



UWI
MONA CAMPUS
JAMAICA, WEST INDIES

Annual Report 2019/20



**REALIGNING OUR RESOURCES WITH
RESILIENCE AND RESPONSIVENESS**



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Chairman’s Message



HON. EARL JARRETT
OJ, CD, JP, CStJ, Hon. LL.D, Hon. Ed.D,
Hon. D. Univ, FCA
Chairman
The UWI, Mona Campus Council

The year under review was the most challenging period for the Mona Campus of The University of the West Indies since its formation in 1948.

The University has been grappling with the twin challenge of meeting the Government’s mandate to deliver affordable, high quality tertiary education and research while operating within the fiscal constraints of the country. The UWI Mona, working within the ONE UWI strategic framework, developed plans to improve access via new channels of delivery by expanding the range of courses and programmes offered. It also developed and began to implement initiatives to align its objectives with those of Jamaica and the Caribbean region, while working to restore the academy to sound financial health.

The academic and financial year began with carefully developed plans to expand the University by accepting and training students to meet the increasing demands of the society as well as to manage costs and achieve greater levels of efficiency in its operations. Plans were also advanced to work with Public-Private Partners (PPP) as key stakeholders in our goal to achieve sustainability in the provision of water, energy and student housing while providing funding to the University from the surpluses generated therefrom.

In January 2020, we all anticipated the New Year with hope having determined the vision for the University. Never could we have imagined the devastating effect of the COVID-19 pandemic which disrupted our plans and threatened the viability of the University.

The University had to make significant adjustments to these plans which required sacrifice from staff, faculty and students. We had to use our online platform to deliver courses. We had to adjust our approach to student accommodation; and the University also had to incur unplanned costs to meet the Ministry of Health’s safety protocols which includes physical distancing and sanitization.

Throughout the pandemic the University continued to be source of public information by

hosting webinars and actively participating in public discourse on COVID-19, its effect on the economy, the mental health of the population, and the impact on children who are now being educated via electronic platforms.

Despite the severe dislocation caused by the COVID-19 pandemic, the University was able to achieve most of its objectives, primarily the time-honoured tradition of the annual graduation of its students, albeit virtually.

For the future, UWI Mona will continue to deliver on its mandate to produce graduates who will power the development of the West Indies and continue the global library of knowledge through our research, as we advance learning which will enable the positive transformation of the Caribbean and the wider world.

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Principal's Message

It is my pleasure to present the Annual Report of the activities of The University of the West Indies, Mona Campus for the 2019-2020 Academic Year. In 2018 when I applied to become Principal of the Mona Campus, I had dreams, determination and dedication as my focal points in the desire to serve in this most critical opportunity.

Two years later the determination and dedication remain the same but the dream has changed. As I reflect on the 2019-2020 academic year I was overwhelmed by the magnitude of the original financial crisis being faced in August 2019, not knowing an even greater national and global crisis would occupy and require every component of the administration, staff, students and alumni. But I am even more impressed by the response of The UWI Mona Family as we consolidated, committed, cooperated and connected to realign our resources with resilience and responsiveness. I offer my thanks to the entire Mona Campus team who have demonstrated the resilience and responsiveness to every request and change which faced the Campus. Thank you.

At the end of the 2018-2019 Academic Year we were cautiously optimistic about our Campus' future. We had been making steady progress on the strategic priorities we had focused on based on The UWI Triple A Strategic Plan. We were particularly concerned with restoring financial health to the Campus. We had high hopes that our capital projects would help reduce overhead costs, especially with our utilities, while affording us new opportunities for revenue generation. Our academic programmes had never been in greater

demand, and we were extending our sphere of influence through many strategic partnerships with private and public sector entities.

Our focus shifted dramatically in March 2020 as we were forced to contend with the new realities associated with the spread of the COVID-19 pandemic. Life as we knew it would never be the same and many of our plans had to be halted immediately. The financial challenges we experienced were magnified, and anxiety about the future became a more present companion.

We were down, but we were certainly not out. Even as we grappled with the anxiety that came to characterize everyday life, our staff and students were resolved to keep holding on to individual and collective dreams. We began to pivot. We quickly mobilized to digitize our learning environment in a matter of weeks. While we worked to get all our courses online, our partners and alumni worked along with us to ensure that our needy students had the devices to access the virtual learning space. We also intensified our fundraising efforts to support our students, especially those who were now at risk for not graduating due to the economic fallout occasioned by the pandemic.



PROFESSOR DALE WEBBER
Pro Vice-Chancellor and Principal
The University of the West Indies, Mona

We are optimistic because we created new ways to survive and even thrive amidst the most significant threat that the whole of humanity has had to confront in a century.

In the midst of our new normal, we remained committed to ensuring that our academic endeavours were aligned with the needs of society and industry. Coping with, navigating and slowing the spread of the virus were the national priorities, and they became ours too. Our students and staff in the Faculty of Medical Sciences were involved in hand sanitiser production and assisting the Ministry of Health and Wellness in manning the National COVID-19 helplines. Our students and staff in the Faculty of Engineering repaired ventilators from the University Hospital of the West Indies. Indeed, all of the Mona Campus community became a response team in supporting the national efforts through initiatives like these and the many public and virtual fora, symposia, and seminars geared toward helping the nation and the region navigate this unfamiliar space and time.

We are still in the midst of the pandemic and unsure about what our collective futures will look like, nonetheless we are hopeful. We are optimistic because we created new ways to survive and even thrive amidst the most significant threat that the whole of humanity has had to confront in a century. Reimagining and reconfiguring our lives in the new normal enabled us to keep moving forward. Our family was resourceful and inventive - reprising tried and true solutions to fit our unique circumstances. We have been resilient and responsive because as a community and as a people we possess deep-seated courage bred through generations of trials and hard-won triumphs. We changed our methods as many times as we had to but we never abandoned our core mission to support the development of this country and this region.



Executive Summary

Realigning our Resources with Resilience and Responsiveness

The University of the West Indies Mona Campus, like all our sister Campuses, faced an unprecedented challenge this year in handling the grave implications of the COVID-19 pandemic.

The Academic Year 2019 to 2020 began, as is our custom, with our renewed commitment to ensuring deliverables on the The UWI Strategic Plan 2017-2022, to provide our multiple stakeholders with Access to our resources, to *Align* our goals to ensure maximum benefits to the national and regional demands of the Caribbean and to respond with

the *Agility* of an institution whose watchwords are consistent with the region's greatest strengths – those of inventiveness and resourcefulness.

By Semester 2, the population of the Mona Campus city of The University of the West Indies, including our service providers, dwindled to a handful on site

and we were forced to overhaul all our deliverables to students and staff, especially mindful of the physical and emotional wellbeing of our Faculty, Administrative, Technical and Ancillary staff while ensuring our resolve to deliver on our targets. This Annual Report demonstrates under the Triple A Strategic Pillars the responsiveness of the Mona Campus to the challenges posed, many of which are still on-going while this report is being prepared, to recognize and record these in their granular detail and to process the lessons these convey to us for still reaching defined goals and for advancing our processes as we look ahead.

Access

Under Access, the Campus was committed to improving the quality of teaching, learning and student development and fostering a culture of scholarship and research. The single most critical challenge that faced the University and the Mona Campus was delivering and enabling access for all students in the core business of teaching, learning and research given the critical requirement to observe the raft of COVID-19 protocols. The Campus needed to migrate all courses fully online, while addressing student capacity to access this digital content. Migrating all courses online required the leadership of the Mona Information Technology Services (MITS) to quickly realign and redeploy existing on-premises ICT infrastructure (server-computer, network-Internet and storage) and off-premises ICT cloud services to drive the creation, delivery and online access to digital teaching content. Critical

The single most critical challenge that faced the University and the Mona Campus was delivering and enabling access for all students in the core business of teaching, learning and research given the critical requirement to observe the raft of COVID-19 protocols.

to this was the implementation of online modalities for student assessment and examinations. This was achieved through (1) resource realignment, (2) staff training and development, and (3) the development of processes and manuals to streamline the management of course and examination information.

The Office of the Principal, supported by MITS, spearheaded the acquisition of various devices (tablets and laptops) for students. These were configured by MITS for ready access to Campus e-learning platforms and information services. The devices were disseminated to students identified by each Faculty and managed by the Campus Library. A survey instrument developed by the Faculties of Science and Technology and Social Sciences with online delivery and survey analytics administered by MITS, informed this initiative. (The survey took into account the bias induced by the online modality of

Executive Summary (Cont'd)

delivery). These challenges were addressed in large part with the assistance of internet and mobile data service providers (Digicel and FLOW) that provided specific data plans for students and zero-rated access to the Virtual Learning Platforms (OurVLE and Blackboard Collaborate).

Alignment

Strategic partnerships continued to be forged with new entities while we continued to strengthen and preserve those that had already become our allies in educational and societal advancement. One of our most successful examples of strategic partnerships came in the area of Health and Wellness. With the effects of the pandemic clear for all to see via various media platforms, Jamaica would need all hands on deck to battle this unanticipated scourge. This led to the Ministry of Health and Wellness' (MOHW's) call for volunteers that included a request for the involvement of the Faculty of Medical Sciences (FMS). The call was answered, initially by students in the MBBS programme on March 20, 2020 and was later extended to all other schools in the FMS. The MBBS students, however, accounted for the majority of volunteers. After preparatory work, The UWI/MOHW Health Corps initiative officially began operation on April 6, 2020 with 70 volunteers. The operations took place within the already established Call Centre on the Mona Campus, the latter requiring some programming and networking to fit within the MOHW's national operation. The students played varying roles in the success of this programme such as call agents, floor/ shift supervisors, and

human resources personnel among others. They worked under the supervision of a coordinator Dr. Tana Ricketts-Roomes, a Clinician and member of faculty. The volunteers prepared standard operating procedures and documents after being trained by the MOHW. While their initial mandate was to service the MOHW's quarantine app and make call-backs to members of the public who contacted the MOHW's COVID hotline, their role evolved into helping the public on a wide range of health and social issues.

Agility

Under the pillar of Agility, the Mona Campus prioritized Restoring Financial Health, Initiating a Caring, Accountable, Motivated Professional Team (CAMP) and advancing the Digitization of its services. In October 2015, The UWI Mona entered into a 20-year Finance Build Operate Transfer Agreement with North Star Development Jamaica Limited for the establishment of the Campus' own Well Water Supply system. The Agreement realized the second Public Private Partnership project undertaken by the Mona Campus. To form the partnership, the Campus leveraged its potable water resource to acquire critical infrastructure to not only extract and treat the resource but to also secure a reduced cost for a Campus water supply. Estimated savings for potable water supply for the period August 2019 to July 2020 were JMD \$182,895,341.70.

In our recognition of contributions to the University, Mr. Howard James was among the more than one hundred members of staff of The University of the

West Indies, Mona Campus who were honoured for their years of service to the institution. The Annual Long Service Awards Ceremony was held on Thursday, January 30, 2020, at the Mona Visitors Lodge and Conference Centre. This year's Long Service Awards Ceremony was particularly special as the Vice-Chancellor, Professor Sir Hilary Beckles and Principal of The UWI Mona Campus, Professor Dale Webber, both received awards for 40 and 30 years of service, respectively. Awards were also presented to 115 other members of the academic, administrative, professional, technical and support services staff who have served the institution for periods exceeding 15, 21, 30 or 40 years. This year 51 employees received awards for 15 years of service, 33 received awards for 21 years of service, 27 employees received awards for 30 years of service and 6 employees for 40 years of service.

Conclusion

The Mona Campus has responded on every front for the Academic Year 2019 to 2020, without compromise to its full operations and delivery to students, to the national good and to supporting the One UWI enterprise. Two areas stood out however as needing greater focus and attention, those of the project of Digitization and our response of caring for all communities. There was a great deal of effort to relate the kind of services we offered as a tertiary level institution of teaching, research and outreach back to the widest community of learners and recipients. In doing so, despite the trials, this year brought the Campus closer to its stakeholders. The

year also put us on notice for the kind of challenges we must expect in the future, thus directing us to raise the ante on our goals as a way forward.

The Mona Campus has responded on every front for the Academic Year 2019 to 2020, without compromise to its full operations and delivery to students, to the national good and to supporting the One UWI enterprise.



Introduction to the Report

The Academic Year 2019-2020 began as any other with the usual flurry of excitement in September, welcoming a crop of new learners along with returning students joining both the Mona Campus and our growing Western Campus.

The Office of the Campus Registrar had facilitated the registration of 19,157 students and processed 3737 contracts for the employment of staff. The Department of History and Archaeology (DoHA) reversed the decade-long decline in student enrolment largely possible due to the launch of the BA History and Journalism that was developed along with the Caribbean School of Media and Communication (CARIMAC) and the Faculty of Humanities and Education (FHE). The Faculty of Medical Sciences (FMS) launched its inaugural *Annual Faculty Teaching Award* in October 2019 in keeping with its strategic goal to promote greater recognition of service from staff at all levels and foster a creative, caring, accountable, motivated, professional team. In a celebratory face-to-face event the Campus officially opened the new Confucius Institute Teaching Building on Wednesday, October 16, 2019, with representatives from the Taiyuan University of Technology, Confucius Institute, Directors from across the Caribbean Region and representatives from The UWI, Mona Campus. This building was state of the art and would assist with additional space that the Mona Campus was in dire need of for teaching and learning activities on the Campus. A joint initiative of the Faculty of Science and Technology, (FST), the Department of Physics,

the Caribbean Climate Innovation Centre (CCIC), and the Mona Entrepreneurial and Commercialization Centre (MECC) was the staging of a virtual seminar on “Fostering Business Creation through CleanTech Innovation” on October 31, 2019.

By November 14, 2019, the Campus observed World Quality Day for the first time hosted by the Office of the Deputy Principal. This attracted a wide range of family and friends of the Campus and with more than fifteen departments showcasing some of the best practices used in their daily operations. World Quality Day commemoration was a national reminder to the public of the quality of The UWI brand. In the Faculty of Humanities and Education, the Department of Modern Languages and Literature in celebration of the promotion of one of its brilliant scholars, hosted the Inaugural Professorial Lecture of the newly minted Professor Paulette Ramsay. The lecture entitled, “Columbus in the Academy: Centering more than ten decades of research in Afro-Hispanic Literatures and Cultures, 1867-2019” was held on November 29, 2019.

The Mona Campus enthusiastically kicked off another year, gearing up for meeting the Goals laid out by the

UWI Strategic Plan 2017 to 2022 and mindful of its Triple A Pillars - Wealth creation and reduction of social inequality through greater and more affordable Access, efficient and effective *Alignment* with society and economy, and enhanced *Agility* in pursuit of opportunities. This architecture of advancing sustainability for The UWI, Mona Campus were girded by six high level priorities championed by the current Campus Principal and the senior management. These are (1) *Improving the quality of teaching, learning and student development*, (2) *Fostering a Culture of Scholarship and Research* to drive innovativeness in research and innovation while also improving publication output, (3) *Establishing new academic/industry partnerships* while valuing existing ones, (4) *Restoring Financial Health* to the Campus’ economy, (5) *Initiating a caring, accountable and motivated team of professionals (CAMP)* and (6) *Digitization*: achieving a more integrated, ICT-enabled and digitally transformed eco-system of all services.

This Report collates and analyses the Mona Campus’ accomplishments for the 2019-20 year in categories that demonstrate the overlapping nature of The UWI Strategic goals and those determined as Campus-specific for the continued advancement of the Mona Campus.

The year transformed itself into one of the most challenging ones that any university or institution of higher learning could have anticipated and in doing so made urgent the need for a rapid **Realignment of Resources** with the **Resilience** and **Responsiveness** for which Caribbean peoples are legendarily known. The title of the 2019-2020 Mona Campus Report is

thus a testimony to the support and diligence of our staff and students in attempting to meet these goals and advancing the national and regional good, fully testing the mettle of its citizens and the underlying philosophy of education of the Campus’ leadership.

On September 22, 2019, the Pro Vice Chancellor and Principal of the Mona Campus addressed the Church of Ascension in the nearby Mona Heights, on the topic “Education and its role in producing spiritual values and a character-driven society”. Professor Webber echoed a value that has over the last two decades been forcing its way indelibly into the consciousness of our understanding of the role of universities and our didactic approaches to teaching and learning. He noted that: “*The role of formal education is not only intended to prepare students to pass examinations. Those who understand that what they are exposed to in the classroom is only a piece of the puzzle, are the students who usually excel. These are the ones who go on to conduct research that leads to innovations that change the world. They achieve success because they do not accept the forced dichotomy between what is taught in the classroom and what is taught by the school of life.*”

More than any other year, these words were prescient in what would be demanded of staff and students in this academic year. As the final section of this Report “The Way Forward” anticipates, it also signals the exigent undertakings of the Mona Campus in the years to come.

Along with the rest of the society and our regional fraternity, by March 2020, the Campus, in a very

Introduction to the Report (Cont'd)

short period, had revamped its operations to successfully deliver on its goals. The dispatches chronicling the Academic Year 2019 - 2020 will show that this was an extraordinary year for scientific and social achievements and for taxing the resourcefulness of tertiary level institutions globally to the hilt. The global pandemic created by the still spiralling spread of the COVID-19 virus transformed the everyday assumptions about work and life, the taken for granted face-to-face modes of communication and personal interactions of individuals and groups in leisure and marketplace transactions. It forced a reckoning for us as human beings on how we must rapidly adapt in order to continue the business of intellectual and creative work, of achieving economic livelihoods and ensuring biological survival. The lockdown or diminishment of industry, commerce and entrepreneurial activity that collectively buttresses the poor, vulnerable or less privileged in our society led to a heightened sense of divisions, highlighting those who must be doubly served in the midst of the pandemic. As the premier tertiary level educational institution in Jamaica charged with a responsibility for both the transmission of knowledge and learning as well as with anticipating and meeting the scientific and social needs of our society, the Mona Campus rose to these challenges responding to the call for action with resourcefulness and a willingness to serve in many different ways. As an introduction to the 2019-20 Annual Report and due to the unparalleled nature of this Academic Year, we begin by showcasing a small sample of the many initiatives that were undertaken by the staff and students of the Mona Campus during the year under review,

with gratitude for those who responded with both resourcefulness and generosity for the collective good of the Campus and the society.

Mona Campus Meeting the Challenges of the Covid-19 Pandemic

Increasing Access to Technology

One of our priorities was that of ensuring student access to technology. Initiatives by entities across the Campus, and at the Western Jamaica Campus included donations from various entities, among these the Good Shepherd and the PJ Patterson Foundations as well as the Mo'Bay City Run. An initial gift of 516 tablets and 30 laptops from



The University of the West Indies, Mona. Western Jamaica Campus. Montego Bay, Jamaica

various donors was catalogued via the Aleph Library System for loan to students, and distributed to students who were identified through Faculties, the Office of Student Services and Development and the Guild of Students.

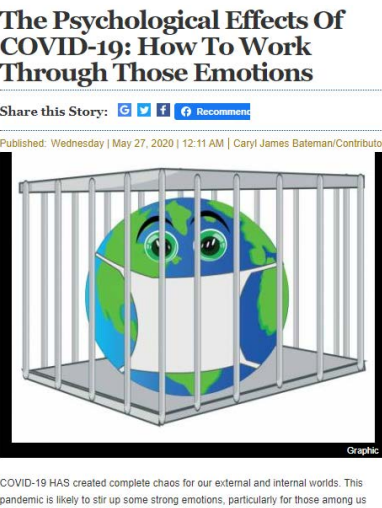
The UWI Mona Library partnered with the Jamaica Library Service for island-wide distribution to students via parish libraries. The Main Library facilitated students in Kingston and St. Andrew. Approximately 458 devices constituting 443 tablets and 15 laptops were issued during the period.

Public Education

With the pivot to virtual life, webinars became a primary mode of not only teaching but also transmission of public education and information. Among the ongoing series of webinars hosted by Campus faculties and departments demonstrated in Table 1, a signature webinar was organized by the Mona Library entitled “Agility and Adaptability: The Caribbean Academic Library navigating the COVID-19 Pandemic”. This event successfully engaged discussion among 170 participants drawn from the wider Caribbean, including Suriname, and globally with participants from the United States of America and the United Kingdom. It was the first Caribbean webinar organized for library and information professionals in response to the COVID-19 pandemic.



“Agility and Adaptability” Mona Library Webinar poster



Using the newspapers as another source to convey information to a wider public, Dr. Caryl James anticipated and treated with “The Psychological Effects of Living with Covid-19: How to work through those emotions” which was published in the Health section of the Jamaica *Gleaner* on May 27, 2020.

Introduction to the Report (Cont'd)

Campus and Public Webinar Events

The Campus community continued to service both the Campus' intellectual needs and the wider societal outreach through an ongoing set of webinars. These were held largely through the now increasingly used ZOOM platform that had rapidly become the primary means of communication both for staff and student meetings and for delivery of seminars and outreach information.

Table 1: Sample of COVID-19 related Webinar events hosted by the Mona Campus

Faculty/Entity	Conference/Workshop/Seminar/Lecture/Webinars
Mona Social Services	"Marketing yourself during and after the COVID-19 Pandemic" "Unplug Negativity ...Connect Positivity...Think"
Faculty of Medical Sciences (FMS)	"COVID-19 – aetiology, pathogenesis, epidemiology, and prevention" March 5, 2020
FMS	"Code Red Management" April 19, 2020
FMS	"Impact of COVID-19 on children and families" May 17, 2020
Faculty of Law (FOL)	"Constitutional Law and the COVID 19 Crisis" April 15, 2020
FOL	"COVID-19 Implications: Public & Private Law Perspectives" May 19, 2020
FOL	'Gen XYZ...Law Firm Assets for Surviving COVID-19 and the Future', Jamaican Bar Association Virtual Mid-Year Conference, July 2020
FST - Dept of Computing Mona Social Services	"Zooming It: A Technological Platform to keep connectivity during and after COVID-19 pandemic", on May 22. 2020
FST	"COVID and the Environment: For Better or Worse?" June 5, 2020
Faculty of Humanities and Education (FHE) 2020	"Humanities in Action Virtual Seminar Series: The impact of COVID-19 on the educational, economic, and socio-cultural institutions of society" June – July
Faculty of Social Sciences FSS - Dept of Sociology, Psychology and Social Work	Play Therapy Training for workers in Children's Homes on the use of Puppetry in Psychoeducational Interventions for COVID-19
FSS	"COVID-19 and Fiscal Sustainability – Debt, Balance of Payments and Financing for Development" May 28, 2020
FSS	"Exploring COVID-19: An Economic Perspective" April 24, 2020

Faculty/Entity	Conference/Workshop/Seminar/Lecture/Webinars
FSS	"Staying Trauma Informed in COVID-19 - UHWI Medical Social Workers" May 7, 2020
FSS	"Coping with Many moods of COVID" June 18 and 23, 2020
FSS	"Coping, Self-Care and You" July 1, 2020
Western Jamaica Campus and Montego Bay Chamber of Commerce	COVID-19: Surviving the Storm" April 30, 2020
Faculty of Sport	"Sport After COVID-19" May 8, 2020"
Office of Student Services and Development (OSSD) and the Caribbean Tertiary Level Personnel Association (CTLPA)	"Crisis Communication and Response: Re-imagining Student Services Post COVID-19" April 28, 2020

Partnerships on Culture

The Institute for Caribbean Studies (ICS) partnered with the South South Collective, UNESCO and Avaya on the Caribbean's first #ResiliArt Debate to bring awareness to the status of the artist during COVID-19 times. The debate was headlined under the theme: "Music and Murals - Making Cities Work for Visual and Performing Artists During and Post COVID-19". A panel of artists, music promoters, architects, academics, entrepreneurs and cultural administrators discussed the topic and took questions from the audience. A summary report of the recommendations coming out of the debate is being sent to UNESCO to be further disseminated by UNESCO to policymakers and other organisations. The event was held on May 26, 2020 and streamed on the Avaya Equinox/THRIVE Conversations online platform.

Community Development

Ms. Sandra Latibeaudiere, Department of Sociology, Psychology and Social Work, represented the Subcommittee of MOHW Advisory Committee on COVID-19 Vulnerable Groups in an advisory capacity on community coordination. She developed a case study and a community engagement implementation plan highlighting how state and non-state actors can work in partnership with communities in drafting a coordinated response to COVID-19. She presented the plan to the Minister of Health and Wellness and his team. Mrs. Aldene Shillingford, Ms. Sandra Latibeaudiere, and Mr. Joseph Millwood, also assisted the collaborative effort of four communities, namely Bull Bay 7, 8 and 9 Miles; Woodford and Mavis Bank in East Rural St. Andrew; and Montpelier in St. Thomas between April and June 2020, establishing

Introduction to the Report (Cont'd)

health stations to share information on COVID-19 and to prevent community spread of the virus.

Supporting National Testing Facilities

The Department of Microbiology through the National Influenza Centre (NIC), which it houses and manages, has been playing a significant role in the national response to the pandemic, especially in the area of testing. The early detection of SARS CoV2 in the island was done in this Department and testing was continued here as the sole centre, until the National

Public Health Laboratory (NPHL) was able to join forces. These two centres were initially the only approved sites for COVID-19 testing in the island. Testing continues in the Department of Microbiology led by Professor Monika Smikle, the NIC Director, with a 24-hour turnaround time and markedly increased throughput. The agile response of the Department to this challenge led to the refurbishing/retrofitting and equipping of the Molecular Laboratory as well as a BSL 3 laboratory in the Department to facilitate Jamaica's response to the demand for COVID-19



From left to right: Dr. Varough Deyde: Director, Centre for Disease Control and Prevention (CDC), Caribbean Regional Office; Dr Michelle Hamilton: Director of the National Public Health Laboratory; Dr. the Hon. Christopher Tufton: Minister of Health and Wellness; Senator the Hon. Kamina Johnson-Smith: Minister of Foreign Affairs and Foreign Trade; Donald Tapia: U.S. Ambassador to Jamaica and Charles Grant: Director General ICENS.

testing. The Government of Jamaica supported this project through the Chase Fund, to the tune of JMD\$40m. These laboratories can now be used in the detection of other pathogens thus eventually expanding the diagnostic services of the Department and positioning it to be a beacon in the region.

The International Centre for Environmental and Nuclear Sciences (ICENS) also brokered a deal with the International Atomic Energy Agency (IAEA) to help fight against the coronavirus in Jamaica. The Agency donated two (2) RT-PCR machines and 2000 test kits.

