records Manager. In the Faculty office, increased attention was paid to maintaining files on various Faculty committees and improving note taking. For Faculty committees, including the Faculty Board, decision sheets were circulated as soon as possible after meetings and without waiting for traditional Minutes. Over time it is expected that there will be a shift



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in culture towards more rapid decision making and implementation of agreed decisions.

Efforts are underway to extend the use of information technology to improve process efficiency up to and including the automation of routine processes where possible. The Faculty office employed an IT specialist on a part-time basis to facilitate this process and has more recently received permission to employ a full-time IT specialist. Other departments also sought to move in this direction and the work of the Economics Department in this field was singled out for attention by the Mona Campus Management as embodying best practice.

The Faculty offered itself as a pilot with respect to strategic transformation in the areas of office automation and the reform of human resource management procedures. The Faculty Committee on Information Technology was reactivated and there was agreement to have monthly meetings, around an agreed work plan, between representatives of the Faculty and Mona Information Technology Services Division (MITS). An ongoing dialogue was established with the Human Resource Division which prepared a plan of work and engaged staff to interface with the Faculty in carrying out the reform process.

A range of Faculty committees and their tasks were identified. During the year many of these were activated with others slated to come on stream in 2005-2006. Student-related committees and those relating to research and graduate studies were given priority. The Staff/Student Liaison Committee and the advisory committee to the Honours Society was active in interfacing with the student body and it is anticipated that a committee with specific responsibility for student transformation will be established in 2005-2006. The Admissions Committee was also active in its normal

course of business, accepting students to the Faculty.

The initiative was taken to accept, in January, students who had applied for entry in the previous August. This represents a significant movement in the

direction of flexibility and seeks to maximise the use of available space in light

of the fact that there are students who complete their programme in December every year. Additionally, the committee was asked to do more analytical work. Through its Chair, Deputy Dean Stanford Moore, a programme to track students' performance against their entry profile is being developed.

The Evaluation and Promotion Committee functioned throughout the year and initiated the discussion on the establishment of clear criteria, benchmarks and methodologies in the evaluation and promotion process. It is hoped that a draft of a policy for all grades will be completed by the end of 2005-2006. This is seen as essential to the implementation of the strategic goal of increased meritocracy. With respect to staff development the Faculty Board agreed that this was a matter that should be the responsibility of the Heads of Departments and should be integrated into the agenda of their regular meetings.

There was a significant increase in the use of the academic staff appraisal forms in the Faculty and some improvement in the use of the assessment forms for senior administrative and professional staff.

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Within the Faculty office a major effort was made to analyse and document procedures and to enter into dialogue with central services units on the provision of appropriate tools for the management of resources. In 2004-2005 much attention was given to the financial area, given the budget cuts. Far more time and care had to be spent on budgetary matters than was the case in previous years, given the effort that had to be made to successfully stay within the reduced Faculty budget. Discussions were held with the Bursary and proposals put forward with respect to the development of new reporting tools that will allow for more effective financial management. It is hoped that once these are refined the Faculty will have a set of best practices to share with other units on the Campus.

Procedures relating to diverse areas such as safety and emergency, student matters, and human resource management were also reviewed. Student matters were identified as the first target for automation and a project is underway in cooperation with MITS. MITS was also called upon to provide IT support for task sharing activities and the design of a Faculty intranet is ongoing. Another innovation involved a Faculty Day just prior to the beginning of the new academic year at which all members of staff had an opportunity to meet and prepare for the New Year.

The newly constituted Faculty Advisory Committee on Hospitality and Tourism Management met on a fortnightly basis through most of the year and gave considerable attention to those areas of special interest to the Caribbean. A report was prepared for the Vice Chancellor on the University's involvement in Hospitality and Tourism Management. With the cooperation of the Principal's Office a brochure was produced on programmes in these disciplines. The work of the Centre for Hotel & Tourism Management (CHTM) located

in the Bahamas, was also considered carefully and there is a great deal of consensus on the way forward for the Centre and related programmes.

