



**UWI**  
MONA CAMPUS  
JAMAICA, WEST INDIES

‘20  
‘21  
ANNUAL REPORT

# Redefining Possibilities







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JAMAICA, WEST INDIES

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Possibilities**



# Contents

Chairman’s Message	06
Principal’s Message	08
Executive Summary: Redefining Possibilities	11
The UWI Mona Campus’ COVID-19 Management Report	18
COVID Champions	24

## Access

<b>Redefining Student Success</b>	<b>42</b>
Student Success Stories	43
Student Demographics	56
Student Photo Gallery – Graduation	60
<b>Redefining Teaching, Learning and Student Development</b>	<b>64</b>
Cross-Campus Collaborations	67
Curriculum Development	67
Assessment Processes	69
Increased Access to Teaching/Learning Resources	70
Staff Development	72
Student Experience	74
<b>Redefining A Culture Of Scholarship and Research</b>	<b>80</b>
Research Advocacy	82
Graduate Research	82
Research Partnerships	84
The Role and Impact of The Library	89
Redefining Research Publications	89
Research Support for Academics	90
<b>Redefining Communication</b>	<b>93</b>
Live Support for Students	97
Social Media Impact	98
Virtual Events	99
Student Registration	102
Redefining Staff Engagement	102

## Alignment

<b>Redefining Outreach</b>	<b>106</b>
Health and Wellness	108
Advocacy	110
Science Education	113
Outreach Partnerships	115

## Agility

<b>Redefining Financial Health</b>	<b>120</b>
Student Financing	125
Cost-Saving Initiatives	129
<b>Mona Campus Achievements</b>	<b>132</b>
Staff Recognition	132
Faculty Achievements	138
Times Higher Education Ranking	138
<b>The Way Forward – Anticipating 2022 and Beyond</b>	<b>140</b>
Appendices	144



## Chairman's Message

# Transforming in a Year of Challenge

In the Financial Year 2020-2021, The University of the West Indies Mona Campus faced perhaps its most challenging year since its founding in 1948. The University's capacity was tested to the limit by the COVID-19 pandemic which affected all aspects of our operation.

There were significant changes to many of our regular practices, including our teaching and learning methods, management of our facilities, and health and safety management of our staff and students.

The impact on Jamaica's economy was also severe, resulting in a reduction of between 8% and 10% of the Gross Domestic Product (GDP). From its limited budget, the country had to allocate significant funding to support vulnerable institutions and citizens, purchase and distribute COVID-19 vaccines, and staff and equip hospitals and clinics.

As a result of the institutional bureaucracy developed since its inception, The UWI Mona was well equipped to deal with the effects of the COVID-19 pandemic. These structures, including policies, procedures, and people, made the University better prepared to manage the crisis.

By utilising the institutional scaffolding of administration, crisis management, academic skills, available financial resources, and the support of

international partners and the Jamaican Government, the University was able to survive and transform.

These latent assets served the University very well as we pivoted to online learning, a technique that The UWI Open Campus had developed over time. Our ability to respond, and to continue to provide access to the people of the region, was largely due to the agility of the management and administrative staff and the system-wide integrative capacity. The UWI Mona was prepared institutionally through its risk management practices and procedures to deal with the crisis.

In this vein, I wish to thank and recognise the work of the Finance Sub-committee of the Finance and General Purpose Committee (F&GPC) comprising Mr. Jeffrey Cobham, Mr. Parris Lyew-Ayee, Mrs. Audrey Anderson, Justice Dennis Morrison QC, Mr. Paul Lalor, Professor David Tennant and Mrs. Catherine Parke Thwaites.

The Committee provides oversight to the Campus F&GPC by interrogating the financial decisions of the

### Hon. Earl Jarrett

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

University's management to improve the outcome of their decisions. Through its efforts, many contracts have been renegotiated and there is a rigorous effort to reduce costs and improve efficiencies. These efforts are beginning to show positive results.

The Deans have been the vanguards of our University by maintaining globally-recognised high academic standards and by promoting important research work being done at this University. The Mona Campus participated in the finalisation of the Chancellors' Governance Commission Review and Report by providing feedback and suggestions, all aimed at maintaining the great institution: "The University of the West Indies."

The University continues to enjoy a dynamic and productive reciprocal relationship with the private sector. The private sector depends on the University to provide the human resources needed in a competitive, knowledge-driven world; and, in turn, the University is supported by the private sector in many ways. I single out the work of The UWI Development and Endowment Fund (UWIDEF), an institution dedicated to sourcing funding to support students and the infrastructure at UWI Mona.


The University's relationship with the Government of Jamaica remains strong as The UWI performs an important role in the national education policy outcomes.

On behalf of the University, I extend gratitude to the members of the University Council and members of the University community for their contributions to the success of our University during these challenging times.



"The UWI Mona was prepared institutionally through its risk management practices and procedures to deal with the crisis."





**Professor Dale Webber**  
Pro Vice-Chancellor and Principal  
The University of the West Indies, Mona

“We drew deeply on our reserves to keep the Campus safe, to continue to deliver relevant education, to generate new opportunities for research, while creating the financial headroom to carry out strategic priorities, and all without reducing permanent staff complement at all levels”

## Principal's Message

# Unprecedented Times, Unfailing in our Mission

The coronavirus pandemic of 2020-2021 cast a dark shadow on the entire world. Confronted by the challenges created by the pandemic, The UWI Mona Campus, one of The UWI lights rising in the West, had to create a path out of this darkness, in order to keep true to its mission.

This 2020-2021 Annual Report details key financial and operational advances and summarises the extent to which COVID-19 tested the spirit of our institution, the mettle of our staff and students, and most of all, our financial strength.

Despite the widespread disruption brought on by closures, lock-downs, curfews and social distancing, the Report shows how the Mona Campus responded with commendable resilience. Campus administration stood firm in the face of the deadly COVID-19 virus, quickly re-evaluated the situation and redefined possibilities in line with overall strategic goals.

The objectives for moving ahead are defined and outlined in the Triple A Strategic Plan, positioning The UWI as a primary engine of capacity building for the region. This Report has to be viewed not merely as a document, but rather as a reflection of the principles which have steered our activities and helped us to keep afloat in this still uncertain environment.

Our performance at both academic and administrative levels has been strongly influenced by the profound changes caused by the pandemic. Key income streams were dramatically reduced. We drew deeply on our reserves to keep the Campus safe, to continue to deliver relevant education, to generate new opportunities for research, while creating the financial headroom to carry out strategic priorities, and all without reducing permanent staff complement at all levels.

Various attempts were made by the administration to cut cost. The Vacancy Monitoring Committee (VMC) proved beneficial in this regard as its work in challenging every vacancy not only resulted in welcomed savings, but also the creation of a leaner and efficient teaching staff who are more aligned with the realities of our future.

This Report also shows the extensive reach and upscaling of our research efforts during the review year. Understandably, a number of COVID-19





## “We closed the 2020-2021 academic year as a near state-of-the-art digitally-enabled Campus”

related studies were undertaken to determine the impact of the pandemic on various segments of society. We continue to defend our research and development portfolio by tackling issues in the wide range of disciplines that the Campus practices.

The environmental credentials of the Mona Campus received a boost with the installation of a weather station. This was made possible through a collaborative agreement with the Meteorological Service of Jamaica. Given that climate change is another key threat to our future existence, this station which will facilitate research on climate data and information management is another step in the direction of preparedness that we are taking.

We closed the 2020-2021 academic year as a near state-of-the-art digitally-enabled Campus.

The switch to online teaching served to illustrate the agility of the technical and support team, the adaptability of the staff and the flexibility of students.

We are hopeful that soon, The UWI Mona Campus can be fully opened for face-to-face business, while adhering to all health and safety protocols. We are aware, nonetheless, that future challenges could rattle operations and potentially create more disruptions at the University and the communities we serve. However, there is comfort in the fact that with this experience under our belt, we have the confidence that we will respond with agility, and that the optimism alive and well at Mona, is accompanied in equal measure by pragmatism and an unwavering motivation to redefine possibilities.

## Executive Summary

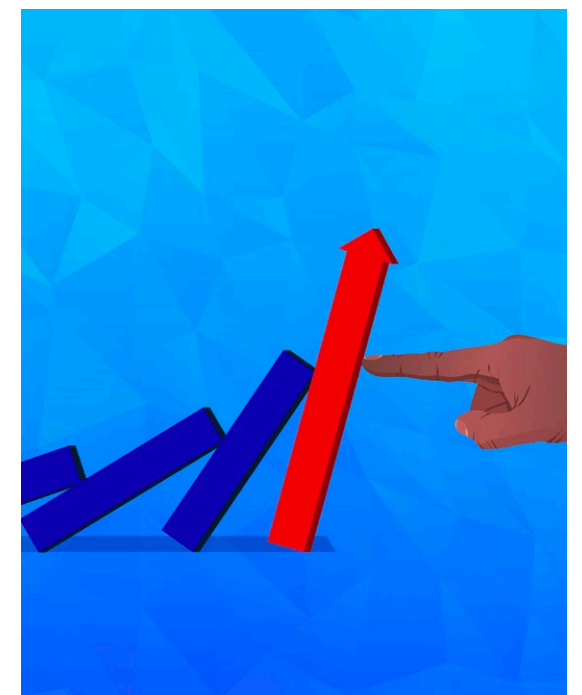
# Redefining Possibilities

This snapshot of the past year proves that the COVID-19 pandemic has not shaken the resolve of The UWI Mona Campus to advance its academic mission, nor its commitment to excellence in teaching, research and service, to the Caribbean community and the wider world.

Indeed, this ongoing global pandemic has fortified the Campus' resolve to continue to be the place in Jamaica where great minds collaborate to advance the development of a more equitable society.