Design of a Low-Cost Patient Monitoring System

Final Year Engineering student Danelle Julal, designed and built a low-cost electronics patient monitoring system (LCEPMS) capable of monitoring the temperature, heart rate, blood pressure and position of upright or laying patients. These systems are generally expensive and only well-funded health centres can afford them. The system consisted of wireless monitoring devices (WMD) that when attached to a patient, transmits and records data to a central web server (CWS). Thresholds can be set for all the conditions being monitored and an email is sent to a doctor or nurse if a limit is exceeded. The entire system was designed with the capability of being scaled for use on hundreds of patients located in multiple rooms.

Student Leadership

In response to the COVID-19 pandemic, the Parliamentary Interns of the Department of Government (DGOV) have been virtually attending Parliamentary



Demonstration of the Low-Cost Patient Monitoring System

sub-committee meetings since April 2020. In June 2020, they prepared a paper on the “*ParlAmericas Response to the COVID-19 pandemic*” which was presented at a Standing Order Committee meeting to discuss amendments to the Standing Orders in order to facilitate/recognize virtual meetings.

Introduction to the Report (Cont'd)

Building A Solution - UWI Faculty Of Engineering Answering COVID-19 Call

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Published: Saturday | May 9, 2020 | 12:12 AM | Jamila Litchmore/Special Projects and Engagement Editor



Gladstone Taylor/Multimedia Photo Editor
Justine Shaw, a final-year Electronics Engineering student in the Faculty of Engineering at The UWI, Mona Campus, demonstrates the functioning of her final project, a vehicle pass mobile application and near-field communication (NFC) reader.

Campus Safety Response - Vehicle Pass Mobile Application and NFC Reader

Final Year Engineering student, Justine Shaw, designed and developed a computerized vehicle pass system that uses Near Field Communication (NFC) technology to determine when a vehicle or someone enters or leaves the premises. The system consists of a customized NFC reader (CNFCR) and two types

of NFC sensors. The CNFCR is used by the security personnel at the entrance to the premises and allows for the tracking of motor vehicles entering and leaving the premises via a downloadable customized mobile phone application developed for this system. The CNFCR has the capability to read NFC sensors on an Android smartphone in addition to reading an NFC key-fob. The complete system has the ability to generate the following statistics:

1. The number of cars that came and left the premises
2. The average time a vehicle stayed on the premises.
3. How many times a specific vehicle entered the premises in a day.

Production of Hand Sanitizers

The Pharmacology and Pharmacy Section of the Department of Basic Medical Sciences in the Faculty of Medical Sciences, produced hand sanitizers in response to the COVID-19 pandemic to supply The UWI Mona Campus community, the National Health Fund (NHF), and the Office of the Prime Minister (OPM). These were sold for JMD\$3000 per gallon. A number of departments in the Faculty of Science and Technology (Chemistry, Physics, Natural Products Institute (NPI), Biotechnology Centre) also helped with the manufacture of hand sanitizer solution in the initial stages of the pandemic.

Infection Prevention and Control

The Department of Microbiology, through the Infection Prevention and Control Unit (IPCU), was able to train all levels of hospital staff in Infection Prevention & Control. This training laid the groundwork for further training of all staff members to prevent or reduce infections in the face of the

COVID-19 pandemic. The Department helped to effectively monitor healthcare-associated infections, developed protocols for prevention and was central to the establishment of the special Isolation Unit at The University Hospital of the West Indies, primarily for treating COVID-19 patients.

Recognizing the challenges of adequately ventilating persons in respiratory distress and to provide protection to the healthcare professionals attending to the afflicted, The UWI Mona Faculty of Engineering actively contributed to the national effort against the virus by producing low-cost face shields that enhanced protection for our hardworking healthcare professionals. Ventilators from the University Hospital of the West Indies (UHWI) were also repaired and reconditioned.



Staff at the Faculty of Engineering repairing ventilators

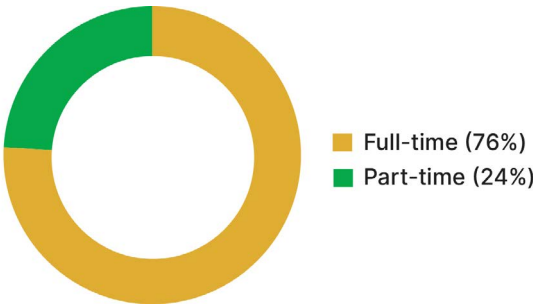




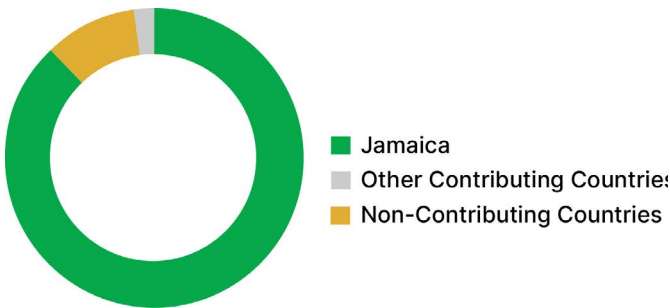
Access

Student Demographics

Enrolment Status



Total Enrolment by Territory

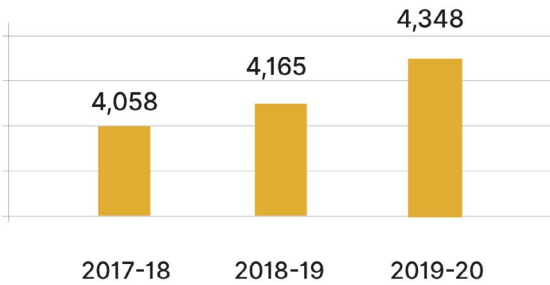


Total Enrolment by Sex

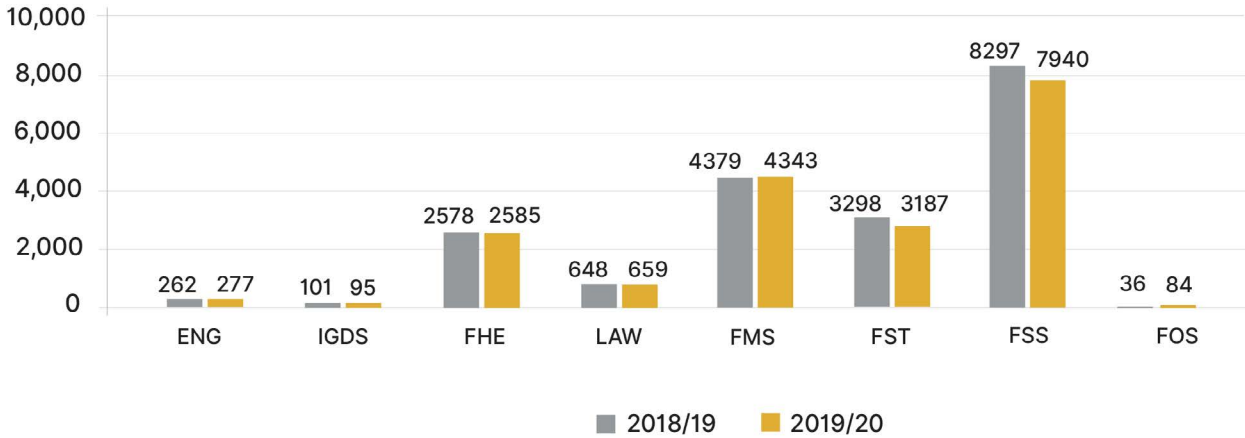


13,298
Females

Students Residing on Halls

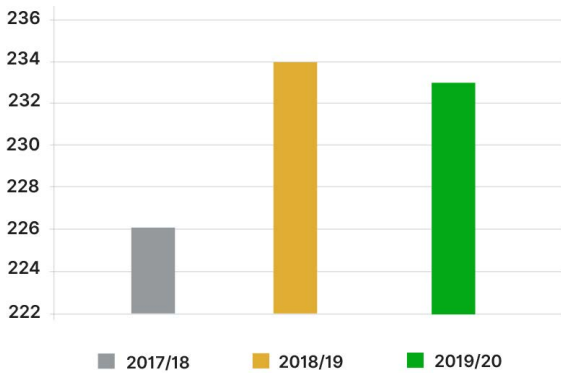


Total Enrolment by Faculty



5,872
Males

Number of Students with Disabilities



Improving the quality of teaching, learning and student development



"The UWI Digital Transformation". Contributed by Ms. Amanda Maitland, first-year student in the BFA in Animation Programme, UWI Mona Campus.

The single most critical challenge that faced the University and the Mona Campus during the year under review, was its capacity to deliver and enable access for all students to the core business of teaching, learning and research in the critical requirements of the raft of COVID-19 protocols. Within a very short time the Campus was mandated to migrate all courses online and address the challenges faced by different groups of students in accessing digital content.

Migrating All Courses Online

The above required the leadership of the Mona Information Technology Services (MITS) to quickly realign and redeploy existing on-premises ICT infrastructure (server-computer, network-Internet and storage) and off-premises ICT cloud services to drive the creation, delivery and online access to digital teaching content. Critical to this was the implementation of online modalities for student assessment and examinations. This was achieved through (1) resource realignment, (2) staff training and development, and (3) the development of processes and manuals to streamline the management of course and examination information.

Resource Realignment

The pivot to online learning created a need to connect users locally, regionally and internationally with the teaching, research and learning outputs that were available on the Campus. For the period April to May 2020, over six hundred thousand (600,000) users from Jamaica tapped into the online resources and over thirty-five thousand (35,000) gained access from across the region and in the United States. Reports from MITS confirmed that the number of user sessions doubled in comparison to the corresponding period in 2018, compromising neither the capacity nor capability of the online systems. The Campus' reopening on April 14, 2020, also saw over 1300 courses being made fully available online; 68 of these were new online courses and over 95% of the initial set of 1,255 online courses were updated and enhanced for the resumption of classes. This was achieved through the repurposing and redeployment of computer servers, storage and network resources to ensure adequate architecture and capacity to meet the demand of online delivery of all semester courses (undergraduate and graduate) to students.

Training and Development

The new normal was met with expanded levels of learning and creative development. Online learning re-

The Campus' reopening on April 14, 2020, also saw over 1300 courses being made fully available online; 68 of these were new online courses and over 95% of the initial set of 1,255 online courses were updated and enhanced for the resumption of classes.

sources were made available for faculty to assist in the creation of digital content; course and examination information was also streamlined to ensure effective use of the e-learning platforms (OurVLE and Blackboard Collaborate) by faculty and ease-of-use by students; and manuals and processes were developed to inform the use of various student assessment methodologies.

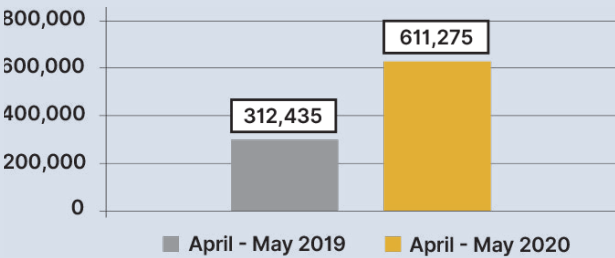
Meeting the Challenges of Online Access

The primary challenge faced by students in the online modalities was that of access: access to a suitable device and reliable and cost effective access to the Internet through Wi-Fi and mobile data services. The need was addressed largely with the assistance of internet and mobile data service providers (Digicel and FLOW) that provided specific data plans for students and zero-rated access to the virtual learning platforms (OurVLE and Blackboard Collaborate).

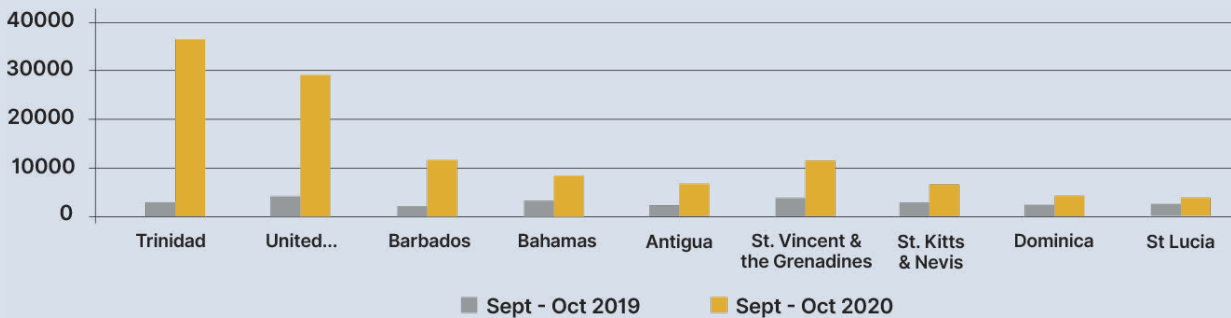
The Office of the Principal, supported by MITS, spearheaded the acquisition of various devices (tablets and laptops) for students. These were configured by MITS for ready access to Campus e-learning

platforms and information services. The devices were disseminated to students identified by each Faculty and managed by the Campus Library. A survey instrument developed by the Faculties of Science and Technology and Social Sciences, with online delivery and survey analytics administered by MITS, informed this initiative. (The survey took into account the bias induced by the online modality of delivery). Several challenges were identified and addressed with the assistance of service providers in Jamaica.

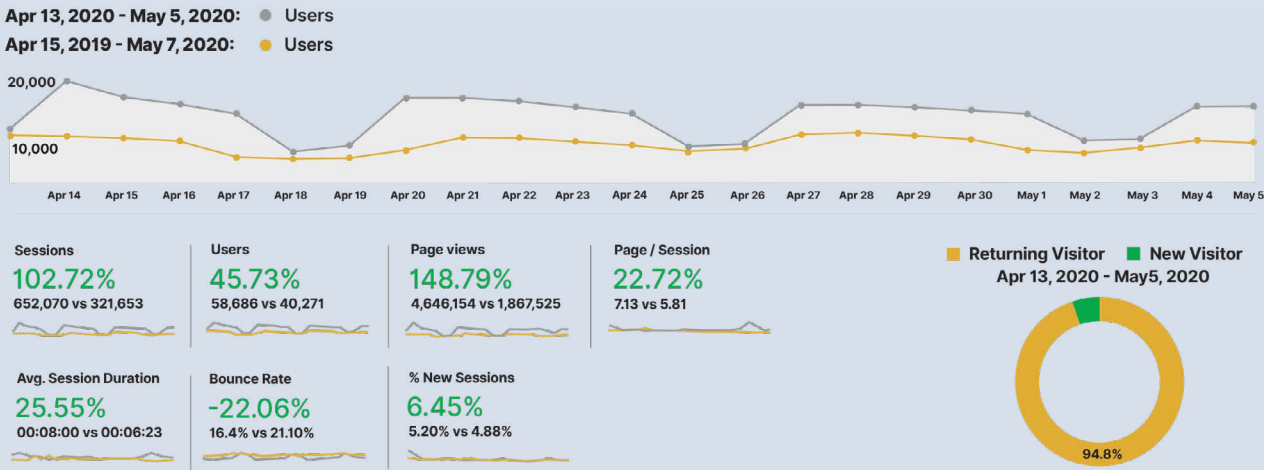
Users by Country – Jamaica



Users by Country – Regional and International



OurVLE/BbC @ Mona
Report at May 05 :: 3½ Weeks
With Comparisons to Same Period Last Academic Year



The new normal was met with expanded levels of learning and creative development. Online learning resources were made available for faculty to assist in the creation of digital content; course and examination information was also streamlined to ensure effective use of the e-learning platforms by faculty and ease-of-use by students...

Improving the Quality of Teaching, Learning and Student Development

Increasing Access through Online Delivery

The primary challenge experienced in Access to teaching and learning was that of the forced cessation of face-to-face delivery. This immediately transformed the landscape of education itself, and the rapid pivot to online delivery required by each Faculty and Department as the only method of instruction for Semester II of Academic Year 2019-2020.

This shift, it must be stated, had a rich base from which to quickly develop as it built on and accelerated the mixed modalities of teaching that had already been initiated by the Campus Principal, Professor Dale Webber, as one of his major development thrusts for the Mona Campus since 2018. Given the advent of new digital technologies such as Blackboard Collaborate and Moodle Learning Management System that allowed virtual access, and also that the majority of students were investing in smart phones and personal computers, some components of teaching had gradually shifted to virtual delivery. The persistent challenge that the Campus was faced with, however, was to ensure that equipment and internet access were available to the widest range of students. In addition, The UWI embraced the need for the online delivery of courses through training on methods of instruction to lecturers and tutors on delivery and the preparation of online visual teaching aids, as well as the expansion of tools by which students could access online help and be assessed through the new systems of online examinations and coursework assessment. There was also need for the transmission of information on the

management of the disease within homes and in the wider society. Faculties and Departments increased the training of staff to meet the demands of both online pedagogy and information sharing.

By March 13, 2020, the Campus had suspended teaching and commenced the process of pivoting to remote online teaching, occasioned by the COVID-19 pandemic. The financial impact of COVID-19 as well as issues related to the lack of internet connectivity and appropriate instruments, posed significant challenges for a number of our students. In keeping with our student-centered focus as a University, the Office of the Campus Registrar played a major role in facilitating this transition and supported the continued engagement of our students. Some of the specific actions were:

- i. Developing guidelines to enable the conduct of assessments in the online environment.
- ii. In recognition of the financial difficulties faced by students, the following concessions were granted:
 - a. The Late Penalty Fine on outstanding fees was waived for one (1) month.
 - b. The Late Registration Fee was waived.
 - c. Access was reopened for students to request Leave of Absence without penalty.
 - d. Access was granted for students to participate in final assessments without prejudice to their financial affairs once already registered.

The following measures significantly enabled our students to manage the transition.

Tablet Distribution

The University Bookshop provided tablets to stakeholders at a reduced cost. This was enhanced through collaboration among the Bookshop, the Office of the Principal, the UWI Development and Endowment Fund (UWIDEF) and the Mona Administrative and Technical Staff Association (MONATS). This initiative saw a total of 513 tablets being made available to boost students' online learning capabilities. To facilitate student ownership of digital devices, similar initiatives were put in place by the Faculties of Social Sciences and Science and Technology and the Western Jamaica Campus.

The Library also moved quickly and realigned staff resources to partner with the Mona Campus' initiative to support students who were without devices for remote learning. Using the Aleph Library System, an initial gift of 516 tablets and 30 laptops from various donors including The UWI Development and Endowment Fund (UWIDEF), were catalogued and processed for loans to students in record time of one week as a full cataloguing staff complement responded to the call for assistance. Further, collaboration with the Jamaica Library Service was made for island-wide distribution to students via parish libraries to ensure an easy transition to remote teaching in April. The Main Library facilitated students in Kingston and St. Andrew. In addition, Library staff went beyond the call of duty, some travelling to various destinations to ensure that students could receive the devices. Approximately 458 devices (443 tablets and 15 laptops) were issued to undergraduate and graduate students from all Faculties during the period.

Staff Training

The Centre for Excellence in Teaching and Learning (CETL) provided training for lecturers in the Faculties of Engineering and Social Sciences, which enabled them to enhance delivery of online content. To facilitate The University's transition to online teaching and learning, the CETL worked with the Open Campus to offer synchronous online training opportunities in the use of Blackboard Collaborate Ultra (BbC) and Moodle Learning Management System (called Our Virtual Learning Environment (OurVLE) at the Mona Campus). The training allowed staff to better align their courses to suit the needs of the region. At the Faculty of Engineering, the Engineering Virtual Learning Environment (ENGVLE) platform was used for transmission of material to their student population and training sessions designed and implemented to prepare lecturers for this new online delivery medium were conducted via ZOOM, another platform that was employed as a major source of communication during this time.

Revised Assessment Methods

The COVID-19 pandemic induced changes in teaching modalities that necessitated revisions to the assessment methods for courses, while ensuring that students were involved in this transaction. In semester 2 of Academic Year 2019-2020, the Faculty of Social Sciences (FSS), which hosts the largest student population on the Campus, proposed changes to the methods of assessment for approximately 361 courses (200 undergraduate courses and 161 postgraduate courses). Each Department conducted extensive internal consultations to arrive at the changes to

Improving the Quality of Teaching, Learning and Student Development (cont'd)

course assessments for both the coursework and final examination components of these courses for Semester II and the Summer Semester of AY 2019-2020. The course list was processed by the FSS Standing Committee, through a series of meetings. The FSS Standing Committee, with the participation of the FSS Guild of Students, engaged in this extensive and rigorous exercise to ensure that the modifications were suitable to the exigencies of the times, but compromised neither the quality and standard of the courses nor the student learning experience.

Expanding Online Communication Channels

The Faculty of Social Sciences made progress towards implementing an Online Live Chat using Kayako Classic, a tool used by The UWI in their Mission to achieve excellent customer service and efficient job management. Kayako was activated as a test case for the Faculty Office staff as well as the Department of Economics in the 2019-2020 Academic Year to provide online live chat support as well as to record and log different student requests through real-time responses, or pre-defined responses to issues that increased response time.

The Faculty of Science and Technology Annual Awards Ceremony could not be held as usual in March 2020 due to COVID-19. Instead the Faculty acknowledged the achievements of approximately two hundred undergraduate and graduate students and staff via an online booklet and video.

With this novel disease threatening the people of the Caribbean, the University saw a rapid increase in

demand for credible information on the coronavirus and its impact. The Faculty of Medical Sciences (FMS) being the premier source of training and research in health was quick to open its doors to not only the traditional customers seeking higher education but to a regional and global audience in search of a credible “COVID-19 curriculum”. The FMS organized a teleconference on March 5, 2020 to share information on the disease – highlighting its aetiology, pathogenesis, epidemiology and prevention. This initiative was followed, a few weeks later (April 19), by another teleconference addressing aspects of “Code Red” management such as lockdown and treatment of cases. A third and final teleconference, addressing the impact of COVID-19 on children and families, was hosted on May 17, 2020. All three conferences integrated experts in their respective fields to serve as champions of effective knowledge dissemination and adoption. The conferences which remain online via You Tube (<https://www.youtube.com/uwimonamedia>) were attended by health practitioners, researchers, educators in health and other disciplines, faculty staff, students and the general public. To date this site has collectively received over 58,000 views engaging local, regional and international audiences. This endeavour was seen as particularly important given what was already emerging to be pockets of misinformation in the regional and global landscape. The effort has been lauded locally, regionally and internationally with a link to the teleconferences being added to the webpage of the Pan American Health Organization (PAHO).

New Courses and Programmes

All Faculties continued the development of new courses and programmes as a customary part of curricula review and enhancement each academic year. There were some firsts that must be recognized. In the 2019/20 Academic Year the Faculty of Sport delivered academic programmes at all four Academies of Sport for the first time. This was the first year of the BSc Sports Kinetics programme at the Academy, and the admission of a first year of student cohort

at the Open Campus Academy of Sport across their three BSc programmes. The Board for Undergraduate Studies (BUS) approved the first year of the BSc Sport and Physical Literacy Programme which will be offered through the Open Campus Academy of Sport (OCAS). In addition, the Certificate in the Art and Science of Coaching programme was fully migrated from the Faculty of Humanities and Education to the St. Augustine Academy of Sport (SAAS) for 2019-20 and a Certificate in Sport Broadcasting was developed and successfully delivered in July 2020.

List of new programmes or courses that were either already delivered or to be offered by 2021

Programme	Start Date	Faculty
BA Writing, Literature and Publishing	August 2020	FHE
Postgraduate Certificate in Food and Agro-Processing	August 2020	FST
Clinical Fellowship in Child &Youth Psychiatry	January 2021	FMS
Postgraduate Diploma in Geriatric Medicine	August 2020	FMS
Postgraduate Diploma and MSc in Sport Business Management	August 2020	FOS
MSc in Development Studies (Online)	August 2020	FSS
MSc in Engineering and Management	August 2020	FOE
MEd Educational Leadership & Management	August 2020	FHE
MEd in Inclusive and Special Education	January 2021	FHE
BA in History and International Relations	August 2019	FHE
M.Sc. in Media Management	August 2019	FHE

Improving the Quality of Teaching, Learning and Student Development (cont'd)

Revised or newly developed courses or programmes 2019- 2021

Course/Programme	Modification	Faculty/Dept/Entity
PhD in Library and Information Studies	Renamed – PhD in Information Studies	FHE
COMM6702: Academic Reading and Writing in the Study & Analysis of Communication	Revised	The School of Media and Communication
COMM6502: Media & Communication Theories and Models	Revised	
COMM6102: Communication Research: Paradigms, Designs and Methods	Revised	
CLTR3005: Food and Culture in the Caribbean	New Course	The Institute of Caribbean Studies
CLTR3099: Culture and Creative Industries Capstone Part One	New Course	
CLTR3530: Rastafari Women, Patriarchy and Gender Justice	New Course	
MUSC2042: Guitar Skills II		
CLTR3565: Rastafari Ital Livty and Socio-Economic Justice	New Course	
MUSC1030: The Digital Audio Work Station	New Course	
MUSC1032; Music Technology 1	New Course	
MSc in Sport and Business Management	Revised specialisations in business management, sport tourism, or community development	Faculty of Sport
Geography Major	Revised: The revised programme promotes exposure to progressive and transferable technical and practical skills.	Department of Geography and Geology
CHEM1901: Introductory Chemistry A CHEM1902: Introductory Chemistry B	Revised two and three credit courses to facilitate greater access to chemistry by non-chemistry majors.	Department of Chemistry
BIOL6421: Coastal Habitat Restoration and Rehabilitation	New Course	Department of Life Sciences
LITS3605: Creative Writing Senior Project	New Course	Department of Literatures in English

The Department of Modern Languages and Literatures, advancing a Memorandum of Agreement that was concluded during the year in review between the Mona Campus and the Korean Foundation, introduced Korean Language to its growing list of foreign languages taught. This offering will be implemented at the start of the 2020-2021 Academic Year. With thirty students currently registered for “KORE 1001-Korean Language 1A,” this development has made it possible for the Department to successfully provide more “access” in tertiary education language delivery in the Caribbean.

Programme Rankings

Headquartered in Paris, Eduniversal is a global ranking and rating agency specializing in higher education. The Company has established strong expertise in evaluating academic institutions and programmes in France since 1994, and internationally since 2007. The *Eduniversal Best Masters Ranking* is an important source of information that is often used by students and companies to determine the quality of an institution’s programmes and graduates. Seven (7) Graduate Programmes at the Mona School of Business and Management (MSBM) ranked among top Masters Programmes in Latin America, while the following MSBM Programmes are included in the *Eduniversal Best Masters & MBA Ranking 2019*: Master of Business Administration - Part Time, Master of Business Administration - Full Time, Master of Science in Accounting, Computer Based Management Information System (CBMIS), Enterprise Risk Management, Master in Business Management, MSc Marketing and Data Analytics, and the MSc in Procurement Management.