Significant improvements were made in the CHTM student accommodation. Four of the ten Government-owned residences were demolished. Private residences were substituted for those that were taken down and the others were upgraded at a cost of US\$240,000. The IT infrastructure was upgraded to facilitate ease of student access to the internet, and through the newly appointed post of Student Service Manager, students were exposed to sessions to assist them in obtaining employment in the hospitality and tourism industry.

The Heads of Departments in the Faculty established a regular meeting pattern with the Dean and Deputy Dean and have, as can be seen from the above, many significant items on their agenda. The Faculty Board, after discussion, agreed that the Heads should be responsible for strategic planning. Towards the end of the academic year the Faculty was able to gain permission to employ a research assistant to strengthen its programme of institutional research and planning. The Faculty expects to be able to respond positively to the call for involvement in the 2007-2012 strategic planning process starting in December 2005.

In keeping with a recommendation of the Strategic Transformation Team, two departments, Management Studies and Sociology, Psychology and Social Work, set up advisory boards. The Department of Management Studies also worked with a survey instrument that sought feedback on the services that the department provides to students in a wide range of areas.



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Based on the results from this survey a number of adjustments were made which should enhance the department's standing with its students. This is seen as a best practice and efforts will be made to extend initiatives of this sort.

Support Services & Capacity-Building

Information Communications Technology (ICT)

Mona Information Technology Services (MITS) took the lead in defining a standard for online courses and course development based on the international standards and best practices. The standard defined a taxonomy of technology-assisted courses at three (3) levels, depending on the amount of technology utilized and the expectations; Internet-based, Internet-supported and Internet-optimized course. It also outlined the supporting infrastructure required to sustain and make the environment productive. At the operational level, the standard was used to drive the development of an e-Learning ecology and economy via production of the B.Ed (Secondary Distance) programme of the Faculty of Humanities and Education.

Despite reduced financial resources, MITS continued during 2004-05 to improve the Campus ICT infrastructure to enable connectivity to teaching, administrative and learning resources both on the campus area network (CAN) as well as on the Internet. Some of the highlights include:

- Additions to the Local Area Network (LAN) infrastructure: a total of 310 network nodes were distributed across eight (8) local area networks (LANs)
- Wireless LAN Access: Wireless network access points to Campus services and resources were established in nine areas on the campus
- Broadband Internet Access: the bandwidth and the quality of connections used for Internet access were upgraded
- Legacy Voice Telephony: development and implementation of a plan to rationalize, improve and introduce better controls for voice telephony
- IP Telephony (VoIP): In collaboration with CISCO implementation of a Voice over Internet Protocol (VoIP) pilot, though work on this project is stalled owing to lack of resources
- Enterprise Intranet Services - Storage Area Network (SAN): implementation and commissioning of the SAN to facilitate online high-performance backup of campus enterprise resources and data; high performance delivery of rich (multi-media) e-Learning content; and *UWISore* file services – U drive, collaborative repository, archival repository
- Systems & Network Management and Security: a number of information security measures were implemented and others expanded, among them a SPAM firewall to control the flood of unwanted messages sent to campus email boxes; upgrade of the enterprise malware protection platform to guard against viruses, worms and other harmful software objects; automation of the application of operating system (MS Windows 2000/XP) security patches; establishment of a web-based, self-service password management facility located at <http://id.uwimona.edu.jm>; and deployment of a



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remote enterprise desktop management platform

- CAN/WAN Infrastructure: completion of the upgrade of CAN backbone bandwidth to facilitate transfer of large multimedia files, including full motion video across the campus without interference of the service to other users of the network.

The MITS' software acquisition programme, including the volume licensing of the Microsoft catalog, assisted in enhancing the content quality and delivery of academic programmes, and streamlining office procedures and workflows by automating office systems. The software procured and delivered to support the academic programme, sometimes with collaboration of faculty, includes titles supporting: econometrics, time series analysis, qualitative and quantitative data analysis tools, time tabling, GIS software, Math-Science-engineering, multimedia, referencing / bibliography, scientific word processing, visual effects, and publishing and presentation.