The Mona Campus adhered to its three-pronged Strategic 2017-2022 Plan, to improve **Access** to The UWI's resources by the people of the Caribbean, to ensure **Alignment** of its goals with regional aspirations, and to improve the **Agility** of the institution to respond to the constantly changing environment. With strategic interventions and a determined resolve, the Campus found powerful ways to redefine possibilities.

Collectively, we found creative means of using existing resources to advance our strategic agenda, searching out fresh perspectives and drawing on untapped talents to create new possibilities. By the second year of the coronavirus pandemic, it became patently clear that the future would bring challenges and possibly, disruptions. Our continued success requires a mindset of adapting, prioritizing and unflagging resilience to manage, especially through periods of instability.



We adapted by expanding horizons for enhanced teaching and online learning, and hurdling the challenges revisited on us in 2020-2021, to turn out 4,214 career-ready graduates, armed with



Executive Summary

new knowledge to contribute to industry and their communities.

Despite the obstacles, Faculties and Departments worked diligently and effectively, either within teams or in partnerships, to achieve a significant number of the stated goals in our Triple A Strategic Plan.



Mona Campus Initiative Status Report July 2021

<div>Initiative 1</div> <div>Advance Energy Management Programme</div> <div>Status: On Target</div> <div>90% completed</div>	<div>Initiative 2</div> <div>Develop Strategies to Increase Graduate Student Access and Population Ratio</div> <div>Status: On Target</div> <div>90% completed</div>	<div>Initiative 3</div> <div>Add Mentorship, Staff Champion Leadership training &amp; Change Management to Radical Collaboration</div> <div>Status: On Target</div> <div>60% completed</div>
<div>Initiative 4</div> <div>Improve the infrastructural and human resource capacity of the Medical Education Unit - Phase 1</div> <div>Status: On Target</div> <div>90% completed</div>	<div>Initiative 5</div> <div>Improve the infrastructural, technological and human resource capacity of the Centre for Excellence in Teaching and Learning (CETL)</div> <div>Status: On Target</div> <div>50% completed</div>	<div>Initiative 6</div> <div>Digitally Transform library services &amp; infrastructure and support staff development</div> <div>Status: On Target</div> <div>55% completed</div>
<div>Initiative 7</div> <div>Digitally transform teaching, research and administrative facilities and offices across entire Mona Campus</div> <div>Status: On Target</div> <div>75% completed</div>	<div>Initiative 8</div> <div>Improve student and staff experience in all Faculties and Offices across the Mona Campus including WJC</div> <div>Status: On Target</div> <div>80% completed</div>	<div>Initiative 9</div> <div>Increase research activity and research output</div> <div>Status: Added in 2019</div> <div>30% completed</div>
<div>Initiative 10</div> <div>Consolidate operations and entities for improved efficiency</div> <div>Status: On Target</div> <div>40% completed</div>	<div>Initiative 11</div> <div>Increase revenue from commercial operations</div> <div>Status: On Target</div> <div>70% completed</div>	



## Access

The Mona Campus adapted to the restrictive environment created by the pandemic, by developing protocols for the delivery and administration of online examinations, and connecting local, regional and international users with teaching, research and learning outputs. As an example, for the period September 2020 to July 2021, the online resources of the Campus received more than 7 million hits from users in Jamaica, and another 500,000 hits from users across the region and the United States.

Virtual communication proved to be an integral tool for facilitating communication with students and staff in the 2020-2021 academic year. A number of entities on the Campus utilised Zoom, WhatsApp, Kayako Classic and Blackboard Collaborate platforms to interact with current and prospective students, promote research of Faculty members, and provide information on various activities and initiatives.

During the academic year it was increasingly crucial to advance the outreach activities to boost the morale of the Campus in respect of our value to the communities we serve. New areas of outreach of all Faculties were enabled, especially those that provided thought leadership in the management of the impact of the COVID-19 pandemic on public health, schools and education, industry, Caribbean

economies, sport, society, and the preservation of the environment.

To facilitate this level of outreach, the Mona Information Technology Services (MITS) provided the technical support for 101 virtual events that were produced on the Campus.

## Alignment

Not unexpectedly, health and health-related issues continued to be of paramount importance this academic year. The Mona Campus is proud of the excellent performance of the Mona Ageing and Wellness Centre which partnered with the Ministry of Health and Wellness (MOHW) in its aim to vaccinate 65% of the Jamaican population by March 2022.

Under the leadership of Professor Denise Eldemire-Shearer, the Centre routinely administered vaccines and participated in vaccination blitz days. As at July 31, 2021, the team reported that more than 16,000 persons had been vaccinated at the Centre.

Nationally, persons affected by the coronavirus were cared for by a cadre of dedicated healthcare professionals. Many of the health workers and medical personnel are UWI-trained and they continue to work tirelessly towards successful mitigation of the pandemic.

## Health Connect Jamaica

In addition, The UWI Mona Campus, signed a Memorandum of Understanding (MOU) with the MOHW that will govern the operation of Health Connect Jamaica (HCJ), a network that has a mandate to expand access and utilization of high-quality HIV-specific primary health services in the private health sector.

HCJ is funded by the US President's Emergency Plan for AIDS Relief (PEPFAR) through the United States Agency for International Development (USAID) and their implementing partner FHI360 as a special project of the Faculty of Medical Sciences (FMS), at The UWI, Mona. It expands the access and utilization of high-quality HIV-specific primary health services in the private health sector, filling the gap in quantity and quality that currently exists in the national HIV response. This service is vital for people living with HIV (PLHIV) in Jamaica, who are currently unable to afford access to treatment and care in the private health sector.

By the end of the first year of operations (September 2021), the HCJ network had expanded across the country with access to clinicians and laboratories in all four health regions. The services of 42 clinicians were contracted, and 6 laboratories were established with 31 locations available to clients seeking healthcare services. The clientele expanded to over 276 and viral suppression has been achieved in 92% of clients. This is a

**"Continuing to provide a strategic and vital contribution to national needs, the Campus maintained robust private sector linkages, collaborating with agencies and organizations to enhance the employability quotient of students."**

phenomenal success story, translating into PEPFAR exceeding its target achievement by 48% for total patients being served and 2% for total patients virally suppressed.

Continuing to provide a strategic and vital contribution to national needs, the Campus maintained robust private sector linkages, collaborating with agencies and organizations to enhance the employability quotient of students. By retaining and prioritizing ongoing partnerships and adding others, the Campus maintained a vital link in the chain between education and skill preparedness for the nation's future workforce.

Of these, one example is the New Fortress Energy (NFE) Summer Internship Programme. This Programme is an investment in the next generation of engineering innovators. It allows students to apply the conceptual knowledge they gained in the classroom to the fields of Liquefied Natural Gas (LNG), Energy Generation, Automation and Electronic Controls. In the year under review, 14 Mona Engineering students worked closely with mentors on exploring new technologies while solving complex engineering problems and designing new and future engineering projects. The Programme rotated students between the company's LNG plants in St. Catherine, Clarendon and St. James.

**7M**

online user hits  
from Jamaica

**500K**

online user hits from  
the region and US

**101**

virtual events

**16,000**

persons vaccinated  
at Mona Centre



## Executive Summary

### Agility

The Campus embarked on a number of initiatives to improve the financial status and health of the institution and for the first time in 6 years, recorded a positive Comprehensive Income of J\$467 million.

This was as a result of significant reduction in expenditure in the following areas:

- Administrative Services
- Local and foreign travel
- Repairs and maintenance
- Security costs
- Inventory/supplies
- Consumables
- Expected credit losses due to better collection of funds

Added to the above, was a positive pension adjustment that supported that outcome. These were, however, offset by increased spending of 83% to support ICT-related initiatives on the Campus which were essential in the pivot to the virtual environment from which the Campus carried out the majority of its undertakings.

The Mona Campus proudly acknowledged Faculty members who received national awards or who were recognised in the region for excellence in their scholarly and academic achievements. The fog of COVID-19 was lifted long enough for the virtual staging of the Annual Long Service Award ceremony to be produced and aired in March 2021.

This event celebrated the commitment of UWI staff who have been exemplary in the execution of work in service of the Campus. Awards were presented to 162 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, 81 employees received awards for 15 years of service, 48 for 21 years of service, 31 for 30 years of service, and 2 employees for 40 years of service.

### Conclusion

The pandemic has claimed many lives and has disrupted education systems globally. The path ahead continues to be paved with blocks of uncertainty. We have by 2020-2021 learnt that as an educational institution we must be adaptable to constantly redefining possibilities for digital learning environments that suit the times.

Against the background of disheartening predictions of further waves of coronavirus, The UWI family recognises that in forging forward, innovation and resilience are indispensable tools. By utilizing these tools, we are redefining how we assist students and staff to realise their potential. We are harnessing the power of disruptive technologies and partnerships within the society and globally, to make rapid response strides.

Yet, the most important stride has been an adoption of the mindset that technologies must help us to work more efficiently, and that change, whilst disruptive, provides meaningful opportunities for us to help our populations in Jamaica and the Caribbean to live more balanced, productive, healthy and enjoyable lives.

Perhaps the best way to remember this year of upheaval is from a place of gratitude. I must commend the extraordinary efforts of everyone across The UWI, Mona community, and I am confident that whatever the future throws at us, we will apply our collective ingenuity to maintain and improve our reputation for caring and excellence.

**“The Campus embarked on a number of initiatives to improve the financial status and health of the institution and for the first time in 6 years, recorded a positive Comprehensive Income of J\$467 million”**



# The UWI Mona Campus' COVID-19 Management Report



The UWI Mona Campus, in navigating the worst pandemic since 1918, decided on an approach guided by the dictates of the Government of Jamaica through the Ministry of Health and Wellness (MOHW). The objective of the Campus was to create an environment within which staff, students and visitors could safely operate during this pandemic.

In order to do this, risks were identified and measures introduced to mitigate against them.