Engaging Students through Teaching and Learning

The Mona Campus remains committed to the strategic goal of improving the quality of teaching and learning towards the lasting benefits that this will yield to our graduates. We recognize that lighting the intellectual spark in a student is not only about helping them to succeed in examinations, although this is important, but to enable them to see themselves as lifelong learners and teachers. Another aspect of engagement that impinges on our Accessibility is the inclusivity of students with disabilities. On March 10, 2020, at the opening of the 4th Regional Disability Conference of The UWI Regional Disability Centre at Regional Headquarters, Professor Dale Webber re-enforced this commitment: *“As a Campus, Mona has been catering to students with disabilities from as early as the 1960s. The numbers increased significantly in the 1990s as more and more students with disabilities were able to meet the matriculation requirements for tertiary education. This increase in the student population of persons with disabilities prompted us to establish a special committee in the early 1990s to implement programmes and policies to cater to the unique needs of these students. By 1995, the committee had developed a policy for how students with disabilities are to be treated. Subsequent to the implementation of the policy, we have made a number of provisions for our students with disabilities. Some of these include the establishment of the first and only office for students with disabilities at any tertiary institution in Jamaica, along with other infrastructural and organizational changes. We are currently working*

Improving the Quality of Teaching, Learning and Student Development (cont'd)

on an operational policy manual to guide how students and employees with disabilities are treated on our Campus".

In the following initiatives we see several approaches carried out by a number of our Campus departments to ensure that our students, drawn from the widest catchment, are given every opportunity for engagement in learning.

Writer-in-Residence Programme

The Writer-in-Residence programme, offered by the Department of Literatures in English, is intended to promote and help sustain the Department's creative writing programmes. The Department welcomed Professor Lorna Goodison as Writer-in-Residence for Semester 1, AY 2019-2020. Professor Goodison is a renowned and prolific poet, writer of fiction and a former Poet Laureate of Jamaica. She holds an Honorary Degree from The UWI. As Writer in Residence, Professor Goodison provided guidance and mentorship for students in the Department's creative writing programme and gave guest lectures in a number of literature courses including *Creative Writing: Prose Fiction, Women Fiction and Gender* and *Special Author Seminar*. Prof. Goodison also participated in a number of events across the Campus which included: "Reading and Conversation with Lorna Goodison"; a special interactive session with students in the Foundation Academic Literacies/ Writing courses; a session with CAPE Literatures in English students; and a guest appearance at the Library's October 14th Celebration of Books Reception and Exhibition Launch that recognized authors who had published books in 2019. The title



of her talk at the reception and exhibition launch was "Reflections".

Exposure to film-making

In 2006, a visionary step was taken in establishing The UWI Township Project. This was followed in two years by the formation of the Mona Social Services Company (MSS), a registered non-profit organization



which advances the agenda of successfully integrating and invigorating inner-city communities surrounding the Campus. Through the efforts of the Mona Social Services (MSS), 25 residents from underserved communities were trained in film-making, equipping them with a skill that can be used to increase their employability.

Public Discussions

In the second semester of the 2019/2020 Academic Year, sessions were organised for Year One Criminal Law students in the Faculty of Law, to discuss current problems with the law of Homicide. Legal practitioners, Mr. Jeremy Taylor QC (Deputy Director of Public Prosecutions) and Her Worship Sahahi Whittingham-Maxwell, Parish Court Judge, Jamaica, were present to guide the discussions. A public

lecture on Accomplice Liability for Year One Criminal Law students at Mona and Cave Hill was also held with Mr. Jeremy Taylor as the main presenter.

In the wake of the COVID-19 pandemic, the Faculty of Law also hosted its first online public discussion entitled "COVID-19 Implications: Public & Private Law Perspectives" on May 19, 2020. Approximately 168 persons registered before the event and there were 200 attendees during the session. Countries represented for the public discussion were Jamaica, United States of America, Trinidad, Barbados, and the African continent.

On February 28, 2019, the Faculty of Social Sciences (FSS) presented the very first "FSS Public Square" which provided students with the opportunity

Improving the Quality of Teaching, Learning and Student Development (cont'd)

to interact with the Leader of the Opposition, Dr. Peter Phillips. It gave students the opportunity to have meaningful dialogue about issues of public concern and use inquiry and collaboration to actively address real-world problems. The Faculty also hosted numerous members of the diplomatic core, including: the Indian High Commissioner to Jamaica, Shri Sevala Naik on February 23, 2020, who held discussions surrounding India's growing role as a global stakeholder; Ambassador Donald Tapia, US Ambassador to Jamaica on March 2, 2020, who facilitated discussions surrounding US foreign policy and its evolution; and Ambassador Malgorzata Wasilewska and her team from the Delegation of the European Union (EU) on May 2019, to acknowledge the partnership between Jamaica and the EU. These discussions opened avenues for greater research collaborations between staff and students and for expert exchanges from these diplomatic bodies.

Inter-institutional Partnerships and Field Visits

The Institute for Gender and Development Studies, Mona Unit (IGDS MU) arranged field visits to entities across the Mona Campus to enhance learning in GEND3032 (Gender Climate Change and Disaster Risk Management). These visits were facilitated by The UWI's Institute for Sustainable Development (ISD), The UWI Physics Department Climate Studies Group; and Environmental Solutions Limited (ESL). The students were asked to assess how gender and disaster risk management issues were addressed in each organization. The IGDS MU also provided recommendations to enable the organizations to mainstream gender in their policies and programmes.

A major and welcomed initiative was the consolidation of the collaboration between the Western Jamaica Campus (WJC) and Mona Social Services (MSS). The UWI Township Scholarship was extended to students at the WJC and 30 Violence Interrupters in Montego Bay were trained in grief counselling by the Mona Social Services in partnership with the Ministry of Justice and other partners in community development.

Innovation and continuous training

Students registered in GEND2002 (Gender in Caribbean Culture: Linguistics, Popular Culture and Literature) at the Institute for Gender and Development Studies, Mona Unit (IGDS MU), were introduced to writing content for Wikipedia. In response to this innovation in education, Wikipedia offered to host an online week-long editathon, 'Wiki Caribbean Earth Week', during the week of April 20, 2020, to prepare them to complete their assignment. Training topics included: "Focusing on Changing Landscapes and Critical Conversations for a Brave New World". The content submitted by two students registered in the course was selected for higher level approval, and possible inclusion on the Wikipedia site. Since its creation on January 15, 2001, Wikipedia has grown into the world's largest reference website, attracting 1.7 billion unique visitors monthly, as of November 2020. Despite skepticism about its accuracy, there are sufficient checks and balances placed on entries by its English Language administrators and Wikipedia offers one of the best sites for ensuring that regional and cultural biases in information are relieved. Growing in importance,



it remains a key site for critical intervention and contribution by our students and faculty.

The Faculty of Medical Sciences also identified the need to improve the Pharmacy Department by implementing a Sterile Compounding Pharmacy (SCP) Laboratory to support teaching, research and public health. Sterile compounding is the preparation of custom medications free of any contaminants or particles to maintain patient safety. Currently, insufficient attention is placed on the training of pharmacy students in this specialization due to the lack of the required sterile spaces needed to facilitate hands-on training locally. A lab of this kind would be the first in the English-Speaking Caribbean.

Consequently, the Pharmacy Programme at The UWI deems it a necessity to incorporate this level of training for its student body, as well as providing training for practicing pharmacists who are interested in specializing in CSP.

Targeted Interventions

Although the Faculty of Social Sciences (FSS) continued to experience a high demand for most of its programmes, targeted interventions were made to improve enrolment in specific programmes, as well as to enhance the overall student experience. For example, in Semester I of the AY 2019-2020, a number of activities were undertaken by the Faculty. These included expanding the Weekend Programme and broadening the student experience by including an Academic Advising Initiative for Undergraduate students, research-related seminars for Graduate students, a Growth Mindset intervention for Required to Withdraw (RtW) Students, as well as numerous partnerships, collaborations and student exchange opportunities from which students could benefit.

Building Resilience during Remote Teaching and Learning

The Faculty of Social Sciences played a key role in managing students' stress by assisting them to build resilience through online challenges and through the allocation of devices that helped them to transition more smoothly to remote teaching and learning. In the first days of online learning, a video entitled "Rooster Disturbs Online Class" was circulated on social media by the *Jamaica Star* which featured a lecturer in the Department of Economics requesting one of his students to mute her microphone after a rooster was

Improving the Quality of Teaching, Learning and Student Development (cont'd)

heard in her background during the class session. This prompted the Faculty to promote an “FSS Rooster Challenge” on social media to promote the rooster, the latter a symbol of new beginnings and resilience during these unprecedented times. The official FSS Instagram page @fssuwimona initiated the challenge on April 16, 2020, daring students and staff to “belt out their rooster call” on social media to symbolize their commitment and solidarity to new beginnings, new experiences and a new way of learning.

At the Western Jamaica Campus (WJC) several surveys were conducted among student populations to determine the social and economic impact of COVID-19 on student life, access to Information and Communications Technology (ICT), data support, and approaches to study. The Campus launched a *Student Access to Technology Project* within two weeks of

suspension of classes and received tremendous support from the Good Shepherd and PJ Patterson Foundations as well as the Mo’Bay City Run, which allowed the WJC to remain responsive to the needs of students. Some 30 laptops, including 15 new devices, were put into the library loan system from this project.

Development of Teaching facilities

The Caribbean’s newest and largest Confucius Institute, which was built by the People’s Republic of China at The University of the West Indies (UWI) in Kingston, was officially handed over to the Jamaican Government on Monday October 14, 2019. **The Confucius Institute Teaching Building**, constructed at a cost of US\$5 million, is situated beside the former Personnel Office on The UWI Mona Campus. It will replace an existing centre located along Gibraltar



The Confucius Institute Teaching Building



Principal Webber providing guidance to graduate students on how to approach their thesis.

Road that was launched in 2009 and, at the time, was also the first Confucius Institute to be established in the English-speaking Caribbean. The new building includes classrooms, administrative offices, a library, state of the art lecture theatre, exhibition area, small conference rooms, patio, tea break area, a generator room, and security facilities.

Student Development

Building a culture of Research

For students to immerse themselves in a culture of research they must become passionate about their own research areas, committed to results and

outputs, and excited about their discoveries of new knowledge. Regular dialogue and communication between students and faculty and consistent seminar exchanges are generally the best ways to foster a culture of research.

During the year under review, the Office of Graduate Studies and Research held three workshops and presentations to guide the academic progress of our graduate students. These included a presentation by Pro Vice-Chancellor and Principal of the Mona Campus, Professor Dale Webber, on how to approach their Thesis; a Professional Workshop which aimed to guide the graduate students on the implementation of specific characteristics and strategies to advance

Improving the Quality of Teaching, Learning and Student Development (cont'd)



ABOVE: Mr. Fabian Thomas, a transformational trainer, speaks to graduate students about strategies needed to advance ethical and character development.

LEFT: Mrs. Sandra Powell-Mangaroo engages Faculty members in a discussion on Regulations for Graduate Certificates, Diplomas and Degrees.

their ethical and character development and a Developmental Workshop for Faculty members to disseminate information on the Regulations for Graduate Certificates, Diplomas and Degrees. A fourth Developmental Workshop was held for faculty in the Faculty of Medical Sciences which included information on Regulations for Postgraduate Clinical Programmes.

The social distancing required from March 2020 onwards meant that the Campus had to step up efforts to ensure sustained contact with graduate students virtually and that events or activities that were normally held face-to-face to engage students with each other's research would be sustained through a range of strategies.

Research students in the School of Education were facilitated to attend "The Qualitative Research Conference (TQR)" in Fort Lauderdale, Florida, in January 2020. In the School of Education, an "Association of Graduate Researchers in Education (AGRE)" was founded to support research students. These seemingly routine activities that were replicated in many other departments, readily demonstrated an unwavering commitment to excellence in teaching, student centeredness, and student development. At "The UWI Student Evaluation of Teaching Awards Ceremony" on November 14, 2019, organized by the Centre of Excellence in Teaching and Learning (CELT) in association with the Office of the Deputy Principal, 43 members of academic staff were recognized and honoured for professing, practicing, and propagating these values within the Faculty.



With the outbreak of COVID-19 and the suspension of in-person activities, departments pivoted to organizing their weekly staff/postgraduate seminars online, a process that was replicated in all faculties. To enrich the learning experience of research students, and ensure the throughput rate in graduate programmes, across the Faculty of Humanities and Education, there was a commitment to holding staff/postgraduate seminars weekly. From March 5 through June 18, the Institute of Caribbean Studies held 10 online staff/postgraduate seminars while the Caribbean School of Media and Communication held 13 such seminars from March 4 to June 24. All of this meant that, despite the COVID-19 pandemic and arguably its debilitating effects on the teaching, research and learning processes, there was a dogged persistence to maintain a dynamic learning environment.

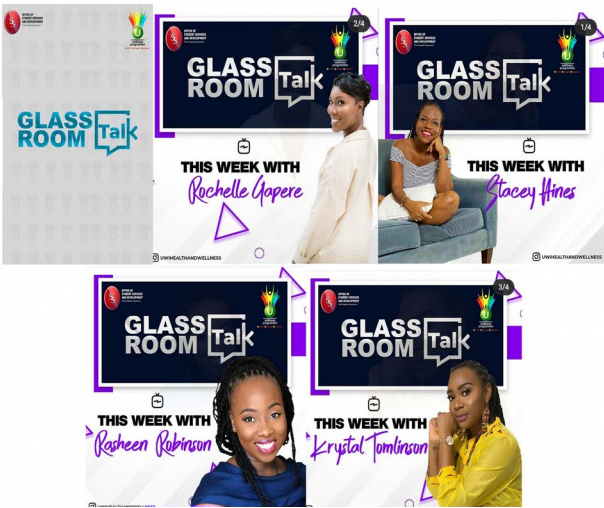
Improving the Quality of Teaching, Learning and Student Development (cont'd)

Dedicated Students' Development Programmes

Bi-Weekly Glass-room Talks

The Office of Student Services and Development (OSSD) hosted a bi-weekly Glass-room Talk on Thursdays at 3:00 pm, with live or pre-recorded discussions with students. These discussions were designed to encourage students, connect them with resources that were being made available to them - among these the services of the Counselling Unit and others that were geared to dispel anxieties associated with the Coronavirus pandemic. The first session commenced on Thursday, April 16, 2020 with speaker Mrs. Rasheen Roper-Robinson who addressed students' anxieties brought about by the sudden shift to online learning by talking them through the process and demonstrating coping mechanisms. Other talks included: Ms. Krystal Tomlinson, Founder of the Success Farm Academy who spoke about Productivity and Exercising. Ms. Rochelle Gapere, Wellness and Happiness Coach and Attorney urged students to take charge of their happiness by journaling their experiences and understanding their personal strengths and fears.

All developmental programmes within the Office of Student Services and Development embraced the current reality of digital transformation. All Halls of Residence had robust systems in place utilizing both human and digital resources to maintain student engagement in the richest sense. Programmes, such as the Health and Wellness Programme, the Orientation Programme, and the First Year Experience Programme were completely pivoted to make the virtual environment a novel yet enriching and rewarding one.



Images of Glassroom Talk series

Student Internships and Exchange Programmes

Student Exchange Programmes

The International Students Office (ISO) delivered its usual programmes to local and international students participating in the exchange/study abroad programme, special international group tours, medical elective and clerkship students and visiting partner institutions. The Mona Campus continued to receive a number of interests for new partnerships to be established or old partnerships to be expanded to include research initiatives. The following partnership agreements were renewed over the 2019/2020 period:

1. Concordia University – Canada
2. Universidade de Federal Fluminense – Brazil
3. Université de Liège– Belgium
4. Universidad de Valladolid – Spain
5. University of the Fraser Valley – Canada
6. University of Nipissing – Canada
7. University of Alberta – Canada
8. University of Saskatchewan – Canada
9. Vancouver Island University – Canada
10. Kingston University London – England

No new partnerships were finalized during the Academic Year 2019-2020. With the Campus initiating its emergency protocols and moving to the virtual delivery of programmes, by July 30, all exchange/study abroad students had returned to their home countries. The UWI, Mona students were able to return to Jamaica via chartered flights arranged by the Government of Jamaica, Belize and St. Vincent and the Grenadines. On June 13, 2020, one hundred and ten students from Trinidad and Tobago returned home by way of a chartered flight. More than 80% of the non-Jamaican student population on and off the Campus were returned to their home countries. All of these repatriations were coordinated by the ISO.

The Faculty of Social Sciences (FSS) continued collaboration with the International Office for Joint Degrees and Student and Staff Exchanges. These included: the Masters in Politics and International Cooperation (MPIC); the Canada-CARICOM Scholarship Programme for Undergraduate and Graduate Studies; the Linnaeus-Palme Fellowship (School of Global Studies, University of Gothenburg, Sweden) for students and staff; and the Erasmus+ International Credit Mobility Scholarships (University of Valladolid in Spain). Two FSS students, Miss Jessica Mayne and Mr. Ronaldo Caballero, were able to spend a semester abroad at the University of Valladolid in Spain as part of the Mobility Scholarship scheme. The FSS also negotiated the terms of the Nettleford/McIntyre Semester at Oxford University Scholarship and widened the scope of the Scholarship to include MSc students and/or junior faculty involved in research on disadvantaged communities. Ms. Asha-Gaye Cowell was the first recipient of the Nettleford/McIntyre Semester at Oxford University Scholarship.

At the Faculty of Humanities and Education, Ms. Justine-Marie Williams, a second year

Student Numbers 2019/20

	Int'l Exchange	Another UWI Campus	Total
Outbound Exchange/Study Abroad Students	22	5	27
Inbound Exchange/Study Abroad Students	27	5	32
Inbound Medical Electives/Clerkships	25	2	27

Improving the Quality of Teaching, Learning and Student Development (cont'd)

Literatures in English Major, completed a semester at Trent University for Semester 1 of the 2019-2020 Academic Year as part of an exchange programme offered under the Emerging Leaders in the Americas Program (ELAP).

From the Faculty of Science and Technology, a group of 26 students from The University of the West Indies (including from the Mona Campus) completed the China component of a 2+2 Bachelor's degree in Software Engineering with a concentration in mobile application technologies. The group spent the past two years studying at the Global Institute of Software Technology (GIST) in Suzhou, China. They represent the inaugural class of The UWI- China Institute of Information Technology (UWI-CIIT).

Student Internships: Facilitating Industry Partnerships

Although student exchange programmes suffered a downturn in activity during this annual reporting year 2019 to 2020, the Faculty of Science and Technology (FST) continued to expand the number of annual internships opportunities available to students through partnerships with local and international agencies. In 2019/2020 these included the National Commercial Bank (Jamaica), IBM (USA), Goldman Sachs (Hong Kong), and Huawei (China). The following are noteworthy in this regard: Mr. Zidane Wright, Department of Computing, was selected for the *'IBM' Research - UWI Scholars Programme* and Mr. Nathan Downer and Mr. Nathaniel Christie were selected to visit China for two weeks on the *Huawei "Seeds for the Future"* Programme in September 2019. Mr. Downer was subsequently selected for the Goldman Sachs

internship in Hong Kong following which he was offered employment in the same office. This is the second year an FST intern has been granted this opportunity.

Mr. Aleem Mahabir, from the Department of Geography and Geology, was selected for the prestigious *Clinton Global Initiative University Fellowship* to pursue work on a social initiative to provide career and skills training to young adults in underserved communities in Port of Spain. Physics graduate students Mr. Dudley Williams and Ms. Santana Lewis won internships with the Antiguan Department of Energy. Mr. Matthew Williams (Physics undergraduate) participated in the Caribbean Catastrophe Risk Insurance Facility (CCRIF) internship programme and was placed at the Meteorological Service in Trinidad and Tobago for two months. Ms. Mellisa Walker (Physics undergraduate) participated in the Sophia Short Study Programme held at Sophia University, Japan in January 2020.

The third cohort of the NCB-UWI Agile Lab/Internship Programme was implemented over the period February 10 to July 16, 2020, in collaboration with Mona School of Business and Management and the Department of Computing, UWI. Through this programme, fifteen final year Computer Science students underwent a customized 16-week experiential Internship program to fill targeted roles as software developers, customer experience and design experts, data scientists and quality assurance analysts at the National Commercial Bank (NCB).

At the Faculty of Social Sciences, the Social Work practicum students within the Department of Sociology, Psychology and Social Work were

instrumental in drafting project designs and project proposals identifying critical needs of students at the Woodford Primary School. This facilitated partnership with the Jamaica National Bank, which provided funding for tablets needed by students in grades 5 and 6. Representatives of the Social Work Unit accepted devices on behalf of the community.

Financing the Dream

Addressing the ongoing challenges faced in "Financing Tertiary Education in the Anglophone Caribbean" Alvin Wint, former Pro Vice-Chancellor Board of Undergraduate Studies at The UWI, underscored the critical role that tertiary education plays in national development and in nation building (*Caribbean Journal of Education*, Vol 28, No 2, 2006). It is an accepted fact that education is an economically and socially productive investment and one way of ensuring uptake in the system is through heavy subsidies of tertiary level institutions. Budget austerities however place additional burdens on already debt-ridden nations in their attempt to create sustainable financial incentives. Although funding sources are drawn from both the public and private sector, in the Caribbean, private sector funding relies heavily on the family and household, which limits those who can finance themselves through education to the more privileged groups. To effect sustainable and efficient tertiary-financing systems, the goal of social justice must remain prominent so that we can remove the disincentives faced by students from low-income backgrounds. It is imperative that the educational systems in Jamaica improve in quality, in

efficiency, and in equality of opportunity if education is to continue serving as important instruments for advancing the national economy. Despite the challenges of financing the dream, multiple strategies are still in place through state and civil society funding in their bid to address the problems that many students face.

Graduate Scholarships

The School for Graduate Studies and Research awarded fifty-two (52) students pursuing MPhil and PhD degrees scholarships. The scholarships were distributed amongst 38 MPhil and 14 PhD students

Donations

\$2.5m in Donations to The UWI Mona

The Most Hon. Prime Minister Andrew Holness, Leader of the Jamaica Labour Party (JLP) and Chairman of the Jamaica Labour Party Education Fund, visited The University of the West Indies, Mona Campus on Thursday, November 21, 2019 to present the institution with a contribution from the JLP Education Fund and the Prime Minister's Positive Jamaica Foundation. The collective value of this donation was JMD\$2.5m. The donation is a Grant to The UWI and will assist students who have been 'means tested' or who have otherwise been established as needing support with food, transport, books and other necessary living expenses. The conditions of the Grant dictate that no one student receives more than \$150k; and that the focus is placed on students at risk of de-registration. The Prime Minister urged that the Grant should assist students with tuition, provided that the assistance amounts to 60% of their fees. Students will also be

Improving the Quality of Teaching, Learning and Student Development (cont'd)



(L-R) President of the Guild of Students, Christina Williams; Deputy Principal, Prof. Ian Boxill; Prime Minister, Andrew Holness all pictured at the Handing Over hosted at The UWI Mona Campus, in the Council Room on Thursday, November 21, 2019.



From left: Christina Williams, President, The Guild of Students; Pro Vice-Chancellor and Principal of the Mona Campus, Professor Dale Webber; Chancellor of The UWI, Mr. Robert Bermudez and Campus Registrar, The Mona Campus, Dr Donovan Stanberry.

asked to “pay it forward” in voluntary service, the specifics of which will be at the discretion of the University, and to make a commitment to contributing to a Student Assistance Fund when they enter the world of work. In this way they would in turn assist other students who took a chance to come to the University.

UWI Chancellor Matches PM’s Donation to the Mona Campus

Thirty-four (34) students studying at The UWI’s Mona Campus benefitted from a donation by the University’s Chancellor, Mr. Robert Bermudez, during the last examination period in December 2019. The

Chancellor’s donation matched that of the Prime Minister of Jamaica and substantially increased the pool of funds available for students in need of financial support. Chancellor Bermudez officially presented the Mona Campus with his personal donation of \$1.5m on Friday, January 17, 2020. The Mona Campus received the funds on December 5, 2019. Since then, 34 students studying at the Mona Campus have benefitted including 33 Jamaicans and one (1) Trinidadian. Four (4) of the Jamaican students currently study at The UWI Mona Western Jamaica Campus (UWI-WJC). The Chancellor explained that the donation was a Grant to The UWI Mona intended to support students who were at risk of being de-

registered. The donation to Mona specifically was due to the unique challenge of students facing de-registration as a result of non-payment of tuition fees, noting that other students of The UWI are fully sponsored by their respective Governments.

Student Employment

Employment opportunities on the Campus continue to assist students with financial challenges to achieve an education. The Library is one of the largest recruiters of student employees for both undergraduates and

postgraduates. Students were recruited to assist with the execution of various services at the Library and work at all branches including our Branch Library in WJC. For the reporting period approximately two hundred students were employed.

Faculty Contributions

Faculties ensured that students were supported in a range of funding options in order to help ease financial burdens. Such funds were raised in partnership with internal and external stakeholders.

Assistance to First Degree Recipients by Faculty, 2019-20

	Books	Bursary	Grants	Meals	Scholarship	Total
Engineering	0	78	1	1	27	107
Gender & Development	0	3	0	0	3	6
Humanities & Education	0	96	21	11	84	212
Law	1	55	16	4	130	206
Medical Sciences	1	549	54	23	223	850
Science & Technology	1	221	68	18	191	499
Social Sciences	3	573	112	22	333	1043
Sport	0	4	2	1	19	26
Total	6	1579	274	80	1010	2949

Improving the Quality of Teaching, Learning and Student Development (cont'd)

Assistance to First Degree Students by Value and Faculty (\$JMD), 2019-20

	Books	Bursary	Grants	Meals	Scholarship	Total
Engineering	0	20,214,332	100,000	6,300	15,461,274	35,781,906
Gender & Development	0	300,000	0	0	1,376,093	1,676,093
Humanities & Education	0	8,636,264	939,471	150,520	19,355,617	29,081,872
Law	20,000	4,266,000	1,237,141	67,500	45,691,455	51,282,096
Medical Sciences	15,000	509,032,495	3,552,819	303,760	109,497,895	622,401,969
Science & Technology	40,000	23,779,925	3,346,036	180,420	60,103,321	87,449,701
Social Sciences	100,000	53,695,238	6,085,493	238,140	83,014,087	143,132,959
Sport	0	400,000	162,218	7,200	6,286,582	6,856,000
Total	175,000	620,324,254	15,423,178	953,840	340,786,324	977,662,596

Recognizing Excellence

The Mona Campus is pleased to celebrate this year those who have achieved excellence in a range of fields, their recognition confirming the calibre of our students.