MITS' Help Desk continued to be the principal route for the access and delivery of campus ICT services to users. In the last year the Help Desk received over 24,000 service requests covering a range of issues including authorization for domain access, student portal, network connectivity, use of the online learning environment, hardware maintenance and software usage. The Help Desk services provided continuous online support via the published Frequently Asked Questions (FAQs) and other self-help tools, as well as telephone support throughout the week. Students continue to be the largest group of users of this service.

The ICT Infrastructure of the Campus has grown organically over the years based upon the needs of individual operating business units but without much central coordination. Most of this physical infrastructure is now mature and in decline. If they are to remain relevant to the Campus' repositioning mission, they must be rehabilitated and replaced in an organized and timely fashion. This undoubtedly will require significant amounts of capital and extensive planning

Library Services

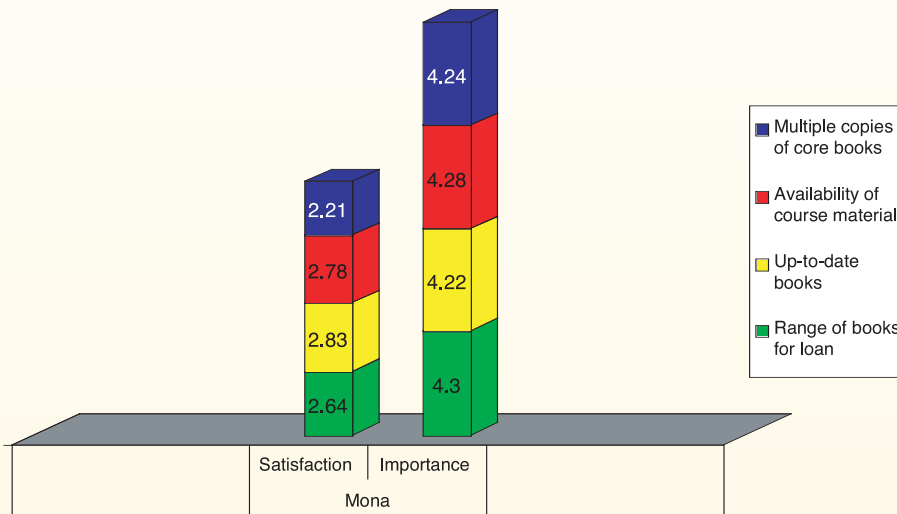
Of grave concern to the Campus is the minimal amount of funding (roughly 5% of the budget) that has been traditionally allocated to the Library on an annual basis. Research on university libraries internationally suggests that no less than 10% of a university's total budget is required to adequately maintain this key university resource. In 2004-05, therefore, the Campus in its programme of institutional strengthening made the decision to increase the library's budget incrementally towards a 7% target. As a consequence, the Budget Monitoring Committee, while managing and setting budget targets occasioned by the drastically reduced budget, actually made slight increases in the Library's budget. It is hoped that in the short term, incremental increases will lead to a facility that will adequately support the needs of students and faculty. The chart overleaf illustrates the satisfaction rating that students gave to library services in the reporting year and the gap between the students' rating of their satisfaction with library services and their perception of the importance of these services.



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Chart 1: Students' Perception of Library Resources
Mean Satisfaction and Importance Scores
(5-point Scale)



Source: OBUS Survey, 2005

The Cornell University assisted the Library staff in restoration activities and upgrading of the bindery shortly after the passing of Hurricane Ivan. The links established with the Cornell bindery made it possible for members of the Mona Library bindery staff to gain new skills and broaden their experiences on a two-week attachment there. While in Ithaca, they visited Cornell's African American and Caribbean Diaspora Collection. They made several recommendations which are currently being examined for possible implementation.





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Enhancement of the Library's Special Collections

With the arrival of Distinguished Fellow of the School of Graduate Studies and Research, the Hon. Phillip Edward George Seaga, the Library once again had an academic resident in its buildings. The library's collections were enhanced with the deposit of his personal collection of files, books and memorabilia. To date, 107 files have been processed and catalogued, 56 are partially processed and 179 books catalogued and shelved in the Rare Book Room.



The Most. Hon. Edward Seaga, Distinguished Fellow in the School of Graduate Studies addresses the Graduate Students Research Conference



Members of the audience listen keenly to the Most. Hon. Edward Seaga