## Emergency Management Committee

On March 3, 2020, the Campus activated its COVID-19 Emergency Management Committee. The Committee is chaired by the Principal with the Deputy Chair being the former Clinical Director of the University Health Centre, Dr Blossom Anglin-Brown. The Committee is a multi-disciplinary team comprising health service professionals, academics, administrators, the Guild of Students, Unions representing staff, and key management officers. While not maintaining a rigid schedule for

meetings, the Committee met on a regular basis; on an average of once monthly. These meetings served to drive the Campus' response to the pandemic.

## Emergency Remote Operations

In keeping with the guidelines, protocols and the dictates of the Ministry of Health and Wellness (MOHW), the Campus discontinued face to face teaching on March 13, 2020 and implemented emergency remote operations. Team members were placed on rotating shifts and some members of staff were allowed to work remotely. Online/remote teaching commenced on April 13, 2020.

The practice of remote work has continued in some areas in keeping with the recommendations of the Government of Jamaica. Online/remote teaching has continued in the main, with a gradual and limited reintroduction of face-to-face practical instructional sessions such as laboratory classes and clinical sessions for medical students.

online/remote education, a policy for working from home, practices in Halls of Residence, mechanisms for protecting both staff and students, and initiatives to boost the Campus' preparedness for sudden changes to our existing operations.

## Implementation

Despite the constraints brought on by the COVID-19 pandemic, the Campus set out to conduct its business in a manner which was in keeping with the dictates of the Government of Jamaica and with the safety of faculty, staff, students and visitors, as a priority.

Consequently, the Campus established an Implementation Team to drive the operational matters relating to the management of the pandemic. The Team comprised members of the Estate Management Department, the Campus Projects Office, Marketing Recruitment and Communication, the Office of Student Services and Development, the Bursary, the Director of Security, and the Office of the Campus Registrar. The Chief Emergency Management Officer acted as the convener and coordinator of this team.

Over the period, the Implementation Team successfully embarked on a number of activities.

### University Health Centre

Several interventions were made to upgrade the facilities at the University Health Centre in light of the critical role it was expected to play in service to the Campus community. These included roof repairs, servicing of air-conditioning units, preparation of an Isolation Room, and the installation of protective barriers/sneeze guards. These were successfully executed within the first month of the arrival of COVID-19 in Jamaica.

## Documentation

Again, consistent with the protocols and dictates of the Ministry of Health and Wellness (MOHW), the World Health Organization (WHO) and the Pan-American Health Organization (PAHO), the Committee prepared and promulgated guidelines for the management of the pandemic. These included;

- **Framework for Operations during the COVID-19 Pandemic**
- **Guidelines for Response to a Positive COVID-19 Case on the Campus**
- **Guidelines for the Conduct of the Ceremonies for the Presentation of Graduates during the COVID-19 Pandemic**
- **Framework for Face-to-Face Instructional Sessions**
- **Guidelines for the Conduct of Social and Related Activities during the COVID-19 Pandemic**
- **Framework for the Conduct of Face-to-Face Examinations during the COVID-19 Pandemic**

## Framework For Operations

*The Framework for Operations during the COVID-19 Pandemic* is a comprehensive document which serves as the primary guide for members of the Campus community and related stakeholders. The document covers a range of topics including protocols for events being hosted on the Campus,



**"Despite the constraints brought on by the COVID-19 pandemic, the Campus set out to conduct its business in a manner which was in keeping with the dictates of the Government of Jamaica and with the safety of faculty, staff, students and visitors, as a priority."**

#### Protective Barriers/Sneeze Guards

A total of 50 protective barriers/sneeze guards were installed in customer-facing administrative areas across all faculties, libraries, the Bursary, and the Registry.

As these team members (receptionists/customer service representatives, etc.) are the first point of contact for our clients, it was of utmost importance that they be suitably protected.

#### Hand Cleaning, Disinfecting and Temperature Checks

Our approach to hand cleaning and disinfecting took three forms:

- Repairs and maintenance were effected to public bathrooms
- 200 automatic hand sanitizing dispensers were installed at strategic points
- 16 hand-wash stations were installed on the Halls of Residence

All automatic hand sanitizers had dedicated teams for servicing. They continue to function with a

100% serviceability rate. Over the period, 150 no-touch infrared thermometers were also acquired and distributed to Departments.

#### Training Service Staff

A special training course was offered to service staff, their supervisors, and food vendors who operate on the Campus. This was done in an effort to uphold the required cleaning standards during the pandemic. A total of 450 persons participated in the training exercise and most expressed that they felt informed and empowered to better perform under trying circumstances. The Unions representing the workers complimented the programme.

#### COVID-19 Monitors

Recognizing the need to have additional persons in and from Departments assisting in the efforts, 160 COVID-19 Monitors were trained in infection and prevention control. Their course included an introduction to understanding COVID-19, steps to be taken for infection control, and matters relating to compliance with the established protocols.

#### Student Courtesy Officers

As the Campus recommenced limited practical instructional sessions, it became necessary for Departments to be provided with support to operate Health Screen Points, manage physical distancing, building capacity, and other COVID-19 protocols.

In order to satisfy this demand, a number of students were identified and trained as Student Courtesy Officers with responsibility to provide these services. Over the period, a total of 35 were deployed.

Reports from the Departments suggest that without their presence and contribution, face-to-face activities would not have been possible.

#### Personal Protective Equipment and Cleaning/Disinfecting Supplies

The Bursary's General Stores had the responsibility of procuring and supplying The UWI community with a range of personal protective equipment, cleaning and disinfecting supplies, and toiletries. Despite minor shortages of some items at times, which was due to disruptions in the international supply chain caused by the pandemic, the General Stores lived up to expectations and provided quality products.

#### Communication

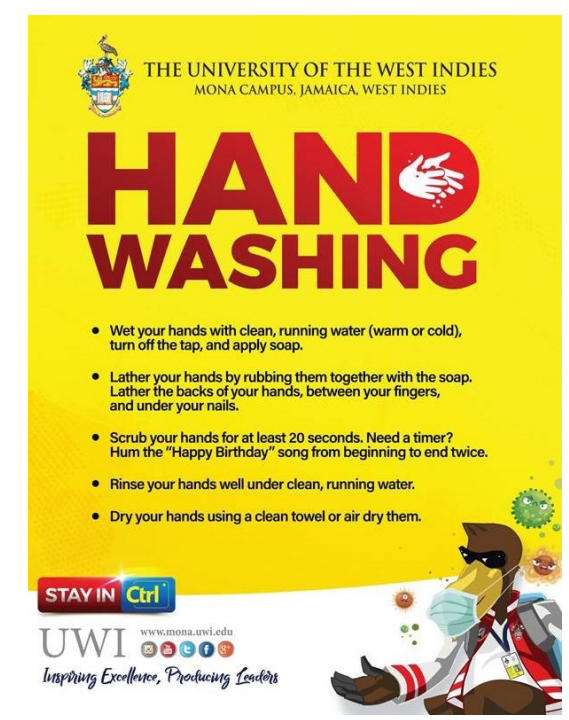
The Marketing, Recruitment and Communications (MaRComm) Team, designed and executed a comprehensive Communication Plan. This included the use of the Campus' website, digital billboards, free-standing signs, posters, and the use of social media. A Communication Kit was also designed and shared with stakeholders.

The initiative successfully penetrated the community and was lauded as instrumental in providing information and achieving behaviour change.

#### Grounds and Facilities Management

The Estate Management Department (EMD) provided critical support to the Campus, both at the policy and implementation levels.

The EMD led the on-the-ground preparation and implementation of the Campus' COVID-19 Response and collaborated with the Campus administration to develop COVID-19 protocols, conduct space audits for the reconfiguration of spaces to meet new protocols, install automatic hand sanitizers and sneeze barriers, mount COVID-19 campaign posters, facilitate deep-cleaning requests, manage events, and install room capacity and physical distance markers.







Extraordinary Measures

Over the period under review, as a part of its infection control mechanism, the Campus introduced the following extraordinary measures:

- Reduced the number of students residing on Halls;
- Ceased the admission of additional students on Halls of Residence;
- Limited the approval of face-to-face instructional sessions;
- Facilitated the controlled rotation of staff;
- Facilitated work-from-home, where possible;
- Modified arrangements relating to sick leave;
- Limited visits to persons with essential/legitimate business on Campus;
- Facilitated face-to-face sessions with students by invitation only;
- Ensured enhanced cleaning and disinfecting in all areas;
- Enforced mask protocols, hand hygiene and physical distancing;
- Encouraged the community to seek psychosocial support if/when needed.

Campus Activities

Despite the pandemic and its accompanying restrictions, the Campus continued its core

business of teaching and research. The academic and administrative committees of the Campus continued to function virtually, with credible results. A number of academic conferences, workshops and seminars, were also conducted in the virtual space.

The Campus successfully conducted Commencement and Valedictory Ceremonies and two Graduation Exercises. In January 2021, blended live and virtual Graduation sessions were held. In November 2021, the Campus hosted a totally virtual exercise.

Response to Cases

Once the Campus became aware of a COVID infection case, the matter was addressed in keeping with the dictates of the Ministry of Health and Wellness. Testing was arranged when required. Staff and students went into quarantine or isolation as necessary. Facilities were cleaned and returned to service. All the necessary protocols relating to medical-in-confidence were observed.

Vaccine Mandate - Halls of Residence

The Mona Campus moved to impose a requirement for all students residing on Halls of Residence to be fully vaccinated. This would go into effect at the start of Semester 1 in academic year 2021-2022.

Psychosocial

The Campus continued to be mindful of the psychological impact of the pandemic on members of the community. A team comprising the Counselling Unit at the University Health

Centre; members of the Department of Sociology, Psychology and Social Work; and the Chaplains of the Campus, therefore collaborated to do interventions. The Campus, being cognizant of the vulnerable state of staff and students, has pledged to continue to provide support in the best way possible.

Conclusion

Efforts to safeguard the Campus were not without challenges. These ranged from resistance to the need for behaviour change, misinformation, hysteria, and some resource constraints. The Campus, nonetheless, was able to work through these challenges and keep the institution operating efficiently and in the safest possible manner.