Special Awards

Graduate students Ms. Jhannel Tomlinson (Department of Geography and Geology) and Mr. Rickardo Anderson (Department of Physics) received the Prime Minister's Youth Awards for Environmental Protection and Academics respectively.

Three Geography and Geology graduate students - Kristinia Doughorty, Aleem Mahabir and Romario Anderson - were selected as winners (Crime and Security category) from a pool of over 100 entrants in the 2020 *Democratizing Innovation in the Americas (DIA) Labs Ideathon* competition.

The competition served as a platform for young professionals to start long-term projects in community building by seeking out innovative solutions to combat the impact of the fast-spreading COVID-19 pandemic in the sectors of education, health, economic relief and crime and security. The three-member team, assisted by Dr. Robert Kinlocke (Lecturer in Geography and Geology) proposed a solution to projected increases in crime rates due to the major economic disruptions from the unprecedented global effort being undertaken to flatten the COVID-19 curve.



Ms. Jhannel Tomlinson with Prime Minister of Jamaica, the Most Hon. Andrew Holness



Mr. Rickardo Anderson with Prime Minister of Jamaica, the Most Hon. Andrew Holness

Improving the Quality of Teaching, Learning and Student Development (cont'd)



Ms. Melissa Curtis (Geography and Geology) Recipient of the Esri Young Scholars Award for 2019

Ms. Melissa Curtis, graduate student in the Department of Geography and Geology, was one of the recipients of the Esri Young Scholars Award for 2019. Winners are honored each year at the Esri User Conference. The program recognizes the exemplary work of current undergraduate and graduate majoring in geospatial science disciplines at international universities. Melissa was invited to present a poster at the ESRI GIS conference in San Diego in July 2019, where she also received her award from the Head of

ESRI. In 2019, 31 Young Scholars were awarded from 6 continents. Their work covered topics including transit, natural hazards, habitat, urban planning, historical monuments, and much more. Melissa’s poster was entitled: *Water Resources Assessment of the Rio Cobre Basin, Jamaica, using GIS*.

Achievements in Sports

The Athletic Development and Training Section of the Mona Academy of Sport continued to extract excellence from our athletes. At the Intercollegiate level the male football team won first place and the female team placed third. Both male and female basketball teams copped second place whilst the netball team placed first and the B-League netball team placed second. The rugby team secured second place in the *Rugby Nines New Years’ Competition* and the male football team retained first place in the *Greg Garrell Knockout Football Competition*.

Competitions for other sports were halted prematurely due to the COVID-19 pandemic. Shamera Sterling was selected for the national netball team and continues to hold her ranking among the top five best defenders in the world. Our swimmers participated in two swim meets which were hosted by the Inter-Secondary Schools Sports Association (ISSA) and won as top intercollegiate team in both. The Mona Academy also had representation at the World Championships by coaches Okeile Stewart, Kerry-Lee Ricketts and Julian Robinson. Year 1 student Roneisha McGregor copped a silver medal in the 4x4 mixed relay and bronze in the 4 x 400m relay. Former Scholarship athletes Rushelle Clayton secured a bronze medal, while Shenieka Ricketts and Fedrick Dacres both secured a silver medal.

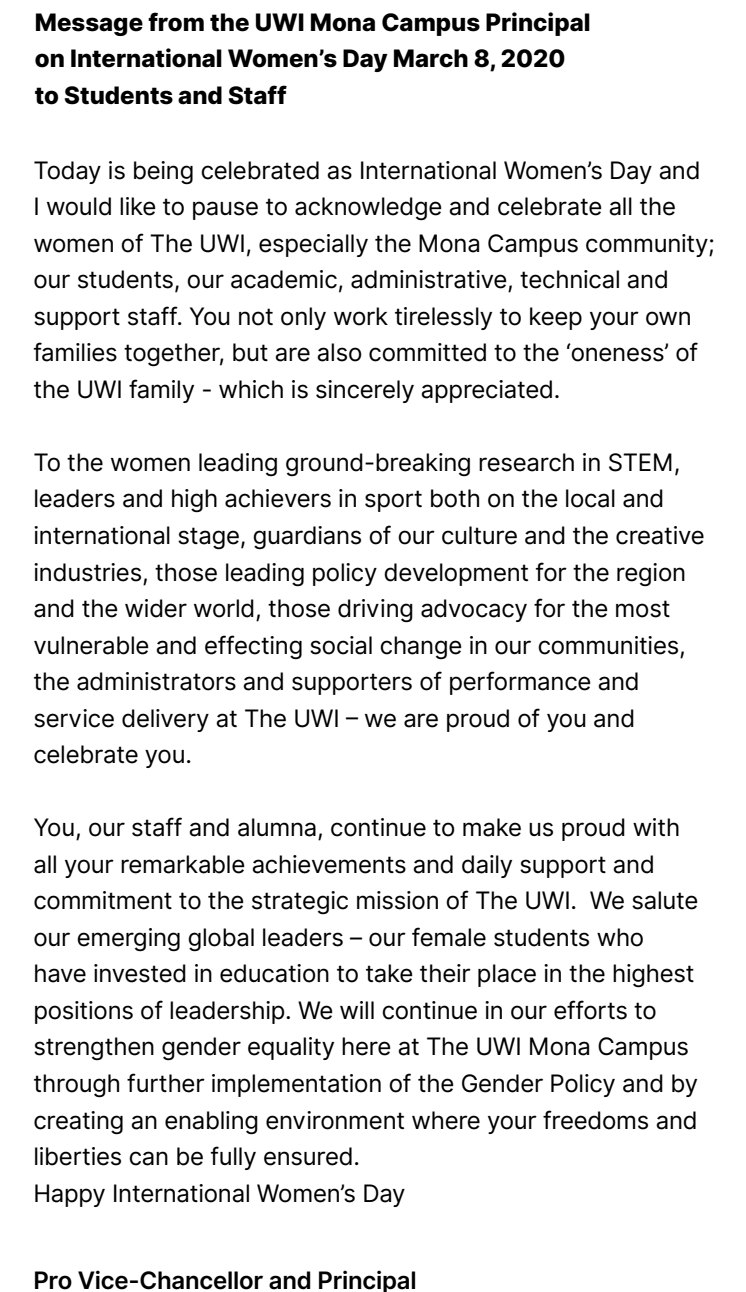
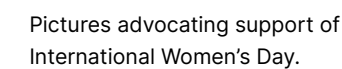
Student Photo Gallery

Career Expositions



The twenty-ninth (29th) Annual Career Exposition was held on Thursday February 27 and Friday February 28, 2020. It focused on helping students at all levels to research career information and network with prospective employers while becoming aware of the labour market demands. The twenty-two Booth Holders, displayed information under the theme of the Exposition “Learn, Connect, Level Up!” The Booth Holders continue to view the Exposition as very beneficial to organizations and students. They commended the way in which the event was organized.

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Student Photo Gallery

Activism

A.Z Preston Hall's Drink Right programme

Nineteen (19) ambassadors were selected in 2019 for participation in the A.Z Preston Hall's Drink Right programme. This initiative aims at nurturing a group of student ambassadors to practice responsible drinking and influence their peers to do the same. The objectives of the programme were to train ambassadors about: (i) drinking responsibly; (ii) how to influence others as a Drink Right ambassador; (iii) how and when to intervene when peers are engaging in substance abuse. The programme reached out to the corporate brand; Red Stripe, (I pledge to Drink Right Campaign), and the government's National Family Planning Board (NFPB) assisted with shirts, hats, arm bands, condoms, lubricants and flyers. The student ambassadors distributed a total of 500 lubricants, 720 condoms, 480 bottles of water, 200 cups of soup and over 500 Drink Right armbands to patrons at Preston's Mask-A-Raid event. The ambassadors were interactive, vigilant and displayed qualities discussed in the training sessions.



Male Student Leaders and Hon. Dr Horace Chang, Minister of National Security at a forum themed: *State of Awareness*. The Office of Student Services and Development organized the Forum in partnership with the Western Jamaica Campus student-led Council. The goal of the forum was to build awareness and activism around the high prevalence of crime in Montego Bay and effective measures that can be implemented to curtail this social ill and to discuss the effectiveness of the then state of Emergency in the Western Region of Jamaica.

Matriculation and Welcome Ceremony



Student Photo Gallery

Orientation



Homecoming

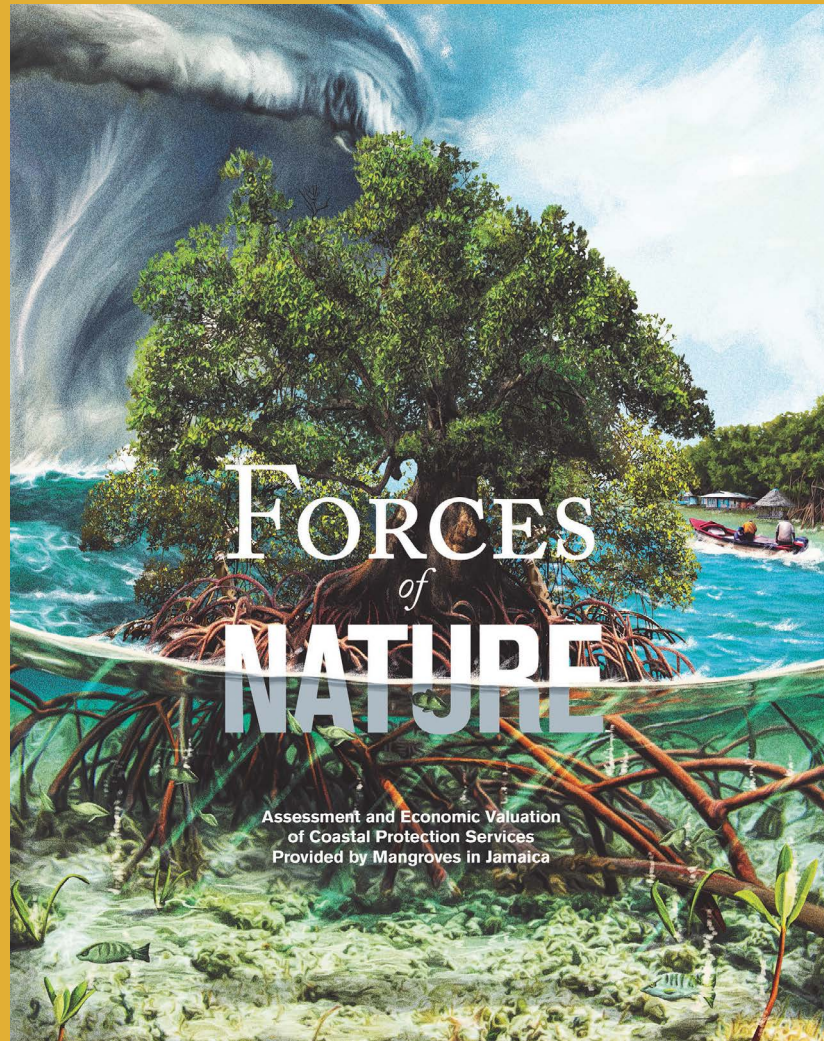


Student Photo Gallery

Graduation



Fostering a Culture of of Scholarship and Research



The UWI remained steady in its efforts to tackle the ongoing challenges that threaten the sustainable development of the region. Our footprint was evident in areas that required expertise and thought leadership on climate change, disaster risk reduction, and the use of environmental and natural resources. During the period under review, our researchers were unswerving in their commitment to add The UWI voice to policies and plans that enhance stakeholder capacity to respond to shifts in our physical, economic, natural and social environments.

A team of researchers from The UWI responded to the call of the Government of Jamaica (GoJ) through the National Environment and Planning Agency (NEPA), and the Office of Disaster Preparedness and Emergency Management (ODPEM) to conduct an assessment of the mangroves in Jamaica. A project by the World Bank Funded Program on Forests (PROFOR) entitled “Assessment and Economic Valuation of Coastal Protection Services provided by Mangroves in Jamaica” was rolled out from September 2017 to November 2019.

The project aimed to examine and evaluate the ways in which mangrove ecosystems are protecting coastal communities from natural hazards such as tropical storms and resultant shoreline erosion. The team included The University of Santa Cruz, Environmental Hydraulics Institute, The Nature Conservancy, Dr. Peter Edwards and The University of the West Indies’ Department of Geography and Geology, Centre for Marine Sciences & International Centre for Environment & Nuclear Sciences.

The project was the first of its kind where a multidisciplinary team from UWI got together to fulfil a project which aimed to provide feasible soft solutions for flooding in coastal communities in Jamaica. The UWI team included Dr. Arpita Mandal, Dr. Rose Ann Jasmine Smith, Dr. Taneisha Edwards, Dr. Robert Kinlocke, Prof. Simon Mitchell, Prof. Mona Webber, Ms. Patrice Francis, Mr. Camillo Trench, and Dr. Adrian Spence. The team was contracted at a cost of US\$90,794 to conduct site analysis (habitat status, ecosystem services and habitat risk assessments) in the communities of Portland Cottage, Clarendon; Bogue, St. James; and Salt Marsh, Trelawny. The UWI also provided hands-on training on the evaluation of mangrove status and disseminated information.

The project is specifically aligned with the National Development Plan, Jamaica Vision 2030, and the World Bank Country Partnership Strategy (CPS FY14-17) and



Mangrove Monitoring and Evaluation Manual produced by The World Bank

will support the GoJ's effort to achieve its National Development Goal of securing a healthy natural environment. The project is also aligned to Goal 4 of Vision 2030, which aims to secure a healthy and natural environment for the island of Jamaica, and the initiative will also complement Outcome 13- “Sustainable Management and Use of Environmental and Natural Resources” and Outcome 14 - “Hazard Risk Reduction and Adaptation to Climate Change”. The outcomes of the project will aid in developing policies and plans for disaster risk reduction that impact on tourism, agriculture and fisheries, and the business sector, thus assisting Jamaica in meeting the requirements of the Sendai Framework and The State of the Jamaican Environment (in progress). The outcomes of the project are also aligned with the United Nations Sustainable Development Goals 13 and 14 which target Climate Action and Life on Land.

Two central documents produced from the project are, ‘A Mangrove Monitoring and Evaluation Manual for Jamaica’ and ‘The Forces of Nature’.

Fostering a Culture of Research and Scholarship

At the Matriculation and Welcome Ceremony, 2019 on the Mona Campus, the Principal and Pro Vice Chancellor, Professor Dale Webber reminded the gathering: *“The University of West Indies was recently ranked as the 4th best institution in the area of international outlook; 37th overall out of 129 best universities in the Caribbean and Latin America; and 26th in the criteria of research by the Times Higher Education rankings for this region of the world. Our undergraduates, graduate students and faculty can rest confident that we continue to strive for excellence in everything we do especially in the area of diversifying our programme offerings and encouraging a strong culture of research that results in high quality work that can be deployed in both the areas of improving the quality of lives for all and boosting the economic prospects of our region especially in the area of entrepreneurship and innovation.”*

The reputation of the Mona Campus has been built on multiple factors, especially important among these have been the standing and quality of research output alongside premium teaching and providing a rewarding university experience to students. All of these work harmoniously to foster a dynamic culture of research and scholarship. The Campus fully understands that successful and innovative research drives our staff and students, creates the link with entrepreneurship and are the funnels through which academia influences the public and private sectors, thus expanding the quality of life for communities and nations.

Great research builds a stronger reputation, which

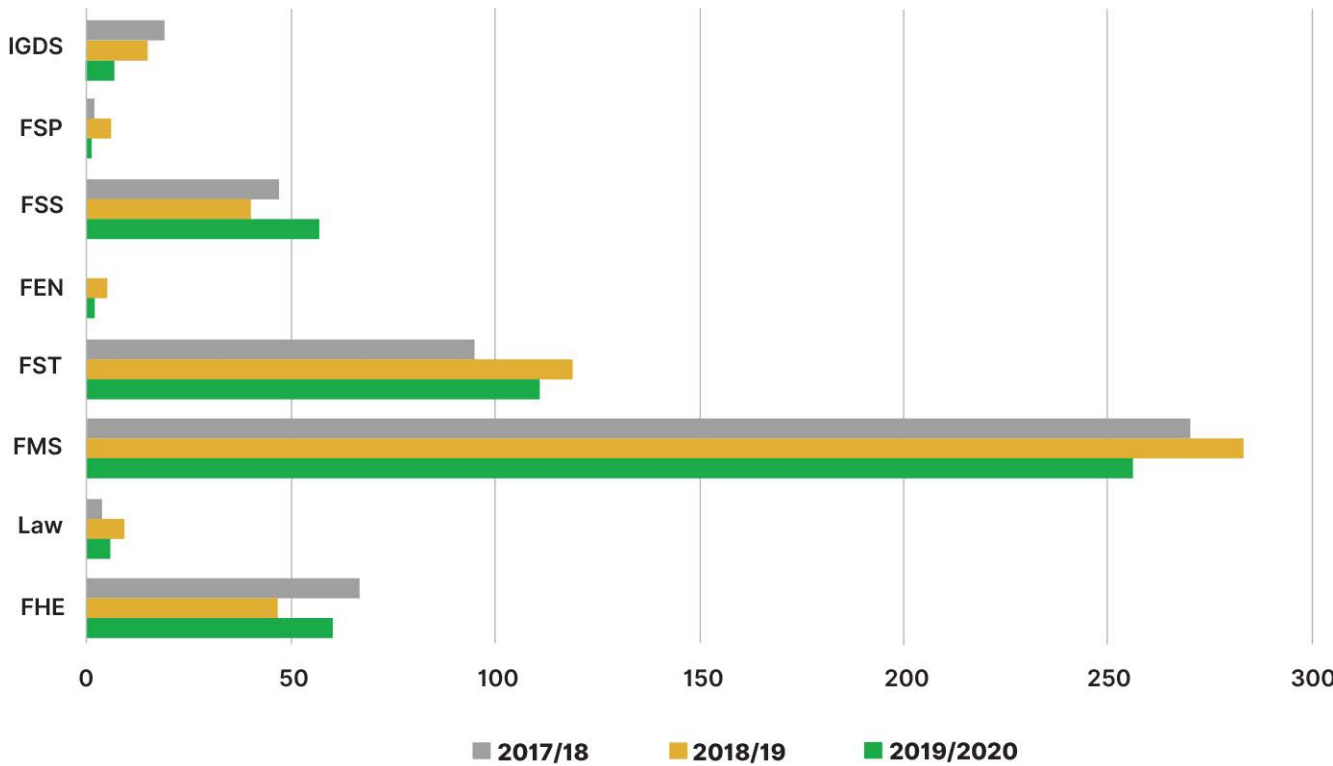
in turn attracts the sharpest and most original-thinking staff who discover, analyze and create, and most importantly bring the wealth of their knowledge into the classroom. Students learn best from those who are engaged and impassioned about their subject areas. The Mona Campus places research, innovation and resulting outcomes of entrepreneurship high on its priorities consistently each year.

Research Publications

Publications in reputable journals or sites that have the greatest research impact have always been one indicator of the path-breaking work carried out by our scholars and students. The linking of The UWI to the *Times Higher Education* University Ranking system has generated greater competitiveness and expectations of individual and group research output. Novel research findings and innovative methods in carrying out research remain the cornerstone of our University. Although facing the usual challenges of time and funding, a summary of some examples of the research output for various faculties and departments reveals that the year 2019 to 2020 continued to be a productive one.

The Faculty of Medical Sciences led the way in producing the most publications followed by the Faculty of Science and Technology. More collaborative research was evident in both Faculties whilst the Arts and Humanities had a greater output of independent research produced in book chapters and monographs and creative and cultural works.

Publication Output by Faculty



Collaborative Research Initiatives

In response to the COVID-19 pandemic, The UWI Mona Campus activated a research cluster that connected researchers with expertise in various disciplines in a multi-campus, multi-disciplinary system, which was driven by the Faculty of Social Sciences (FSS). The research cluster examined Small Island Developing

States and the Sustainable Development Goals (SDGs) in the wake of the COVID-19 pandemic and targeted large international research grants with the goal to generate and promote awareness of research opportunities for potential postgraduate students as well as for research collaborations with staff and students in other universities.

To facilitate collaborative research and to respond to national or regional issues, the Faculty of Science

Fostering a Culture of Research and Scholarship (cont'd)

and Technology established six (6) research groups or committees. They included *The Sargassum Research Group*, *The Cannabis Research Committee*, *The Scanning Electron Microscope Committee* - to prepare and submit a joint application to an external entity for funding a new Scanning Electron Microscope (SEM), *The Research Computing Group* - to maximize the use of SPARKS – The UWI Super Computer, *The MSc Science Education Committee* - to propose an inter-faculty and inter-departmental Masters programme in Science with Education, and *The Environmental Monitoring Group*. The Sargassum Group has garnered reasonable funding since being set up while the Environmental Monitoring Committee has made submissions for two substantial research grants.

The Department of Geography and Geology re-organized its research efforts around four themes: *Disaster Studies*, *Geospatial Research*, *Water Resources*, and *Coastal Environments*. In support of its efforts, the Department revived the Unit for Disaster Studies (UDS), renamed the Map & Image Library (as the Geospatial Support Group -GSU) and, formalized the Caribbean Environments Research Group (CERG) and the Water Studies Group (WSG). To strengthen the geospatial capacity of the Department, 7 high-performance computers and 20 research tablets were acquired in January 2020. The computers and the research tablets are important assets for the GSU, which will function as the hub of geospatial expertise across the Department, and a mechanism for engagement and collaboration with external partners.

Rapid Research Response to Global and Regional Health Demands

Members of the Faculty of Social Sciences spearheaded several research projects in response to the COVID-19 pandemic. These included:

1. Rapid Response Survey to COVID-19 - Dr. Kavita Johnson
2. Rural small farmer households and income shocks from COVID – Dr. Patricia Northover
3. The impact of COVID-19 on the employment of Household Workers in Jamaica - Dr. Heather Ricketts
4. The effect of COVID-19 on Caribbean Democracy - Dr. Lisa Vasciannie
5. Estimating the impact of COVID-19 on Jamaican MSMEs - Professor David Tennant
6. The Socioeconomic Impact of COVID-19 on Children in Jamaica – Dr. Kelly-Ann Dixon-Hamil

Producing new scholars

In a synoptic way the net benefit of keeping the learning environment agog can be seen in the postgraduate students who worked successfully to defend their dissertations between April and July 2020. These included 7 PhD and 10 MPhil students from across the Faculties of Science and Technology, Humanities and Education, Social Sciences and Medical Sciences. These students will add expertise to areas of environment biology, cultural studies, education, zoology, mathematics and molecular biology.

Support for staff

Improving Writing Skills

In the Academic Year 2019-2020, the Faculty of Social Sciences (FSS) continued to emphasize and showcase the importance of high-quality, impactful research by encouraging and supporting the work of its academics through a number of research initiatives. These included a Writers' Retreat, Research Grant Writing Workshop, and the provision of a Writing Room to enhance research and publications through academic writing. Faculty members also used interdisciplinary and innovative approaches to identify and address relevant Caribbean issues through impactful COVID-19 research.

Research Seminars

The Caribbean School of Media and Communication (CARIMAC) continued to host their weekly Academic Staff Research Seminars. These were held out of a need to enhance the research productivity at CARIMAC. Staff identified seven broad research areas to guide how the School would gather data to understand Caribbean media and communication experiences; these were: 1) Communication for Development; 2) Media Design, Production and Industry; 3) Communication Policy and Professional Practice; 4) Human Communication and Technology; 5) Media Cultures and Society; 6) Strategic Integrated Communication; and 7) Journalism Practice.

Selected Conferences and webinars across Campus held face-to-face and online Academic Year 2019 to 2020

Faculty/Entity	Conference/Workshop/Seminar/Lecture/Webinars
Dept. of Literatures in English	"Career Skills Workshop" September 7, 2019 and January 9, 2020
CARIMAC	"DigiTimes 2020 – Journalism in Small Island Developing States: Challenging Parochial Mindsets" June 5, 2020
Department of Literatures in English	Mervyn Morris, "The Cunny Louise Bennett: Values and Craft" (13th Edward Baugh Distinguished Lecture), 19 November, 2019
Department of Library and Information Studies	Sean Thorpe, "Artificial Intelligence for Next-Level Library and Information Studies" (Daphne Douglas Distinguished Lecture), 5 March, 2020
Caribbean School of Media and Communication	Julian Rogers, "Gatekeepers and Reporters: Rethinking Journalism Practice in Multimedia Platforms," (Virtual 10th Annual CARIMAC Aggrey Brown Distinguished Lecture), 27 May, 2020
Modern Languages and Literatures	"Exploring a Kaleidoscope of Best Practices in the Teaching and Learning of Foreign Languages" (11th Foreign Language Conference and Annual General Meeting) 6 February, 2020 Professor Paulette Ramsay, "Columbus in the Academy: Centering more than ten decades of research in Afro-Hispanic Literatures and Cultures, 1867-2019" (Inaugural Professorial Lecture) 29 November, 2019

Fostering a Culture of Research and Scholarship (cont'd)

Faculty/Entity	Conference/Workshop/Seminar/Lecture/Webinars
School of Education	The Caribbean Association for the Advancement of Curriculum Studies (CAACS) Virtual Conference, 12 March, 2020
Institute of Caribbean Studies	Ms. Dahlia Harris, "Groundings with Miss Lou and Walter Rodney: Community, Activism, and Mass Education" (Annual Walter Rodney Lecture) 17 October, 2019
Department of Language, Linguistics and Philosophy	Hazel Simmons-McDonald, "Vernaculars at Centre-Issues of Language Status and Power Revisited" (5th Cassidy Le Page Lecture), 29 October, 2019
Department of History and Archaeology	CAPE History (Unit One), March 7; and CAPE (Unit Two, virtually delivered), April 8.
FHE School of Education	"Writing Journal Articles" June 25, 2020
Faculty of Science and Technology (FST) Department of Chemistry	"The Mona Symposium: Natural Products & Medicinal Chemistry" January 6-9, 2020
FST - Department of Computing	"Understanding Data" September 2019
FST The Department of Physics, the Caribbean Climate Innovation Centre (CCIC) and the Mona Entrepreneurial and Commercialization Centre (MECC)	"Fostering Business Creation through CleanTech Innovation" on Thursday, October 31, 2019
FST - Department of Geography and Geology, the Caribbean Catastrophe Risk Insurance Facility (CCRIF) and The UWI Open Campus	"Disaster Risk Financing for SIDS" between July 8 and 29, 2020
FST - Department of Chemistry	"The Mona Symposium: Natural Products & Medicinal Chemistry" from January 6 – 9, 2020
FST - Department of Physics, Caribbean Climate Innovation Centre (CCIC) and the Mona Entrepreneurial and Commercialization Centre (MECC)	"Fostering Business Creation through CleanTech Innovation" on Thursday, October 31, 2019
WJC	"State of Awareness Public Forum" October 31, 2019
FST - Department of Geography and Geology, the University of South Pacific (USP) and the United Nations Pacific Financial Inclusion Programme (PFIP)	"Perspectives on implementing evidence-based climate finance" December 2019
Faculty of Social Sciences (FSS)	"Virtual OurVLE training" held over three days (March 23, 25 and 27, 2020)

Faculty/Entity	Conference/Workshop/Seminar/Lecture/Webinars
FSS	"FSS Admin OurVLE Training for Administrative Staff" held on May 22, 2020
FSS	"Designing Multiple Choice Questions and Take Home Exams" held on April 9, 2020
FSS	"How to Use Turnitin" held on May 8, 2020
FSS	"Creating and Grading Multiple Choice, Short Answer and Essay Questions in OurVLE" held on May 26, 2020
FSS	"Findings of the Regional Disability Index for 2018-2019"
FSS	The 4th UWI Centre for Disability Studies Regional Disability Studies Conference in March 2020
FSS	"Men Affirming Women" for International Women's Day 2019 March 8, 2020
FSS	Fathers Matter Symposium March 10, 2020
FSS	Presentation on "Rural Youth and the Importance of Self Love" April 20, 2020
FSS	Presentation on "His Needs: How to Live with Men" June 26, 2020
FSS	Presentation on "Patriarchy, Women and IPV" July 31, 2020
FSS	"Violence in Jamaica" May 7, 2020
FSS	Presentation on "Gang Violence and its Impact on Jamaica" July 25, 2020
FSS	Presentation on "Gender Dimensions of Violence Prevention" July 15, 2020

Research and Publication Grants

The allocation to the Mona Campus for the 2019/2020 academic year was as follows:

- Research and Publication – **J\$6,294,381.08 (Staff)**
- Postgraduate Research – **J\$37,879,755.26 (Students)**

Thirty-two (32) applications for funding were received in October 2019 and seventeen (17) grants totaling

JMD\$4,229,470.78 were approved; five (5) were for staff grants (i.e. JMD\$484,414.98) and twelve (12) (i.e. JMD\$3,745,055.80) were student grants to support the sourcing of equipment and supplies, research assistance, presentation of papers and posters at international meetings/conferences and research training at other institutions.