## COVID Champions

**“We have dubbed these ‘COVID-19 Champions’ for their stalwart efforts in streamlining teaching and learning initiatives and for their support of the health and wellness imperatives of both the Campus and the Government of Jamaica”**

All of us who have survived and who made virtue of necessity on the Campus, drawn from all categories of staff and students who responded and bore with the fundamental changes in our learning environment, are COVID-19 Champions.

While we celebrate everyone, the contributions of select members of staff stood out, as they went above and beyond the regular call of duty to maintain the safety and security of our staff and were centrally placed in our institution to facilitate the work of others.

We have dubbed these “COVID-19 Champions” for their stalwart efforts in streamlining teaching and learning initiatives and for their support of the health and wellness imperatives of both the Campus and the Government of Jamaica.

We signal in this Report our collective thanks for their commitment to the common good.

### COVID Champion

#### Dr. Debbie-Ann Chambers

Head of Unit, University Counselling Service

Dr. Debbie-Ann Chambers and her care team had to find **creative ways to meet the needs of patients** who were driven indoors by the coronavirus. This called for refocusing and adapting to a world that had largely retreated online to circumvent the debilitating effects of the pandemic on everyday life.

Dr. Chambers, Head of Unit, University Counselling Service, found innovative ways of meeting the needs of students and staff in the face of a potential mental health fallout fuelled by COVID-19. This was not an easy feat, especially given the fact that mental health services tend to be chronically underfunded the world over. Jamaica is believed to have one of the highest funding for mental health in the region, and this is only around two per cent of the health budget.

Dr. Chambers and her team have, however, remained undaunted. Despite the challenges, they adopted a number of creative strategies to continue to engage and reach members of the community.

“When COVID-19 hit us on Campus, we had to very quickly figure out how to continue counselling in an atmosphere where we would not be able to see people face-to-face, and this was critical for us



**“When COVID-19 hit us on Campus, we had to very quickly figure out how to continue counselling in an atmosphere where we would not be able to see people face-to-face...”**

because of confidentiality; we can’t open windows or open doors or see people outside,” Dr. Chambers noted.

Against this background, the team spent a lot of time identifying appropriate online platforms to



## Covid Champions

reach their clientele. They settled on compliant ZOOM, which had been given the nod of approval by the American Psychological Association (APA) for the virtual engagement of patients.

"We also, through the Principal (Professor Dale Webber), got access to a smart device where people could WhatsApp us for appointments" Dr. Chambers said. This was supported, for a brief time, by a counselling hotline which was monitored by one of the counsellors at the Unit. The UWIHELPS counselling line also continued to serve students, staff and staff dependents.

The Unit then turned to Instagram to extend its reach. "Very early on we had to get hip to IG," Dr. Chambers admitted. "We did Instagram live workshops and I, for the first time, started an Instagram page where I now post mental health infographics," she revealed.

Then almost a year ago, Dr. Chambers got airtime on a radio programme hosted by News Talk 93 FM's Germaine Barrett. Her feature on the Campus radio station airs every first and last Wednesday from 9:35 a.m. to 10:00 a.m. The feature, which is called, "Mental Health and You", was born out of a need to help strengthen the Unit's community outreach efforts.

"Germaine - who is a wonderful host and a wonderful interviewer - interviewed me on various topics. We've covered anything from anxiety and depression, to loneliness and relationship problems," she said. They have also covered issues such as ageing, managing economic hardships, mental health in the workplace, and porn addictions.

"The Unit is also partnering with New School University to look at the issue of suicidality on Campus, focusing on suicidal thoughts, ideation, and non-suicidal self-injury. In addition, recent

**160-230**  
persons in sessions  
per month

consultations arising from the Unit's partnership with the University of Florida is poised to result in an Instagram campaign in January 2022. This Instagram campaign is expected to be led by Peer Support Providers, a group of students trained by the Counselling Unit to provide support for their peers. These new initiatives complemented the usual individual counselling as well as the training of Peer Support Providers and Resident Advisors carried out by the Unit. Going forward, Dr. Chambers plans to do a bit of grant writing, while she continues to work with the Guild of Students to get more mental health resources in place.

"We do recognise that our students, and especially our staff, need more mental health support. So that's something that we are trying to address with the very few resources that we have under the current financial pressures being faced by the University," she said.

Last year, the Unit saw an average of 160 - 230 persons in sessions each month. Counsellors also facilitated between 4 and 5 monthly workshops, while UWIHELPS-the counselling line, received about 80 contacts per month. People called in for various issues ranging from relational problems to anxiety. Additionally, Dr. Chambers noted that the demand for their services did not fall off during the last summer break. This was the case because UWI Mona students studying remotely were able to sign in from anywhere in the world to access various services. "This created some strain on us, but we do it because we care about the Campus," she said.

## COVID Champion

### Miss Natecia Wright

Sanitation and Grounds Team Member

**Natecia Wright is trained to help keep people safe. This is a responsibility that she takes seriously, and rightfully so. She wields The UWI, Mona's first line of defence against COVID-19 infections in her hands.**

Miss Wright is a critical member of the team from the Sanitation and Grounds Section. She is responsible for maintaining a safe and hygienic environment for staff, students, and visitors. Since the start of the pandemic, the Section has adopted extra cleaning protocols. This ensures that personnel like Miss Wright are always on standby throughout the day to disinfect high-touch surfaces across the Campus.

"When COVID-19 came to Jamaica, Sanitation and Grounds asked me to work at the Bursary, the Principal's Office, upstairs, and the Assembly Hall," Ms. Wright said. "I was trained by my supervisor to ensure that these areas remain clean. I wipe off the door handles every hour, and I also ensure that we never run out of soap and sanitizer," she explained.

Her day typically starts at 7:30 a.m., and ends



**"I am not afraid to work at the vaccination site because sanitizing the place will help to keep us all safe"**

at 3:00 p.m. "I am doing more work than before COVID-19, but I try to ensure that I do my job properly," Miss Wright said. A number of staff members have been taking note of Miss Wright's willingness to adapt and take on new challenges since the pandemic. "Some people tell me that they like to see my face every day because they like how I work. They say I do the work properly," she admitted shyly.



But what the modest Miss Wright will not readily share, is the fact that she also willingly goes wherever she is called to serve. Her usual quiet presence at the vaccination site operated by the Mona Ageing and Wellness Centre (MAWC) belies the important role that she has occasionally been asked to perform. She ensures that all the chairs used by scores of Jamaicans who turn out to take their COVID-19 vaccines are sanitized after each session. She also cleans the restrooms and restocks supplies, including soap and sanitizer. "I am not afraid to work at the vaccination site because sanitizing the place will help to keep us all safe," Miss Wright said.

"Natecia is very flexible. Once you call on her, she is willing," said Sherika Danvers, Assistant Superintendent of (Works) Sanitation and Grounds. "I remember one Sunday I had to call her to work at the vaccination site because we needed additional staff. She immediately said, 'no problem Ms. Danvers, I will go. Don't worry yourself, I will go'." On this occasion, scores of people had been diverted from the National Stadium to take their COVID-19 shots at the MAWC, and additional manpower was required at short notice.

The importance of the efforts underway at the MAWC was not lost on Miss Wright, who was the first temporary worker to get vaccinated, a move which Ms. Danvers described as "commendable".

She said Miss Wright also continues to encourage family members and the people in her community to get the facts about the COVID-19 vaccine. "I know that she has gotten some family members and other persons from her community to come and take the vaccine," Ms. Danvers said.

For Miss Wright, the pandemic continues to throw open new opportunities to learn and take on new responsibilities. "I will just continue to do my best," Miss Wright vowed.

## COVID Champion

### Ms. Sherika Danvers

Assistant Superintendent of (Works) Sanitation and Grounds

**Sherika Danvers, the Assistant Superintendent of (Works) Sanitation and Grounds, has been straddling a number of roles since the start of the pandemic. Ms. Danvers has been instrumental in implementing programmes geared towards minimising the effects of COVID-19 on The UWI Mona Campus.**

From garnering and disseminating credible information from public health experts, to collaborating with the Human Resource Department and Business Development Office to deliver health educational training sessions, Ms. Danvers has maintained presence and visibility in ensuring the safety of team members, students and patrons.

Despite the foregoing Environmental Health initiatives, she still maintained her routine duties of coordinating activities such as waste management, pest control, wastewater management, food safety, and other daily tasks. When she was not engaged in these roles,

Ms. Danvers was occupied with sourcing tablets for children of her team members and those in a Clarendon community. In her continued passion for community development and empowerment,

she also engages in guidance and consultation activities and conducts health education sessions on the prevention and control of COVID-19 with administrators at a school in Clarendon. Her fast paced ever-changing schedule during the early months of the pandemic did not slow down over the past academic year. "It's a process, you have to stay on top of your game every day to try and keep people safe," she said.

#### Hit the Ground Running

Ms. Danvers and her team were preparing for the challenges posed by COVID-19 even before the first positive case was confirmed in Jamaica. "It was in February (2020) that we started going into gear in terms of learning about the coronavirus," she recalled. Ms. Danvers, equipped with a BSc. in Environmental Health (majoring in Public Health) and years of experience in stemming disease outbreak in communities and institutions, brought her expertise to the process.

#### Training and Capacity Building

Recognizing that credible information on the disease was crucial in preventing and slowing its spread, every effort was made to educate team members - especially the janitorial staff. The Human Resource Department collaborated with the Estate Management Department in conducting health educational training sessions. Ms. Danvers, along with Mr. Oswald Morgan, the Superintendent (Works) Sanitation and Grounds, trained over 300 supervisors, administrators and service staff on the requisite Environmental Health Response (EHR) and Infection Prevention and Control (IPC) protocols to minimise the spread of COVID-19.

#### Food Establishments

The Sanitation and Grounds Section collaborated with the Business Development Office and hosted training sessions with operators and staff of food



**"It's a process, you have to stay on top of your game every day to try and keep people safe"**



## Covid Champions

handling establishments on the Campus. They were informed of the Ministry of Health and Wellness (MOHW's) COVID-19 policy guidelines and protocols for effective cleaning and disinfection, queue management, respiratory hygiene, hand hygiene and the stay-at-home policy.

The Assistant Superintendent of Works also conducted frequent audits at the establishments to ensure adherence to the COVID-19 protocols. Operators who failed to comply with the prescribed MOHW guidelines were given written recommendations for implementation.

### Cleaning Monitoring Guide

High traffic areas and frequently touched surfaces in faculties and departments were identified and monitored as critical surfaces for cleaning and disinfection. The Section also worked closely with the Chief Emergency Management Officer to conduct deep cleaning activities in areas where a positive case was identified on Campus.

### Vaccination Site

The Sanitation team members also gave valuable support to the vaccination site operated by the Mona Ageing and Wellness Centre (MAWC). "We conducted training with assigned team members equipping them with information on effective cleaning and disinfection before, during and after the vaccination sessions," Ms. Danvers shared.

### Staff Vaccination Efforts

Ms. Danvers was also instrumental in encouraging team members to get their COVID-19 shots. "In the early stages when we had to make appointments electronically, we invited interested persons to come in so that we could make the appointments for them," she explained.

"We have some persons that are still not vaccinated, and we continue to encourage them. We also urge team members to wear their masks whether or not they are vaccinated," she added.

### Continuous One-On-One Sessions

Ms. Danvers continues to promote and encourage a safe work environment through the dissemination of information on the coronavirus.

Team members involved in garbage collection have one-on-one sessions where they are told of the need for frequent hand washing. Ms. Danvers also ensures that personal protective gear such as gloves, masks, sanitizers and soap, are readily available for use on the trucks.

"If we all play our part, we will get through this a lot safer and quicker," Ms Danvers said.

"We should not be selfish. We are selfish when we stop wearing our masks, and when we stop observing the protocols. We just need to come together and protect each other," she added.

**"If we all play our part, we will get through this a lot safer and quicker,"**  
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## COVID Champion

### Mr. Craig Hall

Facilities Manager,  
Faculty of Medical Sciences (FMS)

It's a running joke amongst some of Mr. Craig Hall's colleagues that he has been camping out at the Mona Campus since the start of the pandemic. It is true that **Mr. Hall has been pulling longer hours** because his job as Facilities Manager at the Faculty of Medical Sciences (FMS) has taken on new significance over the last several months.

It used to be that his primary role was to take care of the complex, ensuring that there is always running water in the taps, that the central air conditioning unit circulates healthy air, that people don't get stuck in elevators, and that the electrical circuits work. "I am usually the first to come in, and the last to leave because I feel responsible," Mr. Hall admitted. "If anything goes wrong, in my mind, I feel like people are going to come down on me, and this is why I try to ensure that I am on top of my game at all times," he stated.

Since the pandemic, he assumed additional responsibilities which have been earning him accolades.

Behind the walls of the FMS, Mr. Hall and his colleagues work around the clock to maintain a safe environment for staff, students and visitors.

**"Sometimes people will jokingly say that I live here because they will see my car in the parking space in the night, and return to see it there in the morning"**





## Covid Champions

“Sometimes people will jokingly say that I live here because they will see my car in the parking space in the night, and return to see it there in the morning,” he said with a grin.

The FMS team’s preparation began long before the first COVID-19 case was confirmed in Jamaica in March 2020. Mr. Hall familiarised himself with COVID-19 literature, and subsequently implemented a number of creative measures when Jamaica was placed on alert. “When we heard of the country’s first case, we had a meeting as a Faculty to see how we would proceed. I also did some research to find out about COVID-19, and the measures that we needed to put in place,” he explained.

### Signage

“Before Campus started doing signs, I went on the internet and I pulled down some hand-washing and physical distancing signs,” Mr. Hall recalled. He placed these in heavily trafficked areas throughout the complex. He also initiated a signage project for the elevators, restricting capacity to 4 persons, instead of the usual 10.

### Sanitizer Production, Sanitizing and Cleaning

In the early days, Mr. Hall used petty cash to purchase spray bottles, which he placed at the security station for people to sanitize their hands before entering the complex. The team also monitored the cleaning schedules, overseeing the regular cleaning of restrooms and high-touch areas, including the elevators. Mr. Hall designated team members to regularly check to ensure that dispensers had solution for sanitizing, and that the restrooms had soap.

To add an extra level of sanitization to the complex, the Faculty purchased a mister, which also came in handy over the prevailing months.

### COVID-19 Pool Safety

Maintenance of the third-floor pool, also falls within Mr. Hall’s portfolio. “We had to do more cleaning to ensure that it was fully sanitized to keep everybody safe.” In addition, he liaised with the Head of that department to determine “a reasonable number of persons” that could exercise safely in the pool at any given time. This saw a reduction in numbers from 10 to 6 persons.

### Training

Team members were motivated to get on board with the new protocols. They participated in various training sessions including cleaning workshops on how to apply certain chemicals when cleaning specific areas.

### Limiting Entry Points and Restricting Access

Mr. Hall was also instrumental in sealing off multiple entry points into the complex. He requested that a security officer be strategically placed in the main lobby where persons would be directed to get their temperatures checked, hands sanitized and have their names added to a sign-in register. In addition, he arranged to restrict swipe card access to certain areas, thereby allowing only authorised staff and students to occupy those spaces.

### Teaching Areas

The areas used by students were sanitized before and after face-to-face sessions. The team also did a review of teaching capacity to reduce the number of people occupying the space. For example, only between 6 and 9 persons were allowed inside a tutorial room that was built to accommodate around 25 persons. Mr. Hall ensured that workstations inside the laboratories were affixed with stickers demarcating the six-feet physical distancing requirement, and where there were sinks, one was reserved for hand-washing.

### Removal of furniture to ensure the observance of social distancing

Mr. Hall and his colleagues removed some of the seating in the common areas on each of the five floors in keeping with new Government restrictions. “In some areas I took the furniture and placed them in office areas where students couldn’t get to sit and gather,” Mr. Hall said.

### Assisting other departments

“We had regular meetings with the former Dean (Dr. Tomlin Paul), just to see how things were going.” Mr. Hall also shared the Faculty’s best practices with other faculties and departments.

### Embracing the changes and earning recognition

“It has been a major change for us as it relates to how we do things. So, some mornings we just have to come in extra early to ensure that things are in place,” Mr. Hall said. In 2021, the Faculty’s efforts were recognised, and Mr. Hall was selected to collect the Vice Chancellor’s Award for Excellence on behalf of his colleagues. “They selected me just to collect the award on behalf of the Faculty because

they said ‘I went above and beyond the call of duty from time to time’,” he noted. “I considered it an honour, because I know it is a major award for the Faculty; we have been giving it our all throughout the pandemic,” he said.

### Team Effort

Mr. Hall pointed to the support of team members in helping to keep the complex safe. They include Ms. Peppeta Morrissey and Ms. Janet Brown (Office Attendants, the Dean’s Office); Ms. Tanya Cole and Mr. Delroy Watson (Office Attendants, Department of Basic Medical Sciences); Mr. Damien Brown and his team (IT support).

Mr Hall had special thanks for the IT team “for ensuring that online meetings ran smoothly and for facilitating/organizing online classes for students with the various instructors throughout the Faculty”. He also praised the work of Mr. Winston Young, the Chief Medical Technologist, who deals with the safety aspect of things; Mr. Compton Beecher, Chief DNA Analyst, who assists with “some critical aspects of operations from time to time”, and Mr. Robbert Johnson.



## COVID Champion

### Mr. Kushan Amarakoon

Manager of the Instruction Support Systems (ISS), MITS

Most conversations and messages which Kushan Amarakoon has had with his Head of Department and Chief Information Officer, Mr. Jeremy Whyte, in recent times, have included opening lines such as “Kush,” – “Is there a way we can...”, “How quickly can we...”, “Do we have the capacity to...”, “Has the team ever...”,

“We will need to design, develop/engineer/deliver/ deploy...” [insert description of need/challenge/ problem/opportunity faced by the Campus for which an IT solution is required, pronto].

While such requests are par for the course for IT practitioners such as Kushan and his colleagues at Mona Information Technology Services (MITS), the frequency, complexity, novelty and urgency of these escalating needs because of the University operating in a predominantly online modality during the pandemic, have been unprecedented. As Manager of the Instruction Support Systems (ISS) section at MITS, Mr. Amarakoon has oversight of a small team of 11 persons grouped by specialisations in 5 Units covering Learning Management Systems (LMS), Digital and Social Media Production (DSMP), Instructional Technology Research



“Some of these undertakings required development of new technology solutions; others called for changes to existing methodologies to account for remote teaching, learning and administration”

and Support (ITRS), Classroom and Venue Technologies (CVT) and Service Delivery and Project Management (SDPM).

1,800  
courses per  
semester

1,200  
examinations per  
semester

700+  
online classes,  
virtual office sessions  
and consultations  
per day

His team has enabled delivery, supported and managed the online learning and media technology needs of the Campus over the past year as follows:

- 1,800+ courses per semester on OurVLE and associated platforms;
- 1,200+ examinations per semester on OurVLE and related systems;
- 700+ online classes, virtual office sessions and consultations per day;
- 90+ multimedia live or recorded events and projects on platforms such as UWI MonaMedia (14 symposia/conferences; 33 seminars/panel discussions/fora/public lectures; 24 miscellaneous events such as book launches, debates, master classes, official funerals, launch ceremonies, cultural events; 21 university meetings/ceremonies/activities; 3 video series/projects);
- An unprecedented 2 graduation ceremonies in a single year: 1 hybrid graduation (comprised of 3 ceremonies for 2020) and 1 fully online graduation (comprised of 4 ceremonies for 2021);
- A multitude of regional/cross-campus courses and examinations;
- The first ever online National Mathematics Olympiad for primary and secondary schools;
- Online elections (guild/hall/faculty).