A further fifty-nine (59) applications for funding were received in February 2020, with twenty-seven (27)

Fostering a Culture of Research and Scholarship (cont'd)

grants totaling JMD\$6,818,568.59 being approved. Six (6) (totaling JMD\$756,300.00) were for staff grants and twenty-one (21) (JMD\$6,422,521.09) were student grants.

Research Mentorship and Support

An initiation began with the engagement of leadership and faculty of The UWI School of Nursing, Mona (May – July 2020) to design and pilot a model for research mentorship and support, with the aim of expanding research output. The model also focused on sustainability, through the identification and development of new research leaders and coaches within the School. Resource materials were developed to support the process: ‘Converting Your Thesis to a

Manuscript: A Brief Guide’ and ‘Your Guide to Writing a Short Article’. Notably, some early outcomes of the engagement included:

- The Development of nine research hubs to support research-working groups around specific subject areas;
- Increased access to research support – via online methods – WJC & Mona Campuses incorporated;
- Identifying skill sets of research hub/team members;
- Identifying [new] research leaders – being coached and supported by senior team;
- Technical support for conversion of thesis to manuscript;

TEACHING/LEARNING

PROFESSIONALISM

LIFE COURSE STUDIES

CHRONIC DISEASES

MENTAL HEALTH

HEALTH CARE SERVICES & SUPPORT

HEALTH EDUCATION/ HEALTH PROMOTION

MATERNAL HEALTH/ CARE & MIDWIFERY STUDIES

CLINICAL PRACTICE/ MANAGEMENT

- Team initiation activities – identification and publication of short articles.

Team initiation activities across research hubs blossomed into a number of ‘low hanging fruits’:

- i. Development of a blog ‘Mind Matters’ (Mental health hub);
- ii. Dialogue with the Opinion Editor at the *Gleaner* which resulted in the publication of a series of Feature articles marking the Year of the Nurse 2020;
- iii. The staging of the 28th Faculty of Medical Sciences Annual Research Conference & Workshops.

Outstanding Researchers

Tracy Robinson, Senior Lecturer and Deputy Dean, Graduate Studies and Research, Faculty of Law, was appointed to a three-person Independent Fact-Finding Mission on Libya. The Fact-Finding Mission on Libya was established by the Human Rights Council on 22 June 2020, *inter alia*, to document alleged violations and abuses of international human rights law and international humanitarian law by all parties in Libya since the start of 2016.

PRINCIPAL’S RESEARCH DAY AWARDEES 2020
Award - Best Research Publication

Faculty	Recipient	Title of Publication
HUMANITIES AND EDUCATION	Dr. Françoise Cévaër	L’art de La Perte Dans Parabole Du Failli de Lyonel Trouillot
	Dr. Michael Bucknor	Horizons of Desire in Caribbean Queer Speculative Fiction: Marlon James’s John Crow’s Devil
	Dr. Zachary Beier	Households and Dwelling Practices at the Cabrits Garrison Laborer Village
	Dr. Canute Thompson	Reimagining Educational Leadership in the Caribbean
	Dr. Clavia Williams-McBean	The Value of a Qualitative Pilot Study in a Multi-Phase Mixed Methods Research
SCIENCE AND TECHNOLOGY	Ms. Deanna Rose Prof. Mona Webber	Characterization of microplastics in the surface waters of Kingston Harbour, Jamaica. Science of the Total Environment 664:753-760. IF- 5.589
	Mr. Da-Vaugh Sanderson Prof. Mitko Voutchkov Prof. Nouredine Benkeblia	Bioaccumulation of cadmium in potato tuber grown on naturally high levels cadmium soils in Jamaica
	Dr. Tanya Kerr	The Use of Raman Spectroscopy to monitor phase changes in concrete following high temperature exposure.

Fostering a Culture of Research and Scholarship (cont'd)

AWARD - BEST RESEARCH PUBLICATION (cont'd)

Faculty	Recipient	Title of Publication
SOCIAL SCIENCES	Prof. Edward Ghartey	Asymmetries in exchange rate pass-through and monetary policy principle: Some Caribbean empirical evidence, in North American Journal of Economics and Finance 47, 325-335, 2019
	Dr. Charlette Donalds	Toward a cybercrime classification ontology: A knowledge-based approach. Computers in Human Behavior, 92, pp. 403-418, Marc 2019.
	Dr. Dacia Leslie	Recidivism in the Caribbean: Improving the Reintegration of Jamaican Ex-Prisoners, Palgrave McMillan
MEDICAL SCIENCES	Dr. Colette Cunningham-Myrie Dr. Tamika Royal-Thomas Dr. Althea Bailey Mrs. Joy Harrison Prof. Marvin Reid	Use of a public park for physical activity in the Caribbean. Evidence from a mixed methods study in Jamaica. BMC Public Health 2019; (19):84
	Dr. Tracey Gibson Dr. Michelle-Ann Reece-Mills Dr. Corrine Sin Quee-Brown Mrs. Naomi Palmer-Mitchell	Baseline characteristics and outcomes of children with cancer in the English-speaking Caribbean: A multi-national retrospective cohort. Pediatr Blood Cancer 2018 Dec;65(12): e27298. Doi:10.1002/pbc.27298
	Dr. Chukwuemeka Nwokocha Dr. Isheba Warren Dr. Magdalene Nwokocha Dr. Sharon Harrison Dr. Rory Thompson	Modulatory Effect of Guinep (Melicocus bijugatus_JACQ) Fruit Pulp Extract on Isoproterenol-Induced Myocardial Damage in Rats. Identification of Major Metabolites Using High Resolution UHPLC Q-Orbitrap Mass Spectrometry. Molecules. 2019 Jan 10;24(2). Pii: E235. Doi: 10.3390/molecules24020235
	Dr. Kwesi Marshall Dr. Sharon Howell Dr. Asha Badaloo Prof. Marvin Reid Dr. Norma McFarlane-Anderson Dr. Colin McKenzie	Exploring putative genetic determinants of inter-individual phenotypic heterogeneity in sickle cell disease: A cross-sectional Jamaican cohort-based study. Blood Cells Mol Dis. 2018; 73:1-8

AWARD – MOST OUTSTANDING RESEARCHER OR RESEARCH ACTIVITY

Faculty	Recipient	Title of Research
HUMANITIES AND EDUCATION	Dr. Canute Thompson	1. Attitudes of School Administrators and Stakeholders Towards School (A) 2. Towards an Activist Agenda of Philosophy of Education 3. Exploring Teachers' Perspectives on Effective Organizational Change Strategies 4. Reimagining Educational Leadership in the Caribbean
	Dr. Therese Ferguson	1. SDG4 – Quality Education: Inclusivity, Equity and Lifelong Learning for All 2. Discourse and Communication for Sustainable Education 3. Addressing Anti-Social Behaviour and Violence as Barriers to Learning: Lessons from Jamaica's Change From Within Programme 4. Technical and Vocational Education and Training Curricular Subjects at the Lower Secondary Level in Jamaica: A Preliminary Exploration of Education for Sustainable Development Content 5. More Than Therapeutic: The Role of the Change From Within Programme's 'Circle of Friends' in Leadership Development to Address Violence 6. An Exploration of Inclusivity for persons with disabilities in Disaster Risk Management Planning at the National and Local Government levels in Jamaica 7. Climate Change Education for Sustainable Development 8. Critical Thinking and Sustainable Development
SCIENCE AND TECHNOLOGY	Dr. Andrea Goldson-Barnaby	1. Biochemical properties of tree ripened and post-harvest ripened Mangifera indica (cv. East Indian). International Journal of Fruit Science. 2019, 1-12. doi.org/10.1080/15538362.2019.1596866. 2. Anatomic features and antioxidant activity of cotton seed (Gossypium hirsutum L.) genotypes under different irrigation regimes. Journal of Plant Growth Regulation. 2019, 1-14. doi:10.1007/s00344-018-9899-3. 3. Physiological traits and anatomic structures of the seed for two short cotton season genotypes (Gossypium hirsutum L.) under water stress. Journal of Integrative Agriculture. 2019, 18: 2-11. doi: 10.1016/S2095-3119(19)62619-5. 4. Free radical scavenging capacity, carotenoid content and NMR characterization of Blighia sapida aril oil. Journal of Lipids. Volume 2018, Article ID 1762342, 7 pages. doi:10.1155/2018/1762342 5. Lauric acid composition of Cocos nucifera (coconut) oil. Seed Technology, 2018, 39(1), 73-79. https://stjournal.org/volume-39-no-1-2018/

Fostering a Culture of Research and Scholarship (cont'd)

AWARD – MOST OUTSTANDING RESEARCHER OR RESEARCH ACTIVITY (cont'd)

Faculty	Recipient	Title of Research
SCIENCE & TECHNOLOGY	Dr. Peter Nelson	1. A Theoretical assessment of the primary hydration shell formation for calcium pyrophosphate
		2. Spectroscopic, optical sensing and RedOx behaviour of 1, 5-diphenylcarbazone
		3. 1H-indazoles from phenylhydrazienes: A Exploratory DFT study of a possible Intramolecular Evolutionary synthetic Route.
		4. Preparation and Properties of Some Ion Selective Membranes: A Review.
	Dr. Venkateswara Rao Penugonda	1. Spectroscopic and electrical investigations of copper ions in PbO–GeO2 glasses
		2. Spectroscopic and thermal analysis of lead-free multipurpose radiation shielding glasses
		3. Optical absorption and photoluminescence properties of vanadium ions in 'lithium- tungsten-borate' oxide glasses
		4. Role of molybdenum ions in lead zinc phosphate glass system by means of dielectric studies
		5. Analysis of red mud doped Bi2O3-B2O3-BaO glasses for application as glass solder in radiation shield repair using MCNPX simulation
SOCIAL SCIENCES	Dr. Nekeisha Spencer	1. (& collaborator) Victimization and Life Satisfaction: Evidence from a High Crime Country, Social Indicators Research, 144(1): 475-495. December 2018 (A)
		2. (with Patrice Whitely & collaborator) Class Discrimination? Evidence from a Racially Homogeneous Labour Market, in Review of Radical Political Economics (July 2019). (A)
		3. (& Collaborators) Natural Disasters and Production Efficiency: Moving Closer to or Further from the Frontier? International Journal of Disaster Risk Science, 10(2), 166-178. May 2019 (A)
		4. (& collaborators) Crime Watch: Hurricanes and Illegal Activities, Southern Economic Journal, 86(1): 318-338 June 2019 (A)
		5. (&collaborators) The Impact of Tropical Storms on Households: Evidence from Panel Data on Consumption, Oxford Bulletin of Economics and Statistics, 82(1): 1-22. (first pub. online July 15, 2019) (A)
		6. (&collaborators) Estimating Damages from Climate related Natural Disasters for the Caribbean at 1.5 °C and 2 °C Global Warming above Preindustrial levels, Regional Environmental Change, 18(8): 2297-2312 (2018). (A)

AWARD – MOST OUTSTANDING RESEARCHER OR RESEARCH ACTIVITY (cont'd)

Faculty	Recipient	Title of Research
SOCIAL SCIENCES	Dr. Indiana Minto-Coy	1. (& collaborators) Diaspora networks in international marketing: How do ethnic products diffuse to foreign markets? European Journal of International Management 1(1) January 2019 (A)
		2. (& collaborators) Enterprise and entrepreneurship in the Caribbean region: introduction to the special issue" in Entrepreneurship & Regional Development 2018, Vol. 30, Nos 9 - 10, 921 - 941, Routledge Taylor & Francis Group (A)
		3. (& collaborator) Transnational Diaspora Entrepreneurship and Entrepreneurial Ecosystems: Opportunities for Diaspora Engagement in the Caribbean" in Dynamics of Caribbean Diaspora Engagement: People, Policy, Practice, The University of Guyana Press (2018) (Book chapter)
		4. (& collaborators) Transnational Diaspora Remittances and Capacity Building in Developing and Transition Countries: A Contextual Analysis in Caribbean islands and Central Asia" in Capacity Building in Developing and Emerging Countries: From Mindset Transformation to Promoting Entrepreneurship and Diaspora Involvement, 2019, 205 - 242, Springer
		5. (&collaborators) Entrepreneurs' transnational networks channelling exports: diasporas from Central & South America, Sub-Sahara Africa, Middle East & North Africa, Asia, and the European culture region" in Journal of Ethnic and Migration Studies, Feb 2019 (A)
		6. From the periphery to the centre: start-up and growth strategies for minority diaspora entrepreneurs" in Int. J. Entrepreneurship and Small Business, Vol. 36, Nos. 1/2, 189 – 215 (A)
	Dr. Delroy Chevers	1. (& collaborator) Developers' views on the adoption and benefits of software process improvement programs in Canadian software development firms. International Journal of Business Information Systems, 32 (2), 238-252 (A)
		2. (& collaborator) Meeting and exceeding guest expectations: The influencing role of technology in Bahamian hotels. Journal of Tourism Challenges and Trends, 11, 9-30 (A)
		3. A Mixed Method Approach to investigate the Antecedents of Software Quality and IS Success in Canadian Software Development Firms. The Electronic Journal of Information Systems Evaluation, 21 (2), 109-130. (A)
		4. (& collaborator) A comparative analysis of the use and impact of ICTs in Mass Tourism Destinations: The case of Jamaica and Bahamas. Journal of Eastern Caribbean Studies, 42(2), 8199. ['UWI' Journal] (A)
		5. (& collaborators) A software process improvement model for small firms in developing countries. In Zhang, J., Novel theories and applications of global information resource management, Chapter 3, (pp. 47-80). Hershey, Pennsylvania, IGI Global. (Book chapter)

Fostering a Culture of Research and Scholarship (cont'd)

AWARD – MOST OUTSTANDING RESEARCHER OR RESEARCH ACTIVITY (cont'd)

Faculty	Recipient	Title of Research
MEDICAL SCIENCES	Dr. Chukwuemeka Nwokocha	1. The effect of a combination treatment of biomagnetic therapy and a low glycaemic influenced diet on nonfasting blood glucose levels in type 2 diabetic rats. Diabetes Management 8(3): 74-81.
		2. The Effects of Biomagnetic Therapy in Type II Diabetic Rats and the potential uses in Nano-Technology. 7th IMEKO TC19 Symposium on Environmental Instrumentation and Measurements, Aguascalientes, Mexico: Elsevier Press.
		3. Blood pressure-reducing activity of Gongronema latifolium Benth. (Apocynaceae) and the identification of its main phytochemicals by UHPLC Q-Orbitrap mass spectrometry. Journal of Basic and Clinical Physiology and Pharmacology. 2019; 20180178
		4. Blood Pressure Screening Campaign in Jamaica: May Measurement Month 2017. Am J Hypertens. 2019 Jul 27. pii: hpz117. doi: 10.1093/ajh/hpz117. [Epub ahead of print] 3.4 Impact Factor.
		5. Aristoteline, an Indole-Alkaloid, Induces Relaxation by Activating Potassium Channels and Blocking Calcium Channels in Isolated Rat Aorta. Molecules 2019, 24, 2748; doi:10.3390/molecules24152748 3.098 Impact Factor.
		6. May Measurement Month 2018: a pragmatic global screening campaign to raise awareness of blood pressure by the International Society of Hyper tension. European Heart Journal, ehz300, https://doi.org/10.1093/eurheartj/ehz300. 23.425 Impact Factor.
		7. Implementación de un modelo de vejiga de rata en cámara de órgano aislado para estudio de la hiperactividad del detrusor (Implementation of a rat bladder model in an isolated organ chamber for study of the hyperactivity of the detrusor) REVISTA CHILENA DE UROLOGÍA TRABAJO ORIGINAL 40 Volumen 84 N° 1 año 2019.
		8. Modulatory Effect of Guinep (Melicoccus bijugatus Jacq) Fruit Pulp Extract on Isoproterenol-Induced Myocardial Damage in Rats. Identification of Major Metabolites Using High Resolution UHPLC Q-Orbitrap Mass Spectrometry. Molecules. 2019 Jan 10;24(2). pii: E235. doi: 10.3390/molecules24020235. 3.098 Impact Factor.
		9. 8-Oxo-9-Dihydromakomakine Isolated from Aristotelia chilensis Induces Vasodilation in Rat Aorta: Role of the Extracellular Calcium Influx. Molecules. 2018 Nov 21;23(11). pii: E3050. doi: 10.3390/molecules23113050. PMID:30469451 3.098 Impact Factor.
		10. Vasodilator and hypotensive effects of pure compounds and hydroalcoholic extract of Xenophyllum poposum (Phil) V.A Funk (Compositae) on rats. Phytomedicine. 2018 Nov 15;50:99-108. doi: 10.1016/j.phymed.2018.09.226. Epub 2018 Sep 26. 3.610 Impact Factor.
		11. Ascorbate attenuates oxidative stress and increased blood pressure induced by 2-(4-hydroxyphenyl) amino-1,4-naphthoquinone in rats. Oxidative Medicine and Cellular Longevity. 2018 Jul 26;2018:8989676. doi: 10.1155/2018/8989676. eCollection 2018. 4.936 Impact Factor.

AWARD – RESEARCH PROJECT ATTRACTING THE MOST RESEARCH FUND

Faculty	Recipient	Title of Research
SCIENCE & TECHNOLOGY	Prof. Michael Taylor Dr. Tannecia Stephenson Dr. Dale Rankine Dr. Kimberly Stephenson Dr. Sharon Bramwell-Lalor Mr. Dennis Samuels Mr. Patrick Lewis	Resilience Strengthening to Climate Change Impacts through Youth Education in Primary Schools. (USD\$93,000)
SOCIAL SCIENCES	Dr. Gavin Daley	(& collaborator) Tourism Demand Study (JMD\$ \$8,000,000)
MEDICAL SCIENCES	Prof. Maureen Samms-Vaughan	Early Learning Partnership Systems Research Program – Diagnostic Phase – Jamaica – Funded by The World Bank – US\$199,970 or JMD \$26,669,779 per month.

AWARD – “RESEARCH PROJECT WITH THE GREATEST BUSINESS/ ECONOMIC/DEVELOPMENT IMPACT”

Faculty	Recipient	Title of Research
SCIENCE & TECHNOLOGY	Dr. Arpita Mandal Dr. Rose Ann Jasmine Smith Dr. Taneisha Edwards Dr. Robert Kinlocke Prof. Simon Mitchell Prof. Mona Webber Ms. Patrice Francis Mr. Camillo Trench Dr. Adrian Spence	Assessment and Economic Valuation of Coastal Protection Services Provided by Mangroves in Jamaica.
SOCIAL SCIENCES	Dr. Gavin Daley	(& collaborator) Tourism Demand Study (JMD\$ \$8,000,000)

Fostering a Culture of Research and Scholarship (cont'd)

AWARD – “RESEARCH PROJECT WITH THE GREATEST MULTIDISCIPLINARY/ CROSS FACULTY COLLABORATION ”

Faculty	Recipient	Title of Research
SCIENCE & TECHNOLOGY	Dr. Sherene James Williamson	A Review of a Tertiary Level Institution's Initiative for Enhancing Education in STEM at the Secondary School Level
	Dr. André Coy	
	Dr. Sharon Bramwell-Lalor	
	Dr. Novelette Saddler-Mcknight	
	Ms. Natalie Mclean	
	Dr. Venkateswara Rao Penugonda	
SOCIAL SCIENCES	Dr. Marcia Rainford	
	Dr. Christopher Charles	
		(& collaborators) Skin Bleaching Among African and Afro-Caribbean Women in New York City: Primary Findings from a P30 Pilot Study, Dermatol Ther, Brief Report, January 2019



Alignment

Strategic Partnerships

March 10, 2020 marked the beginning of an unprecedented period in Jamaica’s history when the first case of COVID-19 was diagnosed. With the effects of the pandemic clear for all to see via various media platforms, Jamaica needed all hands on deck to battle this unseen scourge. This led to the Ministry of Health and Wellness’ (MOHW’s) call for volunteers that included a request for the involvement of the Faculty of Medical Sciences.



Answering a call to action – The UWI/MOHW Health Corps Volunteer Programme

“My experience volunteering in the COVID-19 Student Response has been life changing and absolutely unforgettable. Truly, being able to assist my country during one of the most unsure times in global history helped to better shape my perspective of what it means to be a doctor in the future.”
– Kendra Lee, Student Leader (left)

Call Centre Volunteers

“I would like to extend my gratitude for being a part of this initiative, working alongside UWI and the Government of Jamaica to help ease the burden of Covid-19 in our country. This experience has been life changing and though it presented its many challenges, I can confidently say none of it has been in vain. I have learnt invaluable lessons during my time here at the UWI/MOHW Call Center which I will carry with me throughout my entire medical career.”
– Kaedi Burke, Student Leader (right)



Over the 6 months of this initial engagement, over 130 volunteers were engaged with some 16,000 volunteer hours contributing invaluable service to Jamaica’s COVID fight.

This call was answered, initially by students in the MBBS programme on March 20, 2020 and was later extended to all other schools in the FMS, however, the MBBS students accounted for most volunteers. After preparatory work, The UWI/MOHW Health Corps initiative officially began operation on April 6, 2020 with 70 volunteers. The operations took place within the already established Call Centre on the Mona Campus, which required some programming and networking to fit within the MOHW’s national operation.

The students played varying roles in the success of this programme such as call agents, floor/ shift supervisors, and human resources personnel among others, under the supervision of a coordinator Dr. Tana Ricketts-Roomes a Clinician and member of faculty. They prepared standard operating procedures and documents after being trained by the MOHW. While their initial mandate was to service

the MOHW’s quarantine app and make call-backs to members of the public who called the MOHW’s COVID hotline, their role evolved into helping the public for a wide range of health and social issues. Their tenure began with a backlog of over 7000 calls, which were brought up to date in less than 2 months. Students also assisted in various health departments, National Emergency Operations Centre and the National Epidemiology Unit.

Over the 6 months of this initial engagement, over 130 volunteers were engaged with some 16,000 volunteer hours contributing invaluable service to Jamaica’s COVID fight. They handled over 31,000 calls whilst garnering more hands-on experience enhancing their formal medical school training as well as achieving the satisfaction of knowing that they were a very important part of Jamaica’s COVID-19 response. They also gained real life training in the non-medical aspects of such an operation.

Strategic Partnerships

Strategic partnerships have become an increasingly important part of the university-industry landscape. Such partnerships may have many origins, with some successful ones emerging through pre-existing individual-level relationships. Initiating a strategic partnership can be rewarding once there is mutual value to be gained and the goal of win-win alliances on both sides. One of the reasons for strategic partnerships is to build the brand profile of The UWI and its reputation within the society and the region, to foster collaboration between researchers and academics, and provide opportunities for new enterprise initiatives and projects. The following represent different examples of the strategic alignments that Faculties and staff have made with partners to advance the profile of The University of the West Indies.

Contributions to Social Development

Reaching our stakeholders

Under an existing arrangement with the *Sunday Gleaner*, The Faculty of Humanities and Education continued to publish short newspaper articles fortnightly highlighting the contemporary relevance of the humanities. Between September 2019 and July 2020, graduates and academic staff of the Faculty published eleven such articles. Some of these were: *“Critical Thinking, Creativity and Competence in Visual Culture”*; *“Outside the Box: Creating a New Normal through Humanities”*; *“Life within the Humanities”*; *“My Journey from Literature*

to Jewellery Making”; and *“Spanish: A Language of Inclusion”*. Building on this relationship with the *Gleaner*, focused short articles on the career choices and successes of graduates were published under the theme: *“Where are They Now? The Stellar Grads Series”*. This initiative ran from 27 to 31 October, 2019, and provided yet another platform to highlight the job-market opportunities available to graduates with humanities degrees.

Women’s Entrepreneurial Development

The Institute for Gender and Development Studies, Mona Unit carried out a project in partnership with the Jamaica Employers’ Federation (JEF) in Jamaica that focused on Women’s Entrepreneurial Development (WED) Assessment in Jamaica. The study identified enabling and inhibiting factors for women’s entrepreneurial development and confirmed the need for an increased national focus in digital literacy programmes for female entrepreneurs. The final report is to be published by the International Labour Organization (ILO).

Language Translation Services

As part of its contributions to the national efforts against the spread of COVID-19, the Jamaican Language Unit (JLU) within the Department of Language, Linguistics and Philosophy, translated public health and safety protocols written in English by the Ministry of Health and Wellness into Jamaican Patois. This effort was consistent with the activist spirit of the online petition seeking an official status of recognition for Patois alongside the English language. It is also worth noting that this effort by the JLU was part of a global undertaking

by many countries to translate COVID-19 related information into the popular indigenous languages of their citizens.

Quality Standards in Teacher Education

The “Heads of Agreement” between the Jamaican Ministry of Education, the eight colleges constituting The Teachers’ Colleges of Jamaica, and The University of the West Indies, which is currently being revised with inputs from the Faculty of Humanities and Education, clearly represents one of the finest examples of industry/academic alignment. This tripartite arrangement is intended, among other things: “To enable the delivery of programmes by the participating colleges within an established quality assurance framework approved by the University and so enhance the quality of teacher education in Jamaica, and the award of degrees under the aegis of the University.” In addition to contributing inputs for the revision of the existing “Heads of Agreement”, the Faculty of Humanities and Education, through the School of Education and the Joint Board of Teacher Education, has been participating in the implementation of that “Agreement” in order to maintain industry standards in teacher education in Jamaica.

Culture and Entertainment

To achieve a more data-driven cultural and creative industries landscape for development in Jamaica, the Institute of Caribbean Studies (ICS) partnered with the Ministry of Culture, Gender, Entertainment and Sport on the preparation of a report on the impact of ‘Reggae Month’ 2020 based on research conducted during the period February to May 2020.

The ICS is also finalizing a report on the impact of COVID-19 on the Jamaican Entertainment Sector based on research conducted during the period June to August, 2020. Both projects utilized the skills of graduate students in the ICS.

New Course Development

The Faculty of Engineering continued to benefit from partnership arrangements with New Fortress Energy (NFE). NFE sponsored the teaching of the EPNG3012 Cryogenic Engineering course, which introduces students to low-temperature engineering via the design, and analysis of cryogenic systems. It includes the physics and engineering principles of cryogenic materials and fluids with emphasis on liquid natural gas technology, rectification system design, and instrumentation. NFE provided nine (9) sets of three (3) text books for the course; provided licences for the software for use in the lab component of the course (RefProp version 10); and established an internship position in their New York office for an Engineering student. This was, however, affected by the disruptions caused by the COVID-19 pandemic.

Data Processing Services

An online approach and methodology were required to deliver and administer the execution of online elections for the officers of the Guild of Students. This was achieved by using a survey management and data analytics platform to design and disseminate electronic ballots to all students and then collate and count each vote and finally summarise the results of the election.

The Caribbean School of Media and Communication

Strategic Partnerships (cont'd)

collaborated with a Canadian-owned international development consulting firm called Baastel “to provide data processing services for Knowledge, Attitude and Practice Studies” in November 2019. This exercise, which involved data collection in three Jamaican communities located in the parishes of Clarendon, Westmoreland, and St. Thomas, was commissioned by the Caribbean Development Bank (CDB) and was an integral part of the Community Risk Reduction Fund Sub-Project. It is worth noting that students recruited in this exercise enriched their learning experiences and were also financially rewarded.

Supporting Outreach and Thought-Leadership of the University

Given the challenges imposed by the pandemic on society, it was particularly important for the Campus to demonstrate leadership, relevance and responsiveness in aiding specific groups, sectors and the region to meet these challenges. The Campus possesses academic faculty and professionals with deep expertise in a broad spectrum of areas. This proved particular valuable in the University providing leadership in a plethora of areas related to medical, social, economic, management, scientific and cultural issues and challenges posed by the pandemic. In addition, Mona Information and Technology Services (MITS) developed an ICT platform to support outreach and thought-leadership delivered through virtual academic events. MITS realigned and repurposed ICT equipment, staff expertise and processes developed primarily for in-room multimedia and videoconference support of lectures to provide a leading edge platform for the delivery

of virtual (online) symposia, fora, conferences and panel discussions. This capability was fully exploited by all Faculties.

Executive Committee for the Caribbean Sociological Association (CASA)

With the vision to contribute meaningfully to social change and development in the Caribbean through the active use of Sociology in the production and dissemination of knowledge grounded in truth, justice, equality, respect for human differences and the environment, a group of Sociologists formed the Caribbean Sociological Association (CASA), consolidating their skills to tackle social issues of relevance to the Caribbean. The mission of the CASA is to demonstrate the value of Sociology in interpreting, understanding and resolving development problems in the Caribbean to improve quality of life through research, teaching, policy intervention and advocacy. The Committee comprises several representatives from the Faculty of Social Sciences.

Expansion of Access to the MBBS Programme through partnerships

On an annual basis over 1,000 Jamaicans apply for admission to the MBBS programme. Although 160 spaces are reserved for Jamaican students, only 55 sponsored (UGC) spaces are available; the remaining 105 spaces must be filled on a full-fee paying basis. This poses a challenge for a significant number of our applicants from the lower socio-economic strata of society. In August 2019, the Office of the Campus Registrar (OCR) initiated discussions with the Ministry of Education, Youth & Information



From left: The UWI Mona Campus Registrar, Dr. Donovan Stanberry; Dean, Faculty of Medical Sciences, Dr. Tomlin Paul; Pro Vice-Chancellor and Principal, The UWI Mona Campus, Professor Dale Webber; Minister without portfolio, Ministry of Education, Youth and Information, the Hon. Karl Samuda; scholarship recipients: Rashaun Stewart, Shamarie Collins and Quwayne Howell; and Vice-Chancellor, The UWI, Professor Sir Hilary Beckles – pictured following the press conference held to announce the GOJ's commitment of additional funding for medical students hosted in the Council Room at The UWI Mona Campus on Thursday September 5, 2019.

(MOEYI), which resulted in a partnership that saw an additional 49 students being sponsored by the Government of Jamaica to the tune of 80% of their tuition. Another 45 students were also given grants ranging from USD\$500 — USD\$10,000.

Technical Innovation Support Centre (TISC) at UWI Mona

In October 2019, the Mona Library collaborated with Jamaica Intellectual Property Office (JIPO) and the Mona Office of Research and Innovation

(MORI) in launching the first Technology Innovation Support Centre (TISC) in the Caribbean, along with an Intellectual Property Help Desk, and realized a mandate for intellectual property initiatives at the Mona Library. TISCs are supported by the World Intellectual Property Organization, which provides training and support for staff, students and members of the community. This TISC/IP Help Desk at Mona will support intellectual property needs, especially in light of greater emphasis on innovation and entrepreneurship at The UWI.

Strategic Partnerships (cont'd)

Power in Innovation

The JPS Marubeni Power International Innovation Lab (iLab) was launched on Tuesday, October 29, 2019 at the Head Office of JPS. A Memorandum of Understanding (MOU) was signed with The UWI. The Lab represents a physical space where JPS staff, UWI students and other relevant parties will meet to identify solutions to problems and challenges and also foster innovation.

Health and Wellness

On the Mona Campus several sustained initiatives for over a decade demonstrate the ongoing commitment of this Campus to generate a healthier attitude to lifestyle choices. In the orientation to Campus life, students can attend a session with Dr. Blossom Anglin-Brown, Clinical Director of the University Health Centre which alerts them of the value of maintaining healthy practices and the services available on the Campus to support this. The Halls of residence offer a series of physical, spiritual, social and intellectual activities that help to target the problem areas in the life of the student.

Both staff and students come under the protection of the Health and Wellness Policy, passed in November 2010, which notes: “Improving the productivity of staff and students is critical to the attainment of the University’s strategic objectives. Strategic repositioning must therefore include a sharper focus on improving and maintaining the health and wellbeing of the University community. The Wellness Policy aims to support the University’s strategic

repositioning objective by developing policies and programmes which have the potential to improve productivity, reduce operating costs and maintain a healthy professional and academic environment at the UWI”. The caring message that is consistently signaled through activities and events executed in the Academic year 2019 to 2020 is that building a healthier society and region ensures that we also develop the resilience and productivity of our peoples. These are prime examples of partnership between academia and the health industry targeting priority health problems and adding to the bandwidth of socially accountable initiatives from The UWI.

Inter-Professional Outreach Programme – Health Fairs

The Inter-Professional Outreach Programme is an initiative of the Faculty of Medical Sciences to help students to embrace the culture of social accountability. It is designed to bring together the health professional students within the Faculty to work as inter-professional teams in a mutually supportive environment. This outreach is currently organized by faculty within each of the programmes of dentistry, pharmacy, medicine, nursing and physical therapy. Students are recruited to participate in the varying health fairs organized across Jamaica targeting underserved communities facilitating experiential learning in an inter-professional setting. Activities at the health fairs include medicals, dental check-ups, medication reconciliation and dispensing, eye checks, point of care device testing such as HIV, lipids, glycosylated haemoglobin, blood glucose and prostate antigen test. The students also participate in providing health education in

the promotion of healthy lifestyle practices through leaflets, presentations and activities. The outreach programme is normally conducted at least four times per year. For this Academic Year, three fairs were held between October 2019 and February 2020 because of disruptions caused by the COVID-19 pandemic.

In addition Faculty of Social Sciences staff members served as experts on various task forces such as the UWI COVID-19 Task Force, the Ministry of Health and Wellness (MOHW) Advisory Committee for COVID-19, the Data Management and Documentation Working Group of the National COVID-19 Research Agenda Working Group, convened by the Ministry of Health and Wellness (MOHW), the National Emergency Operations Centre, the Jamaica Red Cross and the COVID 19-Emergency Management Team Subcommittee for Psychosocial Wellness.

Health Connect Jamaica

A partnership was forged with The United States Agency for International Development (USAID) and Family Health International (FHI360), which is a non-profit organization in the United States, to launch a project to improve the accessibility of healthcare for persons living with HIV/AIDs in Jamaica. The project has been dubbed “Health Connect Ja” (HCJ) and is being spearheaded by Dr. Geoffrey Barrow, Lecturer in the Department of Medicine. The overarching aim of the Network – Health Connect Ja - is to expand the access to and utilization of HIV-specific primary health care services in the private health sector. HCJ was developed in collaboration with the Jamaica Ministry of Health and Wellness as an integrated component of the national response, ensuring the standardization

of service delivery between the public and private sectors. This intervention integrates three private partners - clinicians, laboratories and pharmacies - with a central support unit at The University of the West Indies, into a hub and spoke structure. It is a prime example of partnership between academia and the health industry targeting a priority health problem and adding to the bandwidth of socially accountable initiatives in the Faculty.

Sustainable Health of the Caribbean population

On October 22, 2019, Vice Chancellor Sir Hilary Beckles and University of Miami’s President Julio Frenk signed a Memorandum of Understanding (MOU). This allows for specific areas of research collaboration in medical sciences focussing on applied research for the improvement of the health of the Caribbean population as it relates to chronic diseases given the high morbidity and mortality rates in the region. Vice Chancellor Beckles called on the Heads of The UWI Faculties of Medical Sciences, the School of Clinical Medicine and Research, and the Caribbean Institute for Health Research to assist with advancing this agenda by advising on joint UWI-UM research and teaching ventures. To date the Faculty has contributed to strategic planning discussions for joint (UWI-UM) research initiatives in the following areas:

- a. Women’s health: Cancers and chronic diseases
- b. Climate and Health
- c. Research and training Fellowships
- d. Caribbean-wide BioBank
- e. Mobile health/telemedicine
- f. COVID policy tracker

Strategic Partnerships (cont'd)

Securing the health and wellbeing of our athletes

The Faculty of Sport forged a new partnership with the Jamaica Cricket Association (JCA) on December 4, 2019. This requires The UWI Sports Medicine Clinic to provide medical, strength training and conditioning and physiotherapy management of the athletes from the JCA, while the JCA would upgrade facilities at The UWI Mona Bowl. In a similar partnership, the medical/rehabilitation services provided to the Jamaica Scorpions during the T20 tournament season resulted in increased revenues for The UWI Sports Medicine clinic.

Advocacy

Human Rights and Justice

The Faculty of Law UWI Rights Advocacy Project (U-RAP) held a well-attended public event on November 2, 2019 at The UWI Open Campus, Belize City, under the theme *‘Living Good: A Conversation about the right to dignified lives and just communities’*. The event was staged in association with Promoting Empowerment Through Awareness for Les/Bi Women (PETAL), U-RAP, the Belize Assembly for Persons with Diverse Abilities (BAPDA), the Belize Family Life Association (BFLA), Empower Yourself Belize Movement (EYBM), People Opposing Women Abuse (POWA), The UWI Open Campus, Belize National Library Our Circle, and the United Belize Advocacy Movement (UniBAM). U-RAP also led a Plenary session at the Biennial Conference of the Caribbean Association of Judicial Officers (CAJO), held in Belize City on November

2, 2019. The theme for the session was *‘Equality for All in the Administration of Justice: Lessons for Enhancing Judicial Integrity’*.

Dr. Karen Carpenter, Head of the Institute for Gender and Development Studies, Mona Unit (IGDS MU), made a presentation to the Joint Select Committee on the Anti-Sexual Harassment Act in Parliament on July 2, 2020. The Institute was among several organizations that were invited to make a presentation to comment on the Bill. The IGDS MU is consistently recruited to facilitate gender mainstreaming related training and information sharing in government agencies and corporate entities. Some of the linkages that were maintained in the past year include the Jamaican National Group, The Parenting Commission of Jamaica, the US Peace Corps in Jamaica, Jamaica Employers’ Federation and international bodies such as the Commonwealth Foundation and the International Labour Organisation.

Sustainable Development

Protecting Jamaica’s Marine Resources

In its continued effort to encourage and facilitate the safe use of Jamaica’s marine resources, members of the Discovery Bay Marine Laboratory (DBML) partnered with the Jamaica Social Investment Fund (JSIF) to train 152 Pre-University Students as Emergency First Responders, Skin Divers and Boat Handlers. Eight individuals were trained as PADI Open Water Scuba Divers and nine patients were provided with Hyperbaric Treatment.

The Department of Life Sciences, Faculty of Science and Technology, signed a Memorandum of Agreement (MOU) with The Ocean Foundation for the Enhancing Capacity for Ocean Acidification Monitoring and Mitigation for Pacific Islands, Latin America and the Caribbean. MOUs were also signed with The National Environment and Planning Agency (NEPA) to facilitate:

- “FST Exploratory and Pre-Feasibility Studies on the Products and Potential Products from Sargassum” by the Sargassum Research Cluster;
- Determination of the Breeding Season for Queen Conch;
- Rehabilitation of the Winns Morass ‘Parcel A’ Mangroves in Trelawny;
- Ecological assessment of the Hope and Yallahs River.

Participants in Global Change

In April 2020, The Ministry of Foreign Affairs and Foreign Trade of Jamaica designated The UWI, Mona and the National Commission on Science and Technology (NCST) as the National Focal Points to the Inter-American Institute (IAI) for Jamaica. Two (2) current UWI staff members (Professor Michael Taylor, Dean, Faculty of Science and Technology and Dr. Tannecia Stephenson, Head of Physics) were appointed to serve as the designated representatives from Jamaica to the IAI. The IAI is a regional intergovernmental institution that promotes scientific research and capacity building related to global change issues throughout the Americas to inform decision-makers. It currently has nineteen (19) parties (nations) in the Americas.



Agility

Restoring Financial Health



Fig. 1. Showing work being done to establish the production well.

In October 2015, The UWI Mona entered into a 20-year Finance Build Operate Transfer agreement with North Star Development Jamaica Limited for the establishment of the Campus’ own Well Water Supply system. The agreement effected the second Public Private Partnership project undertaken by the Mona Campus.



Fig. 2. Showing a section of two water storage tanks and appurtenances located at the Supply Plant.

Showing the Mona Campus’ expenditure and estimated savings for potable water supply for the period December 2016 to September 2020.

Billing Period (Academic Year)	Service Payments under the Project	Estimated NWC Service Charges	Estimated Savings
Dec 2016 – July 2017	\$ 112,216,428. 75	\$ 138,080,803.30	\$25,864,374.55
Aug 2017 – July 2018	\$ 194,759,368. 07	\$ 286,855,113.10	\$92,095,745.03
Aug 2018 – July 2019	\$ 255,549,828.20	\$ 526,131,800.23	\$270,581,972.03
Aug 2019 – July 2020	\$ 264,187,924.70	\$ 447,083,266.40	\$182,895,341.70
Aug 2020 – Sept. 2020	\$ 41,081,018.74	\$ 72,670,317.94	\$ 31,589,299.20
Total	J\$ 867,794,568.46	J\$ 1,470,821,300.97	J\$ 603,026,732.51

To form the partnership, the Campus leveraged its potable water resource to acquire critical infrastructure to not only extract and treat the resource but also to secure a reduced cost for Campus water supply.

Through the commissioning and continued operation of the Well Water Plant, the Campus has not only realized savings in excess of JMD\$600,000,000 as at September 2020 (see Table above), but also a marked improvement in its water security. Additionally, through the operation and management of the project, the Campus has recognized unique opportunities for further water infrastructural improvements, as well as opportunities for staff enrichment and alignment with industry. To promote the alignment of staff with advancements and best practices in the water sector, the Campus has implemented a collaborative operations and management programme with the Partner, to ensure that the facility is operated at a high standard while remaining compliant with respective government regulations.

Notwithstanding the benefits realized, there remain areas for improvement in the established arrangement. The following are a few of the aforementioned areas for improvement: (1) Plant security provisions; (2) Automated operations monitoring systems; and (3) Plant aesthetics. Work is also planned to reduce

the percentage non-revenue water supplied to the Campus by the system.

As we advance in partnership with North Star Development Jamaica Limited, work will be done to augment the volume of water produced by the Plant. The planned augmentation of supply will not only enable the Plant to more reliably satisfy Campus peak demands but will also provide new opportunities for income generation under the project.



Fig. 3. Showing a water sample set which is collected monthly and sent to a government approved lab for testing and analysis.

Restoring Financial Health

Attaining financial soundness continues to be one of, if not the most pressing concern that affects the advancement possibilities of our Campus. In his Induction speech as Principal delivered in 2018, PVC Dale Webber established one pathway to increasing finance flows. *"As a Principal, I commit to the deepening and strengthening of connectivity. ...By creating a clear understanding of the connectivity between our financial health and seeking, converting opportunities, and taking risks for growth and development we create stakeholders at every level".* This commitment has been sustained in the many measures that have been put in place for commercial expansion, fund raising efforts and increased efficiencies in services and spending as the following examples demonstrate for the academic year 2019-20.

Campus Initiatives

Earnings from e-book sales

The University Bookshop ensured that students' access to classes was enhanced with an assortment of e-books that were becoming more popular for education. Surveys conducted reveal that university students prefer to read print books for pleasure, but for research and scholarly essays, almost two-thirds now prefer e-books. The 2019-2020 Academic Year saw earnings from book sales moving up to JMD\$2.5 million from approximately JMD\$1.2 million for the 2018-2019 academic year.

Grant-funding

The UWI, Mona receives funding from public, private, and extra-regional bodies to research issues of national

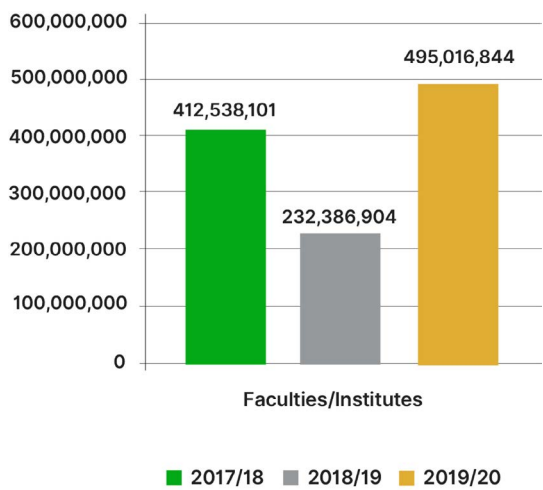
Income from Grant-funding

Year	Funds Committed (\$JMD)
2019-20	495,016,844
2018-19	232,386,904
2017-18	412,538,101
Total	1,139,941,849

and international importance. Areas of research include education reform; communicable and non-communicable diseases; disaster risk management; climate change; energy efficiency; and urban and social development. Over the period, the Faculty of Science and Technology received the most awards and the most funding with eleven external Research Grants and offered services totalling JMD\$226,673,387. The Resource Mobilisation Unit prepared proposal submissions in excess of USD\$6.5 million for various calls for proposals. It also provided technical support for the development of joint cross UWI initiatives.

The Mona Social Services (MSS) was successful in garnering funds to assist with the operation of its outreach activities for the 2019-2020 Academic Year. MSS received a USD\$5,000 grant from the US Embassy, JMD\$1.2 million from the National Integrity Action (NIA), and carried out its own fundraising initiative through a benefit play which earned approximately JMD\$150,000. MSS was also successful in obtaining approval for three project proposals amounting to more than JMD\$3.5 million towards projects for the

Funding Acquired by Faculties/Institutes



next academic year. The UWI Community Film Project (UWICFP) which merged under the MSS, earned a total of JMD\$790,200 from videography and editing jobs and received a grant fund of JMD\$200,000 from Jamaica Promotions Corporation (JAMPRO) towards a GATTFEST film workshop. UWICFP also secured funding in the amount of JMD\$1.9 million from the Jamaica Social Investment Fund (JSIF) and the Bob Marley Foundation (JMD\$400,000) which was awarded to winners of the first GATTFEST Film Pitch Competition.

The Department of Government secured nineteen grants from international donor partners, Government of Jamaica Agencies and Ministries, as well as private sector companies during the 2019-2020 Academic Year. Amongst these were funding from the



GATTFEST FILM Pitch Competition winners flanked by Deputy Principal Professor Ian Boxill and Principal Professor Dale Webber

Government of Jamaica and the Ministry of Tourism, the United States Department of State, the European Union, and the Inter-American Development Bank. Grant funds were allocated to twenty-three projects within the Department of Government during the 2019-2020 Academic Year, which included the production of a Human Resource Demand Study, the development of three Peace Centres in two parishes which provided safe spaces for family development, and equipping the Women's Foundation of Jamaica with the resources to offer annual Alternative Dispute Resolution (ADR) and family services to teenage mothers facing abuse.

Self-financing Programmes

To meet the practical pedagogical demands of the BA in Music and Performance Studies, the Faculty of

Restoring Financial Health (cont'd)



Music Room

Humanities and Education externally fundraised the sum of five million, five hundred thousand Jamaican dollars (JMD\$5,500,000) to purchase instructional software, musical instruments, and computers and renovate the Book Keeper’s Lodge, in order to establish a music practice room. The year in review also contributed one undergraduate and four postgraduate programmes to the total pool of self-financing programmes touted above. It is worth noting that, among the self-financing graduate programmes before 2015/16, those managed by the “M.Ed Online Office,” School of Education, impressively generated approximately JMD\$70,000,000 during 2019/20.

Testing Services

The English Language Testing Services (ELTS) in the Department of Language, Linguistics and Philosophy, with a fairly stable and wide market demand for its services from alumni, students



and non-student customers, is arguably the most productive and lucrative revenue generating entity within the Faculty of Humanities and Education, after the self-financing programmes. Since its inception it has been, on average, generating JMD\$50,000,000 annually. Current records indicate that it had generated JMD\$45, 612, 641 in June 2020. The English Language Proficiency Test Unit (ELPT) and the Writing Centre (WC), all in the Department of Language, Linguistics and Philosophy, follow distantly behind the ELTS in their revenue generation efforts.

Special projects and initiatives

The Government of St. Lucia contracted a team of colleagues in the School of Education led by Dr. Joan Hernandez and Dr. Deon Edwards-Kerr “to undertake the review and revision of the National Curriculum to incorporate Special Education Needs”. Valued at USD \$122,850, and funded by the Caribbean Development

Bank, work on this project got underway successfully in January 2020. The Institute of Caribbean Studies (ICS) also generated JMD\$240,000 by organizing three workshops for 100 high school students preparing for the CXC (Caribbean Examination Council) and CAPE (Caribbean Advanced Proficiency Examination) examinations.

Economies of Scale and Scope

The Faculty of Sport developed a thorough Business Plan and conducted a Condition Survey on its infrastructure and equipment across Cave Hill, Mona, and the St. Augustine Campuses. These were completed with the aid of a grant from the Caribbean Development Bank (CDB) and will inform commercialization of sporting facilities in the future. A project management consultant was also engaged for the Usain Bolt UWI Sport & Exercise Medicine Centre. This is a USD\$70,000 project being funded by the Government of Jamaica through the Public Investment Management Committee (PIMC), to prepare a business case and business plan for the proposed Centre.

The Mona Library used the opportunity of a new vendor for Printing Services on the Campus to revamp inefficient processes; the Pharos Printing System was relegated and this realized savings of USD \$4,300.

The FSS Triple C-Thrust

The Triple-C thrust focuses on *Cutting, Conserving and Creating*. Due to the high demand for FSS programmes and courses, the efforts to cut expenditure focused largely on the reduction of the number of part time/ adjunct staff/graduate assistants based on closer monitoring of full-time teaching hours. Efforts to

conserve included a re-examination of processes and workflows to utilize human resource and technology more efficiently. The efforts under the Triple-C thrust resulted in the FSS being able to present to The UWI Mona’s Vacancy Monitoring Committee realized and projected combined savings and earnings of approximately JMD\$230m.

Reinstitution of the Vacancy Monitoring Committee (VMC)

The continued deterioration of the financial condition of the Campus has forced Management to examine and implement means of reducing the cost of our operations and increase revenue. Against the background of staff costs comprising over 60% of the Campus’ operating expenditure, the Office of the Campus Registrar (OCR) initiated the operationalization of a Vacancy Monitoring Committee (VMC). The mandate of the VMC is to review the filling of all staff vacancies on Campus, irrespective of how these vacancies arise and covers all categories of staff. The intent is to ensure that all full-time academics are carrying their full teaching load before additional staff is engaged, and that the filling of Administrative and Service posts are justified. The VMC also impacted the course rationalization process, in that courses with registration below a certain threshold were not offered, and this eliminated the need to hire staff to teach these courses.

UWI/CB 5K

The 8th Annual Caribbean Broilers (CB) Group UWI 5K and Smart Eggs Kids K was held on Sunday, November 12, 2019 once again under the patronage of Dr. Douglas Orane, Order of Distinction (OD); Dr. Donette Chin-Loy Chang and Dr. Thalia Lyn, OD.