Some of these undertakings required development of new technology solutions; others called for changes to existing methodologies to account for remote teaching, learning and administration. All of this had to be done within the constraints of limited budgetary resources, extremely tight deadlines and with far fewer than the ideal number of skilled personnel.

He explains it in this way. “Essentially, if UWI Mona was a big ship, a series of rapid turns and manoeuvres have been needed to keep sailing in the right direction, since the onset of the pandemic. While many of these decisions are usually made from the helm of the ship, MITS and other such professional service entities onboard, power the effectual delivery and implementation of these directives operating from the proverbial engine room.”

Mr. Amarakoon, as the ISS team leader, needed to impress on his crew that their performance in the engine room, specifically digital transformation in the online teaching technology and media delivery contexts, affected the progress and utility of the ship for those on the upper decks - the staff and students of the Campus, who were heavily reliant on its efficient movement. Suffice it to say that the MITS-ISS team under his leadership rose to that challenge, providing yeoman service and achieving extraordinary outcomes.

Kushan recounts the moment he realised the breakneck pace and momentum they had reached and sustained while reviewing a 10-year digital transformation plan that was submitted in 2018 after initiating and completing a restructuring



## Covid Champions

exercise of his section – “... we had attained in 11 months the targets and key performance indicators which were set and approved for about the first 7 years of this 10-year plan and as an added bonus derived results and efficiencies in areas which were not even perceived as needful at the outset”.

While mindful of the successes which were driven heavily by the needs of the Campus, he was quick to note with sincere gratitude the contributions and partnerships which led to these outcomes:

- **The dedicated service of his team members in ISS** - their commitment and personal sacrifices of time (long hours and often sleepless nights) and care of duty to the Campus staff, students and each other. “Each time we dove into a new project or task, we had an abiding sense of the importance of our individual contributions and accountability to each other leading to the desired overall outcomes, be they familiar or novel undertakings. The mantra was that we needed to function as a very tight knit group, like paratroopers who packed each other’s parachutes – trust and support were key to success”. This approach was even more needful in cases where some of the team members or their immediate family experienced the effects of COVID-19.
- **The timely and responsive support of colleagues in other sections within MITS** – many of the transformative changes required agile support from the Applications, Infrastructure, User Services and Procurement sections within MITS.
- **The unwavering support of other administrative and academic units within the Campus for rapid business process re-engineering** – “we received continual support and guidance from the Registry teams (for example in automating access to online courses and

examinations or graduation preparations) as well as faculties, departments and student services entities (which provided invaluable feedback on the solutions being delivered, leading to iterative adjustments and improvements).”

- **Specialised partnerships with regional and cross-campus entities** – rapid sharing of information and resources across Campus IT and e-learning teams such as the Office of the University CIO and the Centre for Excellence in Teaching and Learning (CETL), was critical in several engagements.

Kushan Amarakoon and his team are passionate about technology-enabled learning and the application of modern multimedia technologies to education. “The efficacy of our solutions and services is directly related to how well it improves and enhances the experiences of our staff and students as they engage in teaching, learning and Campus life activities. We are mindful of the technology gaps which exist in our nation and the region; we have become acutely aware of this given the recent rapid transition to online delivery. Therefore, we take to heart the need to keep defining a truly distinctive, yet tailored online learning and media delivery footprint that at each step is the best fit for our valued stakeholders”.

He hopes they will be able to continue advancing the ground which they have gained in recent times in a more sustainable and scalable way through better resourcing and fit for purpose staffing within their section in MITS, as well as through existing and future partnerships at Mona and beyond.

## COVID Champion

### Dr. Tanya Edwards

Mona Ageing and Wellness  
Centre volunteer

At the close of the 2020-2021 academic year, the team at the Mona Ageing and Wellness Centre (MAWC) had vaccinated more than 16,000 persons. Dr. Tanya Edwards, MAWC volunteer, reports that most of those vaccinated were from The UWI Retiree community and UWI lecturers.

She added: “there were days when more than 300 persons were vaccinated and approximately 1,000 on vaccination blitz days.”

Reflecting on the start of the National COVID-19 Vaccination Drive at MAWC in March 2021, Dr. Edwards said the most rewarding aspect of being a part of this national vaccination drive was seeing the willingness of persons especially the older adults to be vaccinated. “They had a palpable desire to be able to reunite and interact freely with their family members both locally and internationally. There was a longing to encounter their community as well as loved ones again - with precaution of course.”

Successfully hurdling a small percentage of vaccine hesitancy among her patients she recalled how fulfilling it was to have the opportunity to allay the fears of persons who were uncertain about the vaccine. “Where there was hesitancy due to fear, misinformation and lack of information, this



“Where there was hesitancy due to fear, misinformation and lack of information, this was dealt with by ensuring a safe space for the dissemination of correct information with regards to the vaccines, their effects and debunking many of the myths”



## Covid Champions

was dealt with by ensuring a safe space for the dissemination of correct information with regards to the vaccines, their effects and debunking many of the myths. Public health educational sessions were done especially before the commencement of the vaccination process; pamphlets were issued, and participants were allowed a question-and-answer plenary with members of the Vaccination Team,” she noted.

Giving high praises to MAWC staff, Dr. Edwards said public health nurses and medical doctors were available and willing to educate and answer questions from those who were unsure about the vaccination process and the vaccine itself and such fears were predominantly allayed.

As a lecturer at the Centre, Dr. Edwards speaks proudly of the pivotal role it played in ensuring that older adults were able to access vaccines at a place where their unique needs were met. She continued: “Some older adults may have mobility challenges such as being wheelchair bound and difficulty ambulating independently; we had a vision of seeing older adults especially being involved in their community again and not being “isolated” in their homes, and having a vaccinated nation meant getting back to normal productivity and socialization, and MAWC wanted to be a part of this thrust.”

“Additionally, I enjoyed collaborating with a zealous team consisting of MAWC staff, medical doctors/healthcare workers, and even medical student volunteers. We all shared the same vision – to fully vaccinate the majority of the population of Kingston and St Andrew,” she said.

Creating a balance between her professional and personal life required some serious planning, Dr. Edwards explained. “It (the job) had certainly impacted my day-to-day life and activities as the vaccination drive was five days per week, often

involving weekends on blitz days. There were days when the MAWC team would leave late in the nights, only to resume duty the next day. Therefore, hobbies and social activities were often postponed mainly from fatigue at the end of a long day, or leaving the Centre late in the evenings. Of note, during the lock-down days, many of the vaccination centres remained open including MAWC as stipulated by the Ministry of Health and Wellness.

“My coping strategy had always been to maintain social connectedness with family, friends, my church community and gym. I have found that social connectedness makes the workload bearable and really helps one to be mentally capable to take on challenging tasks.”

Thinking about her wider Jamaican medical community family, Dr. Edwards said: “my concern for the medical staff during the pandemic centred on the effects of prolonged emotional and physical fatigue being experienced daily. Of note, there are many medical professionals who have been working since the onset of the pandemic and many have been infected with the COVID-19 virus and yet still continue to work.”

She had some advice for medical staff on Campus as well as UWI students and staff on how to mitigate the effects of the pandemic: “Be your brother’s and sister’s keeper. Be responsible for each other on and off Campus. If you protect yourself by observing the necessary protocols of wearing masks properly, practising good hand hygiene and getting vaccinated, then you will ultimately protect others.”

**“Be your brother’s and sister’s keeper. Be responsible for each other on and off Campus”**





# Access

- 42 Redefining Student Success
- 64 Redefining Teaching, Learning and Student Development
- 80 Redefining A Culture of Scholarship and Research
- 93 Redefining Communication







**“We moved from a mostly on-Campus environment to a digital online teaching model...”**

## Redefining Student Success

The World Health Organization (WHO) declared a global pandemic on March 12, 2020 and almost overnight, students’ access to teaching and learning had to be adapted to pivot to the virtual. We moved from a mostly on-Campus environment to a digital online teaching model, and that called for adjustments by everyone. Creativity, innovation and agility featured highly in the early responses to this healthcare crisis which landed on our doorsteps. There was a determination by faculty and staff to support students and advance the teaching and learning mission of The UWI.

A Student Evaluation survey carried out by the Office of the Deputy Principal, served as an accountability measure for the Mona Campus, as it provided stakeholders with timely information which allowed for progressive improvements that were needed to support the virtual learning environment and differing student needs depending on the nature of the course or programme. That we had sustained access to the majority of the student population over the two semesters, was evident

from the results of this survey. Students rated the quality to be satisfactory, with the average rating for undergraduate and post-graduate students being above 4.0 on a 5-point scale.

Research activities on the Campus, though limited, continued to inform local, regional, and international development agendas. The Mona Campus community was called upon to provide thought leadership in the wider society in areas that were hard hit by the challenges of the ongoing pandemic.

A number of research seminars were held to address concerns relating to accurate vaccination information, access to health services, and general issues of health and wellness of a range of populations including the aged and the disabled; shrinking economic resources; pivot to virtual education; climate change and sustainable development; and disaster risk management. In addition, partnership opportunities were consistently explored to provide added exposure to the work being done by both staff and graduate students.

## Student Success Stories

Students are the primary focus of The UWI community, *raison d’être*, the cohort who will continue to build academic knowledge and create the innovations in every field for the future, perhaps inventing new futures for our societies.

Our success as a University weighs heavily on our ability to nurture the development of the next

generation of leaders and social influencers. While we commend all students for their successes, we also must recognise excellence; it is a quality that sets the standard for all of us to do better, to strive to be the best in what we do.

The UWI has attempted to nurture in its teaching, learning and community service, the will to excel as the character and spirit of a true UWI graduate. This section of the Report, highlights the experiences of 8 students who, through their unrelenting drive and determination, have redefined the parameters of success.