Restoring Financial Health (cont'd)



Almost 4,000 participants registered for the run/walk raising over nine million dollars (JMD\$9,000,000+) for the University's Scholarship Fund. Since the inaugural event in 2012, over 250 scholarships have been awarded to academically outstanding students in dire financial need. They continually express their appreciation for the opportunities afforded them as a result of this event.

Sponsors included: CB Group, Title Sponsor, as well as National Commercial Bank, National Baking Company, RJR Group, Port Authority of Jamaica, Mayberry Investments, Proven Investments, Gore Development, Pan Jamaican, The Gleaner Company, Island Grill, Rainforest Seafoods, The Jamaica Observer, Lasco, Jamaica Producers, Jamaica National General Insurance, IPrint, Nationwide, Irie and ZIP FM, Running Events and Salada.

For the past 7 years the University has used the occasion to honour Jamaicans who have made an outstanding contribution to sports. Past honorees include: Dr. the Honourable Glen Mills, OJ; Dr. the Honourable Michael Fennell; Dr. the Honourable Molly Rhone, Mr. Alfred "Frano" Francis, OD: Mr. Asafa Powell, OD; Mr. Omar McLeod and the Reggae Girlz. This year Mr. Neville "Bertis" Bell was honoured for his contribution to the development of football.

Financial Report

Overview

The 2019-2020 Financial Year was extraordinary due to the suddenness and severity of the COVID-19

pandemic. Like the rest of the economy we were not spared the financial pain. It came at a time when the Mona Campus was already facing flat revenue growth and creeping costs. This added a further setback to our efforts to move the Campus to financial viability.

However, with this challenge we have seen many opportunities to make adjustments to the way we do business and to construct a more resilient foundation for the long term. With the confirmation of the first COVID-19 case in Jamaica in March 2020 we acted very quickly to move classes online so as to maintain continuity of our core operations. At the same time, we maintained flexibility with students and gave concessions with regard to tuition payment plans. On the vendor side we engaged our major service providers and loan providers to negotiate relaxed payment terms.

Highlights of Financial Performance

Profit or Loss Statement

Revenue growth remained tepid. It increased by \$0.3B JMD or 1.6% over 2019 and settled at \$19.27B. After steadily climbing consecutively for over five years, student enrolment declined for the first time on a year over year basis. The year ended with 19,161 students enrolled which is a 2% reduction from the 2018-2019 Financial Year. The related revenue earned from tuition fees was down by 5% or \$0.4B. Government contributions were up \$0.3B or 3.5%. This reflected an increase in the grants that were committed by regional governments to the institution. Of this total the Government of Jamaica contributed 89% or \$6.77B.

Restoring Financial Health (cont'd)

Core operating expenses (excluding exchange losses, finance charge and depreciation) were flat. They moved from \$18.19B in 2018-2019 down to \$18.14B in 2019-2020. We achieved savings in some targeted areas of spend. These were:

- Utilities - \$310M
- Hospitality & entertainment - \$184M
- Staff Costs - \$180M
- Travel - \$57M
- Tuition discounts - \$35M

The savings in direct utility costs arose from the commissioning of the Cogeneration Plant in July 2019. At the same time our finance costs increased as the Plant is being leased from Pelican Power Ltd under a 15-year lease agreement.

The savings in operating expenses helped to blunt some of the negative effects of the low revenue growth. Thus we had an increase in net income before exchange differences, finance costs and depreciation. The growth was \$358M or 46%. However, after taking these cost elements into account (including post-employment benefits) we suffered a net loss of \$1.53B. This was a \$115M improvement over the net loss of \$1.65B that was posted in 2019.

Statement of Financial Position

Cash flow generation is our priority. We generated positive cash flows from operating activities in the 2019-2020 Financial Year (FY) of \$1.53B. The corresponding generation in 2018-2019 was a positive \$0.82B. Nonetheless, with the contraction in the economy due to the effects of COVID-19 we have had to be flexible on both sides of the liquidity equation.

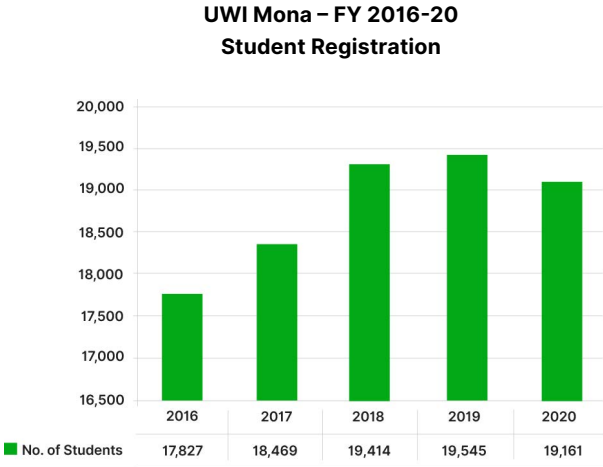
We maintain good relationships with our vendors and seek the most favourable credit terms when doing business. For the most part they have been very supportive and willing to continue to exercise patience and give us more time to settle our debts.

The changes to the student tuition fees credit policy that were implemented in FY2019 had to be relaxed in the latter half of FY2020. This was necessary as the effect of job losses took hold and affected many students' ability to keep up with their payment plans. Consequently, the aging of student receivables is showing a deterioration year over year with \$1.99B due for more than 365 days. In FY2019 the over 365 days' category was valued at \$1.56B.

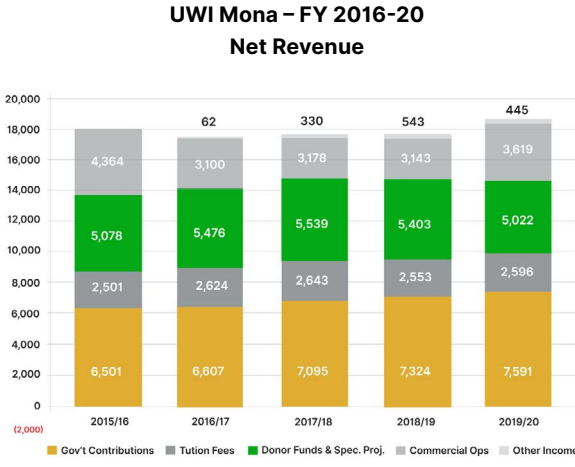
The current ratio declined to 0.67 at year end. This was a 4 percentage point reduction from FY2019.

Looking Ahead

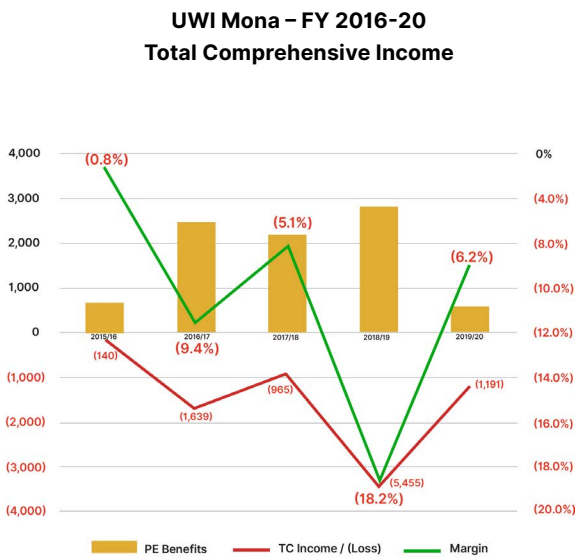
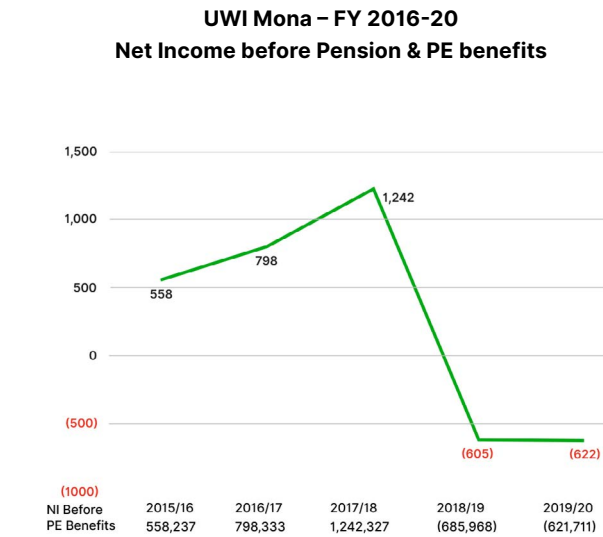
It is felt by many economic analysts that an economic rebound will not take place until sometime in calendar year 2022. With the rollout of vaccines against COVID-19 in calendar 2021 this expectation seems reasonable as it should result in the removal of current physical restrictions. To be prepared for that the Campus will continue to make major changes to its cost structure that is heavily weighted toward staff costs and leave very little room for recurrent expenses. We are already targeting non-core activities that are ripe for revenue growth even within the current environment.



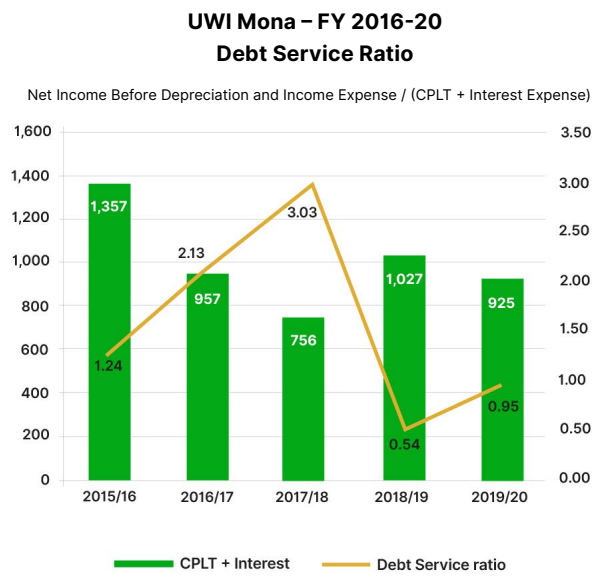
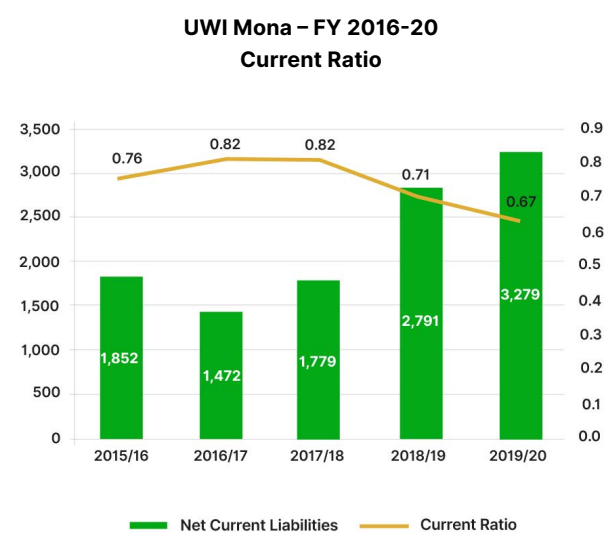
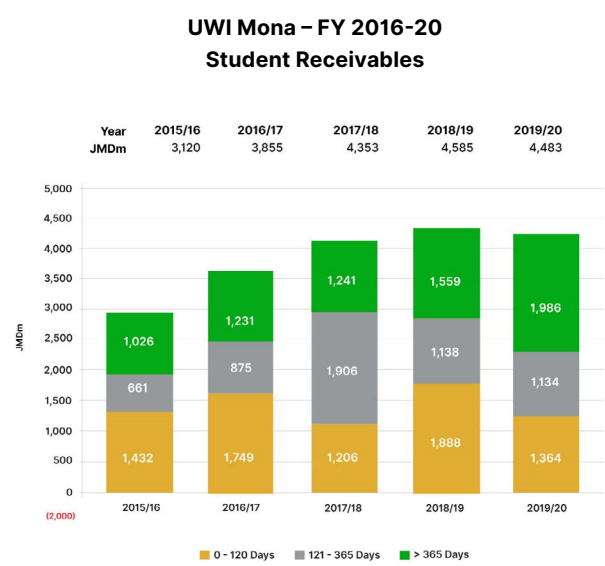
Annualised Growth Rate 2015-20: 2.2%



Annualised Growth Rates: Govt 7.6%, Tuition Fees 3.3%, Spec Proj 0.9%, Comm Pos -1.1%
Total Net Revenue: 3.4%



Restoring Financial Health (cont'd)



Initiating

A CARING ACCOUNTABLE MOTIVATED PROFESSIONAL TEAM (CAMP)

Long Service Awards

More than one hundred members of staff of The University of the West Indies, Mona Campus were honoured for their years of service to the institution.

The Annual Long Service Awards Ceremony was held on Thursday, January 30, 2020, at the Mona Visitors Lodge and Conference Centre. This year's Long Service Awards Ceremony was particularly special as the Vice-Chancellor, Professor Sir Hilary Beckles and Principal of The UWI Mona Campus, Professor Dale Webber, both received

awards for 40 and 30 years of service, respectively.

Awards were also presented to 115 other members of the academic, administrative, professional, technical and support services staff who have served the institution for periods exceeding 15, 21, 30 or 40 years. Fifty-one (51) employees received awards for 15 years of service; 33 received awards for 21 years of service; 27 employees received awards for 30 years of service and 6 employees for 40 years of service.



Mr. Howard James, Assistant Registrar (Records) in the Campus Records Management Office is presented with his award for 40 years of service by the Pro Vice-Chancellor and Principal of the Mona Campus, Prof. Dale Webber at the Annual Long Service Awards Ceremony.

Initiating a CARING ACCOUNTABLE
MOTIVATED PROFESSIONAL TEAM (CAMP)

The *Governance Commission Report 2020* of the Chancellor of The UWI, places emphasis on a culture of caring and accountability that must be a trademark feature of this institution. The Report notes “*The culture of an organisation is perhaps its most defining feature. It speaks to how the work is done, how staff relate to and treat each other, how people feel about themselves and others, and how they communicate. Some organisational theorists suggest that organisational culture is more critical to the organisation than strategy. The Commission submits that, if the University is to realise its fullest potential, it needs to become a more caring and kinder organisation. It urges the leadership to make serious and consistent efforts towards achieving this. It is understood that it will involve the challenging task*

of transforming the current culture of The UWI”. (p. 109). The Mona Campus 2019/2020 Annual Report demonstrates that central among the executive management goals that have been set for this Campus, is that of *Initiating a caring, accountable and motivated professional team (CAMP)*. In our definition of The UWI as a university for all, we envisage the Mona Campus as a more responsive community, with a customer service that is attentive and efficient in addressing the needs of our students, facilitating training for our staff and ensuring we serve the many stakeholders who depend on our services in myriad ways. This section looks at some of the activities and events that cumulatively add to our CAMP initiative and which celebrate the achievements of our colleagues.

Human Resources

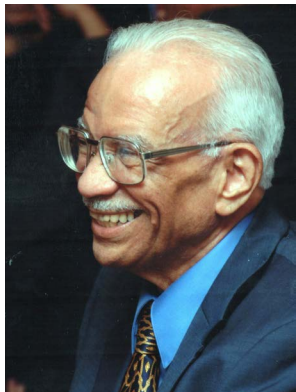
Category of Staff	Full-Time			Part-Time		
	M	F	T	M	F	T
Academic	270	457	727	325	413	738
Sr. Administrative & Professional	106	152	258	4	14	18
Administrative & Technical	305	679	984	6	10	16
Services	214	178	392	4	5	9
Other Academic Related	9	5	14	46	44	90
TOTAL	904	1,471	2,375	385	486	871

Special Awards

Awards for Excellence

Names of Staff	Awards/Recognitions
Dr. Michael Bucknor	Gold Musgrave Medal (For contributions to Literature) by the Institute of Jamaica (16 October, 2019)
Professor Paulette Ramsay	“Vice Chancellor’s Award for Excellence in Outstanding Research Accomplishment” (14 February, 2020)
Dr. Zoyah Kinkoad-Clark (Mona Campus), Dr. Sabeevoh Abdul-Majied (St Augustine Campus), & Dr. Sheron Burns (Cave Hill Campus)	“Vice Chancellor’s Award for Excellence in Multi-Campus Research Collaboration” (14 February, 2020)
Professor Emeritus Tara Dasgupta	Musgrave Silver Medal for his contributions to science by the Institute of Jamaica (16 October, 2019)
Prof. Michael Taylor	Faculty of Science and Technology Distinguished Awards 2020
Dr. Nagarani Ponakala individual achievement in Education and Research	The Bharat Ratna Indira Gandhi Gold Medal Award for outstanding for 2019, by Global Economic Progress & Research Association (GEPRA), New Delhi, India.
Dr. Olivene Burke	Anthony N Sabga Caribbean Awards Excellence Laureates for 2020 for excellence in Public & Civic Contributions.

National Awards



Professor the Honourable
Gerald Cecil Lalor OJ, CD

THE ORDER OF MERIT
For his eminent contribution to Jamaica and the world’s development through the application of Science, Technology and Innovation and service to the Public and Private Sectors.



Professor Clinton
Alexander Hutton

**THE ORDER OF
DISTINCTION in the
rank of COMMANDER
{CD}**
*For exemplary
contribution to
Academia and the Arts*

Initiating a CARING ACCOUNTABLE MOTIVATED PROFESSIONAL TEAM (CAMP) (cont'd)

Vice Chancellor Awards for Excellence



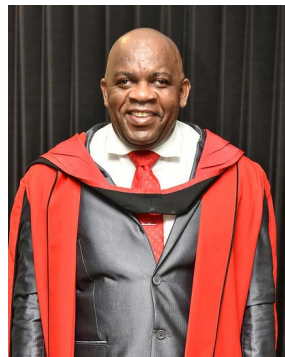
Dr. Delroy Chevers
Mona School of
Business and
Management for
Excellence in Teaching



**Professor Paulette
Ramsay**
Department of
Language, Linguistics &
Philosophy for Research
Accomplishments



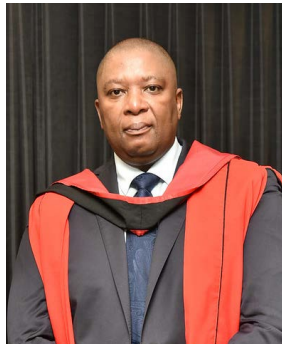
**Professor. Aldrie
Henry-Lee**
Sir Arthur Lewis Institute
for Social and Economic
Studies for All-Round
Excellence in two or
more areas



Dr. Floyd Morris
Centre for Disability
Studies for Contribution
to Public Service



Dr. Olivene Burke, JP
Mona Social Services
for Contribution to
Public Service



**Professor. Charles
Grant**
International Centre
for Environmental and
Nuclear Sciences
for Contribution to
Public Service



Dr. Zoyah Kinkead-Clark
School of Education
for Multi-Campus Research
Collaboration
– The One UWI Award

UWI Honorary Degrees

Mona Campus

Honourees approved by the University Council are recognised for making significant contributions to the region and the wider world in their respective fields of expertise, including the Arts, Business, Religion

and the Sciences. They join a select group of some 500 persons conferred UWI honorary degrees since 1965 when Her Majesty Queen Elizabeth The Queen Mother received The UWI's first honorary degree (DLitt). This prestigious tradition has seen honorary graduands recognized annually since then.



Mr. Patrick A. A. Hylton of Jamaica for
his contribution the field of Finance
Doctor of Laws (LLD)

L-R: Vice Chancellor, Professor Sir Hilary
Beckles; Pro Vice-Chancellor and Principal,
Mona Campus, Professor Dale Webber;
Honorary Graduand, Mr. Patrick Hylton;
Chancellor, Mr. Robert Bermudez



Mrs. Thalia Lyn of Jamaica for
Entrepreneurship
Doctor of Laws (LLD)

L-R: Vice Chancellor, Professor Sir Hilary
Beckles; Pro Vice-Chancellor and Principal,
Mona Campus, Professor Dale Webber;
Honorary Graduand, Mrs. Thalia Lyn;
Chancellor, Mr. Robert Bermudez

Initiating a CARING ACCOUNTABLE MOTIVATED PROFESSIONAL TEAM (CAMP) (cont'd)



Reverend Dr. Burchell Taylor
of Jamaica for Theology
Doctor of Laws (LLD)

Staff Development

Online Distance Education Training

Efforts to enhance employee engagement and development in the Department of Modern Languages and Literatures got a fillip when L'Agence Universitaire de la Francophonie dans la Caraïbe (AUF-Caraïbe) agreed to fund and organize a six-month training/ research programme for academic staff interested in online distance education. The first in the series of this training programme, which was entitled “*Initiation in Distance Learning*,” began this summer and was attended by 30 fulltime and adjunct members of academic staff. Members of this Department also

enhanced their pedagogical skills in language teaching by participating in a two-day workshop organized by the AUF-Caraïbe from October 17 to 18, 2019.

Training Sessions/Webinars

Despite the complexities associated with the COVID-19 pandemic, the Mona Library organized a number of webinars and training sessions that focused on the physical, mental and spiritual aspects of wellness of the staff. These included webinars on *Creating a New Normal Life, Eat well and stay fit* and training sessions on *Using the features of ZOOM, Preparing for teaching online UWILINC Sessions, and Technology Innovative Support Centre /IP Help Desk Training Sessions*. A new programme of weekly

aerobics classes also became a feature of the period towards staff maintaining health.

The Western Jamaica Campus (WJC) launched a *WJC Cares* series that sought to examine the current needs of staff, students and the wider community in the existing COVID-19 reality. The series featured a *Stronger Together* communiqué and video. Additionally, there were town hall meetings with staff and students and a first ever summer long round of webinar series from April 30 to July 31. These webinars covered topics in business management, economics of public health emergencies, employee motivation, mental wellness, teaching in the online learning environment, tourism, and workforce engagement and development. The entire series utilized human and technical resources from the Mona academic community – drawing particularly from those in the Faculty of Social Sciences – along with private and public sector expertise and support from stakeholder partners in the city of Montego Bay.

The FSS REACH Vision

The FSS REACH (Realizing, Exceeding, Advocating, Committing and Harnessing) Vision sets the Faculty of Social Sciences (FSS) on a path towards **Realizing** impact through research, **Exceeding** the expectations of students and stakeholders, actively **Advocating** for inclusive, sustainable development, a **Commitment** to be caring professionals, and **Harnessing** skills through continuous improvement and empowerment. The strategic initiatives that were implemented for the Academic Year 2019/2020 were in alignment with The UWI Triple A Strategy and demonstrated that this vision forms part of the Faculty's core values. The FSS

strived towards achieving its strategic goals through agile methods that included change management, strategic planning, project management, leadership and succession planning, performance management, design thinking, collaboration, programme evaluation, database management, research methods and restructuring of the Faculty Office. The Faculty placed central focus on staff and student engagement. Plans were also put in place to identify initiative owners, develop a repository and strategic planning dashboard, as well as align faculty initiatives with Campus initiatives.

Employee Advocacy

Employee Motivation

Dr. Marina Ramkissoon from the Department of Sociology, Psychology and Social Work promoted the needs of employees by emphasizing the importance for organisations to address employee motivation that was being impacted by COVID-19. As COVID-19 may induce anxiety in the workplace environment, the importance of conducting assessments to understand and appreciate each worker's motivation profile and to understand the current status of the workforce was examined. Several negative impacts of COVID-19 were discussed including the level of fear, anxiety and threat that this virus has introduced, the extent to which employees are operating under conditions of uncertainty for their jobs and family's wellbeing, the fact that employees' routines and roles are being disrupted, that it was not possible to define boundaries of the “work from home” situation and the increases in stress and burnout that all of these lead

Initiating a CARING ACCOUNTABLE MOTIVATED PROFESSIONAL TEAM (CAMP) (cont'd)

to. Positive opportunities for innovation and creativity were proposed, including strategies that employers can use to keep motivation levels high. She emphasized that motivation is a two-way responsibility, and not the sole responsibility of either employers or employees.

On the Mona Campus, an Emergency Management Response Committee was constituted, chaired by the Principal, to deal with all matters arising from this pandemic. The Committee established a Framework for Operations on Campus during Covid-19. The Framework covered guidelines that govern [amongst other things]: Communication; a Work-from-home policy; wearing of masks and sanitization; Physical Distancing; and persons with acute respiratory symptoms. The Mona Campus, in keeping with the established guidelines, implemented work from home and staff rotation schedules, enhanced client interface using online facilities, and provided remote counselling and health services to staff and students. These changes were intended to reduce the traffic on Campus and safeguard staff and students with comorbidities. They also provided support to our colleagues who were challenged to support their children who would be out of school until at least October 5, 2020.

Food Security and Safety
The UWI Mona Food Establishments and Service Policy was officially launched on September 11, 2019 at the Mona Visitors Lodge and Conference Centre. The Policy is aimed at streamlining the management of food services on the Mona Campus and improving food security and safety. The Policy will: (i) guide our interactions with all Food Establishments on the Mona Campus, including WJC; (ii) facilitate the offering of



Ms. Kay Brown, Director of the Business Development Office, UWI Mona, at the Launch of The UWI Mona Food Establishments and Service Policy which was held on September 11, 2019 at The Mona Visitors Lodge and Conference Centre.

healthier food options; (iii) require compliance with all local and university health, food safety and sanitation regulations, and; (iv) require the implementation of acceptable regulatory systems to ensure consistency in food quality and food safety on the Campus.

Elimination of Violence against Women
The Institute for Gender and Development Studies, Mona Unit (IGDS MU) in celebration of the International Day for the Elimination of Violence against Women were centrally involved in the organization of the *Walk a Mile in Her Shoes* event that was staged at The UWI Mona Campus on November 28, 2019. This activity called on men to become more than silent bystanders in the quest to create a world free from sexual assault



Blacka Ellis and UWI Students participating in a 'UWI walk a mile in her shoes' project.

and sexual harassment. Males engaged in activism by literally walking one mile in women's flat or high-heeled shoes to protest sexualized violence, in order to educate their communities and raise funds in aid of the single Women's Crisis Centre in Jamaica. More than anything else, the walk aimed to demonstrate that men are equal partners in the quest to create a just and gender-equitable world. *The Clothesline Project* was also mounted during the walk. This project gives women and men the opportunity to send messages of support to women and girls who have been impacted by gender-based violence through the painting of messages on T-shirts. The finished shirts were hung as if on a clothesline for members of the wider community to honour victims and survivors of violence.



UWI and Edna Manley Students participating in a 'UWI walk a mile in her shoes' project.

Reinstitution of the Staff Matters Committee (SMC)
The recruitment, appointment and other matters related to Academic, Senior Administrative & Professional (ASAP) staffs are extensively codified in the University's Statutes & Ordinance. Unfortunately, the same is not true for Administrative, Technical and Service (ATS) staff. This has fostered a level of arbitrariness, unpredictability and lack of transparency in the management of HR matters for this category of staff. This lacuna has demotivated staff in this category and helped to engender a sense of hopelessness for the prospect of promotion for staff in this category. Consistent with our commitment to generate a creative, caring, accountable, motivated, professional

Initiating a CARING ACCOUNTABLE MOTIVATED PROFESSIONAL TEAM (CAMP) (cont'd)

(CAMP) team, the Office of the Campus Registrar (OCR) initiated the reinstitution of the Staff Matters Committee to oversee the administration of Human Resource related matters to this category of staff, analogous to the Appointments Committee for ASAP staff. The Mona Campus Finance & General Purposes Committee (F&GPC) approved the reinstitution of the Staff Matters Committee, dormant since 2007, with an expanded mandate in January 2020.

Staff Events

Celebrating Staff

The Faculty of Science and Technology hosted its second FST Technical and Support Staff Day in November 2019. This was held to celebrate the work and contribution of these categories to the Faculty. Departments, Centres and Institutes of FST went all out to recognize the staff. Activities at the Departmental level included luncheons, tokens, video presentations starring the staff themselves, and gifts of spa treatments. In addition, the Faculty Office invited all technical and service staff over for light refreshments. FST now celebrates Technical and Support Staff Day every last Thursday of November.

Special Appointments

Staff Appointments

Professors Ishenkumba Kahwa and Helen Jacobs from the Department of Chemistry were appointed Professor Emeritus during the 2019-2020 Academic Year.

Long Service Awards



Initiating a CARING ACCOUNTABLE
MOTIVATED PROFESSIONAL TEAM (CAMP) (cont'd)



Culture Day



Digitization

The Mona Library goes fully digital



The Mona Library found new and creative ways of connecting to patrons and providing access to resources. Provision and promotion of enhanced online services was of great importance. Priority was given to areas such as virtual reference, in which librarians and paraprofessionals engaged in live chat sessions with students to answer questions in real time. Critical services for graduate students including thesis consultation and thesis scrutiny were moved to remote access.



The Mona Information Literacy Unit (MILU) liaised with faculty, and shifted quickly from in-classroom instruction to offering Information Literacy and research sessions remotely.

The MILU also developed a suite of online tutorials and videos to assist students to navigate the Library's online platforms. The Library's outreach and social media platforms were advanced with increased activities towards promoting resources and services to patrons. A Quick Link Guide directing patrons to services offered, and access points, was created very early, and communicated quickly and widely to all stakeholders via a number of communication platforms, while a YouTube channel was created to host instructional and promotional videos.

The Library also negotiated with service providers, including ProQuest and EBSCO, and access to all purchased e-books was upgraded from single to unlimited user access during the period (June 30 for

EBSCO and mid-July for ProQuest). In addition, many publishers offered access to their e-platforms of Open Education Resources.

The sudden disruption of face-to-face classes, and the shift to emergency remote teaching was extremely challenging for faculty and students who depended heavily on print resources, especially key Caribbean texts not available in e-formats. Recognizing the critical role of these to support teaching and learning, the Library pivoted quickly, and although buildings were closed to patrons, Liaison Librarians reached out by facilitating curbside delivery of needed print sources to faculty and graduate students. The Library also expanded access to critical print resources not available in e-format or for loan, by digitizing sections as requested by faculty and graduate students to support research and teaching. This of course was in keeping with the License expansion given by JAMCOPY. Staff from various Units within the Library were recalled from work -from-home and an assembly-line production put in place to achieve this. Over 140 requests were filled and almost 3,000 pages digitized, some of which were curated to Course Containers on OurVLE.



Digitization – Mona Campus Initiatives

Digitization of the Mona Campus services and processes is driven by the Principal’s Office and the Campus Chief Information Officer. In setting out the goal of technological agility, this initiative resonates with the findings of the Governance Commission Report of the Chancellor (2020) on the question of digital transformation. The Report states:

“Based on information examined by the Commission, achieving a more integrated, ICT- enabled and digitally transformed ‘One UWI’ eco-system is a top priority and is crucial if the University is to survive its financial and other challenges. In order to achieve this, numerous changes must be made to enable greater integration and cohesion of the distributed operational and technological systems and assets of the University. The change process must involve the academic bodies, librarians, archivists, record managers, registrars, bursars and information officers across the University and must be led by a genuinely committed and involved executive leadership team. ...digital transformation thus offers productivity gains, efficiency savings and resource-sharing opportunities that are crucial for surviving the widespread public spending cuts aggravated by the evolving global, pandemic-driven economic downturn”. (Pages 17 and 103)

Universities have no choice but to accept the boundless possibilities that can drive innovation and efficiency not only for the present but also as we continue to transform the future of our Campus. While the goal of harnessing the benefits of digital technologies existed in a pre-Covid environment, the challenges faced during 2020 have merely reinforced

that we had foreseen the only path available to us. We recognise that digital assets now drive more value than physical ones, that we need to weave digital capabilities into all our processes and systems, that through digitization we can deliver solutions in the ecosystem within the University and across our multiple community, industry and government partnerships. Having regard to the goal of CAMP however, we also recognize that digitization should not create degrees of separation from our end users. As the following examples illustrate, digitization extends in many directions.

Expanding Online Communication Channels

The Faculty of Social Sciences made progress towards implementing an Online Live Chat using Kayako Classic, a tool used by The UWI in their Mission to achieve excellent customer service and efficient job management. Kayako was activated as a test case for the Faculty Office staff as well as the Department of Economics in AY 2019-2020 to provide online live chat support as well as to record and log different student requests, through real-time responses or pre-defined responses to issues that increased response time. The use of an online live chat will also assist in alleviating the usual heavy traffic of students visiting the Faculty Office. Targets have been set for the entire Faculty to receive Kayako training in the upcoming AY 2020-2021.

The Faculty of Science and Technology drew on its own resources in the Department of Computing to deliver training programmes on Blackboard Collaborate, ZOOM and OurVLE. The Faculty

Undergraduate Guild and the UWI Computing Society also created videos to assist students with navigating E-learning, while an E- Learning page was created on the Faculty’s website to serve as a central location for student and staff to access information. Professor Daniel Coore along with Mr. Alton Bodley (Department of Computing), Mr. Matthew Budram and Mr. Yannick Lyn-Fatt (MITS) began working on a tool to help with asynchronous exam delivery. Other Faculty initiatives included a device loan scheme from the Department of Computing (seventeen Chrome books) that complemented those from the Library.

The Student Engagement 2.0 Virtual Hub

The Office of Student Services and Development (OSSD), in response to the COVID-19 pandemic, employed an integrated and technologized approach towards the delivery of its offerings. This initiative, termed the Student Engagement 2.0 Virtual Hub, was developed with the objective of providing students with developmental opportunities and support services to foster student retention and success using a digital and information communications technology (ICT) approach. Social media platforms such as Instagram, YouTube, Twitter and ZOOM were used to house much of the services provided by the OSSD. These included: First Year Experience; Student Leadership and Governance; Advising and Academic Support; Health and Wellness; Career Services; Support for Students with Disabilities; Residence Life; and Online Commuting Life.

Software Support

While some departments used the Academic Year 2019-20 to move a component of their business

processes online, others used the opportunity to either unearth additional potential in existing software or to acquire additional software which allowed them to conduct business operations remotely.

In the Office of the Deputy Principal, the Planning Unit’s primary use of the licenced software Qualtrics and Tableau along with open source software facilitated not only the usual Campus Student Evaluation of Teaching but several other surveys as well. The use of the business intelligence software has enabled the Unit to assess quickly the urgent needs of the Campus to facilitate intervention. The software allows for the preparation of reports with multiple layers of disaggregated data within a shorter timeframe that can be used to enhance decision-making.

Automation of Business Processes

The University of the West Indies distinguishes itself from its main competitors through the depth and richness of our graduate programmes. In an effort to provide more efficient service to our graduate students and to attract more graduate students, the Office of the Campus Registrar (OCR) in 2019-2020 initiated a comprehensive overhaul of the operations of the Office of Graduate Studies & Research, with emphasis on the automation of all existing manual processes. These processes span the following:

- i. Application and submission of documents
- ii. Tracking of the application process
- iii. Requests for adjustments to student status
- iv. Requests for Status Letters

Digitization – Mona Campus Initiatives (cont'd)

- v. The electronic submission and tracking of thesis
- vi. Digitization of graduate student files

This project is well advanced with the following components already completed:

- i. Electronic application of status letters
- ii. Adjustments to student matters including change of status and majors

Work is well advanced on the digitization of student files, the uploading of thesis and the electronic submission of referee reports.
Within the period, the Office of Student Financing sought to upgrade aspects of its online application system. This upgrade opened another avenue through which students can access scholarships and grants.

Mona Information Technology Services

The very essence of the challenges of the 2019-20 year required agility in an ever changing environment and operating in the context of limited information. MITS redeployed ICT resources and staff capabilities to increase the dexterity of the Campus by realising the following two (2) initiatives:

- 1. Transitioning the Campus to Virtual (online) operation of academic and administrative processes;

- 2. Implementing the technical platforms and process to support remote work-from-home (work-from-anywhere) work modality.

Virtualising the Mona Campus

It became necessary to enable the Campus, in both its academic and administrative operations, to pivot rapidly from normal in-person, face-to-face communication to full online operations or the ability to assume a hybrid or blended modality, thus functioning at two ends of the spectrum.

The MITS team used, as a resource, the mission critical enterprise administration applications (Student, Finance, HR, Library and Facilities information systems) and the business processes supported by these systems as the platform on which to virtualize the operations of the Campus online. That is, given that the Campus’ critical business processes are automated by these systems, these platforms were realigned to enable staff to execute and manage the operations of the Campus online.
This was achieved by:

- Redeploying the computer server, storage and network resources to ensure adequate capacity to support remote execution.
- Increasing Campus Internet bandwidth so as to provide the required Internet network capacity to support increased inbound connection from students and staff working remotely (away) from the Campus.

Supporting Work-From-Home

The complementary and critical aspect of exploiting the virtual online Campus is enabling *work-from-anywhere* access. This was implemented by restructuring and realigning the use and provisioning of secure network connections to staff so that they could remotely access the Campus’ information systems to carry out core academic and administrative operations and processes.

Outreach Activities



IGDS Charity

In commemorating International Women’s Day 2020, the Institute for Gender and Development Studies put on a Handbag Project to provide in need inner-city ladies with this essential item. Members of the Social Sciences Faculty Office saw this as a worthy cause and made Handbag donations to this initiative.



FSS Weekend Programme Donation

On Wednesday, November 12, 2020, Ms. Kayann Henry, Coordinator for the Faculty of Social Sciences Weekend Programmes, handed over a cheque totaling JMD\$15,000 to the senior administrator at the Mustard Seed Communities Head Office. The donation was made possible out of an initiative from students and their lecturer, Mrs. Garcia McLennon.



Community Development Project

Social Work students in the Faculty of Social Sciences pursued their practicum between July –September, 2019 in two communities, Woodford and Bull Bay supervised by Aldene Shillingford. They were instrumental in assisting project designs and project proposals to benefit critical needs articulated by those communities. As a result, the proposal for the Woodford Primary school to obtain tablets for students in grades 5 and 6, was accepted by the Jamaica National Bank for the funding of these devices.



Biotechnology Yam Farmers’ Workshop

The second staging of the Yam Farmers’ Biotechnology Workshop was held at the Northern Caribbean University, Mandeville on December 3, 2019. The focus of this workshop was to sensitize yam farmers in Jamaica to the fight against the yam anthracnose disease and research on how disease free plantlets could be a possible solution with additional use of nanoparticles. This workshop was facilitated through the National Science Foundation (NSF) BREAD PHENO Project.



New Fortress/UWI Junior and Senior Math Olympiad

The New Fortress/UWI Junior and Senior Mathematical Olympiad Competition continues. The First round for the Junior competition was held on January 18 and 19, 2020. Approximately 2400 students from 120 schools participated. The Semi-final round of the Senior competition was held on Saturday, February 22, 2019 at Western Jamaica Campus and UWI Mona with approximately 120 students from 6 schools (WJC) and approximately 240 students from 20 schools at The UWI Mona Campus.



Outreach Activities (cont'd)



Teachers Trained in Basic Lab Skills

Another edition of the *Basic Skills Training Workshop - Train the trainers* was held from December 17 to 19, 2019 at the Biotechnology Centre. The workshops aim to facilitate Biotechnology Training for high school teachers across Jamaica. There were ten trainees at the December staging hailing from the College of Agriculture, Science and Education (CASE), Bog

Walk High, Happy Grove High School, Cedar Grove Academy, Edwin Allen High School and the Scientific Research Council. There was also participation from a private candidate. Prof. Helen Assemota, Director of the Biotechnology Centre, facilitated the training. Overall about 36 teachers have been trained over the multiple staging of the workshop.



Heaven and Earth
by Basil Watson

The Way Forward – Anticipating 2021 and Beyond

Undoubtedly the Mona Campus has responded to the extraordinary demands of the last academic year and can lay claim to some well-defined successes as highlighted in various sections under this Report. There are no guarantees that what we considered to be “normal” will ever return with the sameness in which it existed before. Perhaps what is most essential for us to garner from this experience of a pandemic is what must be preserved as we move forward. We need to absorb the lessons that it has taught us in using our time efficiently to develop unique methods of both reaching and accommodating a vast audience.

The Mona Campus joined the fraternity and sorority of all tertiary and educational institutions globally in a massive learning curve. The University of Utah shared

Perhaps what is most essential for us to garner from this experience of a pandemic is what must be preserved as we move forward. We need to absorb the lessons that it has taught us in using our time efficiently to develop unique methods of both reaching and accommodating a vast audience.

for instance that “...like our peer institutions, we have learned to make better use of technology to enhance learning, increase access and promote college completion, without fear that such investments can or will fully take the place of experiential and residential education. ... we will continue to refine what we’ve learned about what needs to be done on campus to support a smarter, more efficient university in the post-pandemic world”.(<https://attheu.utah.edu/facultystaff/four-lessons-we-have-learned-from-covid-19/>)

To end this Report, we reflect in a preliminary way on what must be reconfigured and rethought at the tertiary education level as we progress in 2021 and beyond.

Conversion of Teaching and Learning practices: *Creating different student thinkers and different teachers*

With the transformation of how knowledge is readily available at the touch of a digital screen, a parallel revolution must also take place in how we modify teaching and learning processes. This revolution had in fact begun for those who had a handle on the digital world and for a younger generation born into the digital age. The COVID-19 pandemic and pivot to digital has forced a reckoning with what we must all learn about new ways of teaching and learning. First what we deliver either in face-to-face classrooms or on the screen must shift from content to understanding and validating information. While there will be some losses in accepted pedagogical practices of not being able to look into the eyes of the student to see if material is being understood, the methods of delivery themselves have to be transformed since knowledge as a commodity is

now more accessible to the student. When absorbing information from a teacher or lecturer is no longer the primary gateway to success, then as educators our task is to train the student not only on critical selection of valid sources but more importantly how they must be able to apply knowledge that has been accessed. Real transformation lies not in the increased and diversified ways of accessing information, but in the increased opportunities individuals will have for contributing to content production and knowledge building. Faculties will need to package and convey information differently and staff will need to be retrained on how to assess and examine students on the application of the material rather than on regurgitated knowledge of a subject, the latter which in any event is readily accessible on their phones and computers. We must move to the application of knowledge in order to help the student respond to the different demands for applied knowledge that is required by the workplace.

Reaching students: *Facilitating meaningful access and communication*

A lot of students hide under the radar in the digital world. With the face-to-face classroom, especially in manageably-sized classes, we are able as teachers to connect to the students; the education wheel has

We must move to the application of knowledge in order to help the student respond to the different demands for applied knowledge that is required by the workplace.

however shifted. No longer is the student poised at the feet of the lecturer waiting for words of wisdom. There is a different virtual space, with a different focus and requiring different modes of delivery to engage the learner. We have to find new ways to keep students attentive, to absorb their energies on screen and to package information that we have to deliver in more precise or exercise activities. It is likely that much of our teaching will continue through digital packaging. A survey of UWI Mona students during the pandemic revealed that 49% preferred face-to-face teaching, 35% of the students preferred a combined face-to-face and online delivery post pandemic, and 15% would want to shift completely to online. Every Programme will be blended. Pivoting to virtual, it was found that 27% of the staff had never delivered an online component; a training exercise to increase staff capacity to deliver virtually, significantly reduced that gap to only 5%.

Futuristically, reaching our students will require even more resilience given the mutations of viruses that will continue to threaten our teaching methods. We must mainstream the delivery of our courses and programmes into as many virtual components that can be managed, understanding that some disciplines require components that need to factor in face-to-face and clinical components. Perhaps the real lesson that will inform teaching and learning is a shift in the mindset and language of moving from *change* to *adaptation*. We need to think about adaptation to what digital learning offers “while maintaining the fundamental and foundational strengths of the in-person experience”. (<https://www.insidehighered.com/blogs/learning-innovation/learning-covid-19>). To fully realize the

The Way Forward – Anticipating 2021 and Beyond (cont'd)

promise of technology in education, however, we must also address the digital divide, which is real.

Administration – Investing in digital transformation

In a pre-COVID environment the Campus was already involved in a retooling of our services to allow for greater digital efficiencies. COVID-19 mercilessly accelerated us into this process, involving staff energies to tackle many different questions. How do we need to deliver while working from home? Which services could not be performed from home as for instance cleaners and lab technicians? What VPN and other access would administrative and other staff need in order for them to function from outside of the Campus and normalize them in the digital pipeline? Changes had to be made rapidly and we continue to do so. What we need to factor in as we continue to be responsive to unforeseen changes is that the investment cost of digital transformation is high in the first instance although this may taper off in the long run. We need to invest in software and hardware to facilitate remote teaching versus online delivery to train staff to handle these tools and instruments and invest in software, hardware and bandwidth that support this increased demand on our internet services. In order to move forward, we must be prepared to make that choice and to invest wisely and for the longer term vision of adaptation.

Restoring financial health – Revising business strategies

While restoring financial health remains a long term goal, clearly it is also built on incremental steps that cumulatively consolidate the financial state of the

The pandemic offered a potential for more research teams to respond to the research problems that surfaced, and for more research groups take advantage of opportunities presented by issues that were raised.

Campus. Among the areas that must be examined are how we might put the physical resources of the Campus to good use. A hypothetical example might be to consider the Assembly Hall a processing office for digital examinations that may become a fixture in the future. We must be vigilant and agile in responding with an eye for recouping some financial gains from our existing infrastructure. A second area that might be considered is that of upskilling or facilitating education needs among more of the workforce through agile links between university programs and curricula. These might be short-term certificates or shorter graduate programmes that respond to emerging needs of our industries, alongside our traditional degree offerings.

Research – Expanding our opportunities for research

The pandemic offered a potential for more research teams to respond to the research problems that surfaced, and for more research groups to take advantage of opportunities presented by issues that



were raised. One example was that of education research on the transformation that was brought by online delivery, its impacts on teachers, students, and access that was needed of library resources.

Elderly Care

Examples in social medicine abounded, as for instance the research that was generated by engaging with the elderly and looking at the impact of isolation on the Ageing population. This phenomenon was experienced globally in such a way that allows for immediate links to international research groups. The Mona Ageing and Wellness Centre (MAWC) conducts research to inform ageing and related policies, offers training in gerontology and participates in community outreach programme.

Happily, there were some initiatives that did evolve that can be taken forward as we continue to offer



Staff at the Mona Ageing and Wellness Centre (MAWC) assisting with elderly care at the New Haven Home for the Aged.



health services on the Campus to our clientele. Our own Health Centre with its small staff complement proposed a project on how telemedicine could be used to handle large populations who do not want to come in physically to a health center. They trained clients to submit photographs and to enable virtual diagnosis. Stress and anxiety emerged as another social issue that affected a large proportion of the population.

The Way Forward – Anticipating 2021 and Beyond (cont'd)

Research on the management of stress and solutions to offset these were in fact valuable research and intervention outcomes. Building on what worked effectively during the still ongoing pandemic as a University we must continue to anticipate the human and social needs and prepare solutions for anticipated problems. As the University of Utah also observed: “Health care rapidly accelerated delivery of telehealth visits for some routine patient needs, with insurance plans now supporting the cost of such appointments—again, limiting the need for parking and space and increasing efficiency for patients and providers”.

The City that was The UWI Mona Campus

Due to budget cuts, students are finding it less and less possible to pay their fees. The Campus worked out a stretched-out payment system and based on positive student response we can gauge that students still place a great value on getting an education at The UWI. It is likely that many of the future students will not physically inhabit the Campus although they may attend for various sessions or events. The Campus however earns 40% of its revenue from commercial enterprises such as food outlets. With no one to feed, these were closed and caused a major financial impact on the Campus’ revenue – even the banks on the Campus reduced their hours of service.

We need to re-envision the city around which the Campus was previously built. There are now roughly 1000 students in halls that before housed over 4,000. At least half of the staff work primarily out of their homes. Together with students also being spread geographically in all corners of Jamaica and elsewhere,

we must see the Campus as itself having established a wider geographical spread even if it has reduced the physical city that was on the Mona estate grounds.

There is an old Jamaican saying that seems appropriate here: *“Donkey don’t know the use ah him tail till he lose it”* meaning “You really don’t know exactly what you have until you no longer have it”. We are all hopeful that some semblance of a previous work and learning environment will return in time to come, even though it will do so with new restrictions and precautions, just as we have learnt to prepare for hurricanes and increasingly to repurpose our buildings with green technologies in a climate threatened future. Nonetheless, the lesson that must not be lost is that we must work for greater efficiencies in all human activity. We cannot afford wastefulness nor the elongated repetitive cycles before we adapt to change. We do not have the luxury of time or finances to make mistakes. The coming year promises to be much the same for the region due to the roll out of the newly discovered vaccine. We have no choice but to put some of the gains due to the rapid uptake of digital technologies into practice as a matter of course and see how these might also align with our other primary goals on the Mona Campus. The wheel has shifted. Going forward we must maintain success levels in the face of challenges, ensuring that the one thing we normalize is the cycle of change and adaptation.

Appendices

I. Senior Management Team 2019-20

Professor Dale Webber
Principal

Professor Ian Boxill
Deputy Principal

Dr. Donovan Stanberry
Campus Registrar

Mr. Howard Pearce
Bursar (Acting)

Professor Minerva Thame
Director, Office of Graduate Studies and Research

Mr. Jeremy Whyte
Chief Information Officer

Dr. Paulette Kerr
Campus Librarian

Mrs. Kathleen Sambo
Estate Manager

Mr. Devon Smith
Campus Projects Officer

Mr. Jason McKenzie
Director, Office of Student Services and Development

Deans

Professor David Tennant
Faculty of Social Sciences

Dr. Adrian Lawrence
Faculty of Engineering

Dr. Akshai Mansingh
Faculty of Sport

Professor Michael Taylor
Faculty of Science and Technology

Professor Waibinte Wariboko
Faculty of Humanities and Education

Dr. Shazeeda Ali
Faculty of Law

Dr. Tomlin Paul
Faculty of Medical Sciences

li. Governance – Members Of Council 2019-20

Dr. the Hon. Earl Jarrett
Chairman

Professor Hilary Beckles
Vice-Chancellor

Professor Dale Webber
Pro-Vice-Chancellor and Principal

Professor Ian Boxill
Deputy Principal

Dr. Donovan Stanberry
Campus Registrar

Mr. Howard Pearce
Acting Campus Bursar

Dr. Paulette Kerr
Campus Librarian

Mr. Jeremy Whyte
Chief Information Officer

Mr. Karl Samuda, CD, MP
Representative, Government of Jamaica

Mrs. Audrey V. Sewell, JP
Representative, Government of Jamaica

Hon. Diallo Rabian
Representative, Government of Bermuda

(to be named)
Representative, Government of Grenada

Mrs. Audrey Anderson
Chancellor’s Nominee

Mr. Jeffrey Cobham
Chancellor’s Nominee

Mr. Parris Lyew-Ayee
Chancellor’s Nominee

Mr. Noel Levy
Chancellor’s Nominee

Hon. Mrs. Thalia Lyn
Chancellor’s Nominee

Professor Waibinte Wariboko
Dean, Faculty of Humanities & Education

Dr. Shazeeda Ali
Dean, Faculty of Law

Dr. Tomlin Paul
Dean, Faculty of Medical Sciences

Professor Michael Taylor
Dean, Faculty of Science & Technology

Professor David Tennant
Dean, Faculty of Social Sciences

Dr. Adrian Lawrence
Dean, Faculty of Engineering

Dr. Akshai Mansingh
University Dean, Faculty of Sport

n/a
Non-Professorial Representative,
Academic Board, Mona

Appendices

li. Governance – Members Of Council 2019-20

- n/a**
Representative, Academic Board, Mona
- Dr. Kristina Hinds**
Representative, Academic Board, Cave Hill
- Professor Brian Copeland**
Representative, Academic Board, St. Augustine
- Ms. Levene Griffith**
Representative, Academic Board, Open Campus
- Mr. Henderson Thompson**
Representative, Tertiary Level Institutions
- Mrs. Corrine Richards**
Representative, Tertiary Level Institutions
- Mr. Dwayne Haynes**
Representative, UWI (Mona) Alumni Association
- Ms. Christina Williams**
President, Guild of Students
- Mr. Etel Williams**
Representative, Postgraduate Students
- Mr. Eton Chin**
Representative, Senior Administrative & Professional Staff
- Mr. Jeffrey Thompson**
Representative, Administrative, Technical and Service (ATS) Staff

IN ATTENDANCE

- Professor Densil Williams**
Pro-Vice-Chancellor, Planning
- Ambassador Richard Bernal**
Pro-Vice-Chancellor, Global Affairs
- Dr. Maurice Smith**
University Registrar/Director of Administration
- Mrs. Andrea McNish**
University Bursar/Director of Finance
- Professor Minerva Thame**
Director, Graduate Studies & Research, Mona
- Dr. Noel Morgan**
Acting Deputy Bursar
- Mr. Jason McKenzie**
Director, Office of Student Services & Development
- Miss Kay Brown**
Director, Business Development Office
- Ms. Kaydian Martin**
Director, MARCOMM
- Mrs. Michelle Ashwood-Stewart**
Snr. Assistant Registrar, Secretariat
(Recording Secretary)
- Ms. Anthia Muirhead**
Assistant Registrar, Secretariat

Photography
Mr Maxwell Williams - Lead Photographer
Departmental contributions of photographs

Graphic Design and Layout
Seaview Graphic Design Studio



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