### Ms. Gabrielle Chin

Gabrielle Chin took a **deliberate decision to focus on the positives** of the pandemic.

“As a visually-impaired student, being able to log on to my classes at the tap of a screen was a lot easier and more convenient than traversing crowded hallways,” she said.



The final year law student said she had to “pivot, adjust and persevere” to successfully overcome some of the challenges posed by online learning. She focused on the bigger picture even though she had “an issue” with the fact that her online classes were “less interactive”. She told herself that her own discomfort paled in comparison to the “broader context of ever-escalating sickness, death and economic decline” that was all around her.

“Anxiety over COVID’s destructive impact and

relentless continuity persist to date. Yet as difficult as it was, maintaining focus on my enjoyment of the law courses I was studying, and goals that I had set pre-COVID, helped me to accomplish regardless. As soon as UWI introduced its online regime, I did my best to proactively engage with course material and student life as much as I could,” she shared.

Ms. Chin volunteered to participate in class debates, and even took on executive responsibilities in her extra-curricular activities. “I resolved to



## Redefining Student Success

develop a system of greater self-accountability and motivation to ensure that I thoroughly and interactively read for my Degree.” Her focus and resolve were sometimes derailed by COVID’s incessant bombardment, but she admits that continuous prayer, amazing support, self-care and fresh perspective always assisted her to get back on track.

Ms. Chin achieved a First Class Honours Degree, and was shortlisted as a valedictorian.

“I am immensely grateful that I was able to successfully complete my UWI, Mona Faculty of Law experience in spite of COVID-19,” she said triumphantly.

**“I resolved to develop a system of greater self-accountability and motivation to ensure that I thoroughly and interactively read for my Degree”**

### Ms. Jerdene Fraser

Jerdene Fraser has many passions, but Civil Engineering ranks high. She also loves music, singing and playing the piano. **All these interests kept her sane and grounded** as she successfully completed her final year of University in a pandemic.



She earned a First Class Honours in Civil Engineering, with a Grade Point Average (GPA) of 4.12.

“I love the discipline of Civil Engineering,” she excitedly confessed. “It has a myriad of fields, and

each field is very interesting to learn. I enjoyed my time learning civil engineering, and I can value it even more now since I have done the programme.” This was one of several loves that kept Ms. Fraser going as she enthusiastically threw herself into Campus life.

“I really had a good time, even after COVID had started,” Ms Fraser recalled. I met many individuals from different backgrounds — from all over the Caribbean and all over Jamaica — and it was just a fun time learning with persons who shared similar interests. The Faculty of Engineering also fosters an environment where, not only are you learning about your major, but you are learning about life, you are learning about what to do after University, you are learning about finances; and I thought that was really important. So that really made my time at The UWI good.”

Ms. Fraser fully embraced the virtual UWI experience. It wasn’t that she was unused to working hard. After all, this self-discipline had earned her a few scholarships which allowed her to graduate debt-free. No, it was the sheer fact that she managed to remain focused on her academic goals and responsibilities, even as she continued to worry about the safety of her loved ones on the frontline of the COVID-19 fight.

“A lot of my family members are essential workers – both at home and abroad – and that was very difficult for me. Not only were they working directly on the frontline with persons who have COVID, but some of them have ailments which put them at increased risk. So that was very scary, and it did impact me mentally and emotionally,” she admitted.

But Ms. Fraser said she asked God to protect her family members in their line of work, while she kept her mind busy. She had taken on a number of executive positions in her third year, and she refocused her energy to work on herself. She successfully manoeuvred the role of President, the Institution of Structural Engineers (IStructE) Student Chapter; Vice President, the Jamaica Institution of Engineers Student Chapter; and Treasurer, the Mona Engineering Society. She was also the Commuting Students’ Representative for the Faculty of Engineering.

**“Even though I knew that the workload was going to be extremely difficult in third year, I decided to participate in school activities because I wanted to be a part of creating a very holistic environment not only for myself, but for the other members of my cohort”**

Ms. Fraser explained that although she knew that the workload was going to be extremely difficult in third year, she decided to participate in school activities because she wanted to be a part of creating a very holistic environment not only for herself, but for the other members of her cohort. These executive roles were par for the course for Ms. Fraser, who had worked as the Assistant Treasurer for the Mona Engineering Society, and Vice President for the Jamaica Institution of Engineers, UWI Mona Student Chapter in her second year.

“Despite everything that was happening around me, I was determined to focus on my goals, my vision, and finishing University – and not only finishing my Bachelor’s Degree – but finishing strong. And that is exactly what I did. I continued to work hard, and I was successful.”

After graduation, Ms. Fraser secured a job as a Junior Engineer at a civil engineering firm. She plans to pursue a Master’s Degree in the future.



## Mr. Derron Thompson

Dela-Vega City, Spanish Town native, Derron Thompson has a **drive to succeed like you've never seen**. Last academic year he pulled 12-hour shifts at the National Public Health Laboratory (NPHL) while completing a BSc in Management Studies and advancing plans for his business.



Amidst his busy schedule, he still found time to relax with family and friends.

As far as he is concerned, nothing is insurmountable. "My drive is not what you would consider to be a normal one. I am highly motivated," he admitted. "I have been told by friends at times that I am stubborn, driven by the fact that once I focus on something, that is what I want to achieve and I am going to go for it."

It was this determination that led him to apply to the Weekend School, where he excelled and graduated with an Upper Second-Class Honours Degree last November.

"The first thing that attracted me to The UWI was the Office of Special Student Services, because I was basically researching all the colleges trying to find something that provided assistance for persons with disabilities." In 2013, Mr. Thompson was diagnosed with a muscular condition known as Fascioscapulohumeral Muscular Dystrophy (FSHD).

"Over a period of time I have been losing strength in my hands and legs," he explained. "This provides a challenge for me to go upstairs, climb steps, walk

long distances or stand for a long period of time. It's a lot, but I have been adapting."

The Office of Special Student Services and the team at the FSS Weekend Programme ensured that he was equipped for success.

"I am grateful to them. They addressed a lot of the concerns that I had relating to matters such as classroom accommodations, accommodations for exams, setting timelines for me to deliver certain items, among other things," Mr. Thompson expressed. Their support continued after he made the shift to online learning at the height of the pandemic.

For Mr. Thompson, the online examinations were "a bit more challenging" because he had to use the computer to type, and ultimately his timing was off. Overall, he said his grades were "not badly disturbed" by being online, but he would have "done better" with the in-class experience.

On the flip side, he said being online afforded him the opportunity to accomplish a lot more. "It gave me the experience of being a part of the day school classes, and I actually enrolled in some of them in

order to complete my Degree in the original time frame." He had two classes that were outstanding.

He was also able to attend group meetings online, and consult with his lecturers virtually. The Technical Assistant said he also had more free time to focus on work. "I also got to take on a lot of other things as I am currently trying to start a business. So, being online gave me some more time to get things done for that venture," he revealed.

Additionally, he had more time to spend with loved ones, "I could be in the convenience of my home and tune in to the lectures, while babysitting any one of my nieces. So it was also very good in that regard."

Overall, he said the whole online experience was "not bad once you made the adjustment".

**"Over a period of time I have been losing strength in my hands and legs, This provides a challenge for me to go upstairs, climb steps, walk long distances or stand for a long period of time. It's a lot, but I have been adapting"**

## Mr. Ryan Moore

The biggest challenge Ryan Moore faced last academic year was trying to remain motivated and committed to his career goals. Mr. Moore, who is in year five of his MBBS programme, said the last several months have been mentally demanding, but **he found a unique way to cope**.



"It's very hard sometimes to remain focused during class because of the long hours at the computer," he admitted. In fact, he found the "whole experience" with the pandemic "overwhelming" at times.

But luckily for Mr. Moore, he has a strategy that allows him to take a step back to refocus and recharge. Music is his therapy. In particular, he finds comfort in mixing (producing) music - a hobby he



## Redefining Student Success

picked up in his final year of high school. "Whenever I am feeling overwhelmed, I just take some time to mix (produce) some music and relax, so that I can find the urge to go on." He uses a computer and special software to create different genre of music, which he is not yet ready to share with the world. He acquired this new skillset from watching YouTube videos as well as other video productions.

"I love mixing (producing) music, and so I give myself the reward of being able to relax, and then I go back to attack the books," he explained. This technique appeared to have paid off as his Grade Point Average (GPA) was 3.94 last academic year. "My grades improved for one, and also my whole attitude towards the work. I think I did better by just trying to be more focused and doing what I needed to do to succeed in school."

The 24-year-old had an initial interest in neurology

### **"Whenever I am feeling overwhelmed, I just take some time to mix (produce) some music and relax"**

because he has a condition known as Tourette Syndrome (TS) which is a neurological disorder that affects the brain and nerves, and is characterised by repetitive involuntary movements or sounds called "tics". He wants to make an impact in neurological research and assist in the whole process of managing people with TS.

"I am also specifically interested in doing research in neuroscience; I want to do something with brain research because that is what interests me. As it relates to my future plans, I am really interested in my music and I want to take that to another level."

## Ms. Sadie Rose

Sadie Rose's **creativity paid off in ways she hadn't thought of** when she was struggling to stay on top of her Sport Kinetics programme last academic year. After her laptop got damaged at the start of the pandemic in 2020, Ms. Rose borrowed a tablet from the Library to sit her examinations.



Students may borrow tablets and laptops utilising the same process they would to borrow books. They are permitted to keep the devices for a semester,

and may also borrow them for examinations and return them two weeks later. Ms. Rose also opted to purchase a new laptop, which arrived several

months later due to pandemic-related product supply issues.

"My laptop never came until January (2021), and so I really had to get creative and do a lot of things manually. I had to write all my assignments manually, and then type them on my phone," she said. As tedious as it was, this method worked in her favour. She managed to maintain an excellent GPA, ending the Summer semester with a GPA of 3.8.

"I think the material stuck in my head because of the repetitive steps that I had to take: I had to do a lot of writing and proofreading, and then I had to type the same information and proofread it again."

Another hurdle that Ms. Rose faced last academic year had to do with the fact that the Faculty of Sport was forced to restrict practical courses because of COVID-19.

"We had to do biomechanics online, which was very challenging," Ms. Rose recalled.

### **"I had to write all my assignments manually, and then type them on my phone," she said. As tedious as it was, this method worked in her favour. She managed to maintain an excellent GPA, ending the Summer semester with a GPA of 3.8"**

The fact that biomechanics is basically the physics of body movement meant that Ms. Rose and her cohort had to rely heavily on visual aids.

"I had to use YouTube a lot to be able to visualise what was really going on." She said the group also benefitted from simulations, while their lecturer "painted vivid pictures" to help them better understand the discipline.

In the midst of all the adjustments, the third-year student found herself dealing with an undiagnosed illness that left her baffled. "I have been going to the doctor for a year now, and they still don't know what's wrong with me; so mentally that was a challenge. I am having a lot of pains and I don't know what is causing it, so my doctor and I are still trying to figure it out," she explained.

In the meantime, the 22-year-old is pushing ahead to achieve her goals. "I just want to finish my Degree, so I'm just not paying it (the pain) any mind."

Her ultimate goal is to become a sports physician. "I am doing this First Degree because I want to work with athletes and people with disabilities," she said. She admitted to having a "soft spot" for people living with disabilities because of her belief that they are not afforded enough opportunities that allow them to live their best lives. As such, one of her long term goals is to empower them using her knowledge of sports and medicine. Her passion is driven by the fact that she has a "loving" uncle who is living with brain damage, and a best friend who has a disability.

With these goals in mind, Ms. Rose is determined to succeed.



## Ms. Shenel Graham

Twenty-two-year-old Shenel Graham used her **problem-solving abilities to navigate the dodgy internet connectivity issues** plaguing her rural community in Rectory Land, Clarendon.



Like hundreds of students, Ms. Graham was forced to retreat online to continue her major in Banking and Finance after Jamaica recorded its first COVID-19 case in March 2020.

This meant returning home to contend with persistent buffering and slower internet speeds because scores of community students and employees were competing for bandwidth. But Ms. Graham quickly adjusted to her new normal, opting to complete her online work at off-peak periods during the ensuing months.

This decision was made easier by the fact that The UWI, Mona had quickly transitioned to emergency remote learning, making more than 1,300 courses available online in the initial stages. This also meant that Ms. Graham could log on to her lectures at her convenience, and this was exactly what she did.

"Having the classes recorded really helped, because I could view those in the night when my bandwidth was much stronger. I also did my research and everything else that needed a lot of internet connection in the night hours. This called for time management and scheduling, and just knowing the best time to do what you have to do given the

resources that you have," she reasoned.

Ms. Graham, who remained actively involved in extracurricular activities, also had to schedule her team meetings around the poor internet connectivity affecting her community.

"The COVID academic year was also the year that I became President of the Honours Society. It was a hectic year, because most of the plans that I had put forward during that campaign period were plans that would have been executed in a face-to-face setting and I had to adjust," she said.

For Ms. Graham, part of adjusting meant scheduling online meetings with her executives in the evenings, and then purchasing data to host weekly Thursday gatherings because she feared getting bumped off at critical points in the discussions. "It would not have been feasible to purchase data for every day for all the time that I am home," she explained. Against this background, she was forced to prioritise classes, meetings and events and would purchase data to log on, for example, to tutorials, quizzes and key University events.

Ms. Graham is accustomed to navigating her

**"Having the classes recorded really helped, because I could view those in the night when my bandwidth was much stronger. I also did my research and everything else that needed a lot of internet connection in the night hours"**

way around obstacles. When she joined the Mona family, she did not have her tuition in hand, nevertheless she confidently mapped out a path for her success. She applied for the GraceKennedy Raphael Diaz Scholarship then packed her bags and moved on Campus ahead of her interview. "I guess I knew it would have worked out somehow," she said simply.

Ms. Graham said the scholarship "relieved" a lot of her burdens, freeing her to embrace the full UWI experience. "I was the top student in first year. As a result, I was told to apply for The UWI Scholarship, but I didn't because I already had a scholarship which was going to cover my three years," she disclosed. The UWI nevertheless recognised her hard work with a monetary award, which she said assisted her greatly. Freed of financial burdens, Ms. Graham immersed herself in school, club, and hall life. She was a member of Irvine Hall's Performing Arts Society as well as its Dancing Society (for a brief time). She later became a UWI STAT Ambassador and a Deputy Vice President (Finance) for that group. She also volunteered with the GraceKennedy Foundation, her scholarship donor, on their tutoring initiatives.

"I was also the Faculty of Social Sciences' Honours

Society President, and that gave me opportunities beyond what I could have ever imagined," said Ms. Graham, who was also working as a teller at Sagicor Bank before she graduated.

Ms. Graham's pragmatic approach to her studies and extracurricular activities also extended to her sense of social responsibility. The Raphael Diaz scholar was always willing to volunteer her time to tutor unattached youth as well as her University peers in Accounting Principles and Mathematics. These were her strong areas.

"I always try to volunteer because I am from a rural area in Clarendon where not a lot of persons get to excel academically, or get to pursue their studies as much as they would like. I know that it is really a privilege to be afforded the opportunity to pursue education and so this is something that I really value." She graduated with a 3.90 Grade Point Average (GPA), and was also the proxy valedictorian.

She has since applied for the Master's programme (in Corporate Finance) at The UWI, Mona, but deferred her acceptance until next year. "I am trying to have a bit more financial stability before pursuing that," she said. In the interim, she is studying for the CFA's (Chartered Financial Analyst) because she wants to continue learning, and this programme is "much more affordable" for her at this point in time. Ms. Graham is currently an Assistant Accountant at the Jamaica Broilers Group.

**"I always try to volunteer because I am from a rural area in Clarendon where not a lot of persons get to excel academically"**



## Ms. Trecia Montique

Trecia Montique was **dealt a severe blow** when her beloved grandfather, Newton Duckie, died suddenly on October 22, 2020. At the time, the final-year A-student was in the midst of mid-semester examinations and her family and friends had to encourage her to carry on.



"I remember that day very well. I was preparing for a mid-semester exam for my Family Law course when I got a call that my grandfather wasn't doing so well. I went to the hospital and came back home, but I still wasn't able to look at that exam. I remember getting that final call at 8:48 pm, and I just knew he was gone," she said, her voice trailing off.

The Josephine Lilly Wolf Memorial Scholarship Foundation (JLWMSF) scholar struggled to push through the pain.

"I was devastated. We were inseparable, and his sudden death threw me into disarray. In the morning, people kept saying, 'your grandfather would have wanted you to do your best', and so I tried to do my mid-semester paper. I can remember looking at the computer and I could not really see anything because my eyes were just so swollen," she recalled.

She submitted an almost perfect paper down to the wire, losing "only" two marks. "I just kept thinking that he would have wanted me to do my best."

She appeared to channel her grief into her schoolwork for the remainder of her studies. That final semester she had a Grade Point Average (GPA) of 4.12, the

highest she has achieved since she started The UWI. She graduated last November with a First Class Degree in History and a minor in Law, scoring the highest overall GPA in the Faculty of Humanities and Education. Her final GPA was 4.04.

"I had been looking forward to finishing University and sharing that moment with my grandfather, but he did not get to see me graduate," she said, close to tears.

To top it off, during that period she also had to struggle to keep up with online classes due to the fact that she had no internet at her Westmoreland home. She could not afford Wi-Fi, and so her scholarship donor, Mr. Shayne Havens, reached out and purchased data to allow her to access her classes.

Mr. Havens is the founder of the Josephine Lilly Wolf Memorial Scholarship Foundation (JLWMSF), a US-based organization that provides annual scholarships to graduates of Manning's High School. He started the foundation to honour the memory of his stepdaughter Josephine, a former student of Manning's High School, who was brutally murdered in Jamaica in 2015.

"I started this foundation to try and change the culture in Jamaica. We fully fund all their tuition, dorm, and books, along with whatever else they may need. We take care of all of that so that they don't have to worry about anything to do with school. Trecia initially got accepted to do law, but she wanted to teach, and I thought that was pretty incredible. I know that she is going to be successful no matter what she does," Mr. Haven explained. Over the 2020/21 academic year, the JLWMSF provided funding for 11 tertiary students - 9 of them at The UWI.

The foundation's support expanded during COVID-19 to address internet deficiencies faced by some scholarship recipients. "We pay for service for all the students who don't have internet. We just text

**"She appeared to channel her grief into her schoolwork for the remainder of her studies. That final semester she had a Grade Point Average (GPA) of 4.12, the highest she has achieved since she started The UWI.**

credit to their Digicel line, and they basically use it to do their online courses," he said.

Despite Mr. Havens' best efforts, Ms. Montique still had to struggle with connectivity issues. She explained that the hotspot connection between her phone and laptop was often weak, resulting in her missing several classes and tutorial presentations. "I remember one particular course I had in my final year, Caribbean Environmental Law; for some reason whenever I had that class I just kept getting bumped off," she said.

These lectures were not recorded, and so Ms. Montique had to put in the extra work to catch up on the course material.

"Even though I had missed so many of the classes, we got a final paper to do for exam and I actually got 97 per cent on my paper. I also recently received the subject prize for that course. So it just goes to show that perseverance is key."

As much as she attributed her success to hard work, she admitted that the outcome would not have been this good without strong family support, especially during the time when she was sheltering in place. She said, for instance, her mother, Gwendolyn Montique, monitored her progress and kept her company during many gruelling nights.

"If I had a paper due, and the deadline was close, my mommy would always be on me. I don't think she slept during all that time when I had my exams," she shared.

Ms. Montique left The UWI with an impressive record. She made the Dean's Honour Roll five of six semesters. She also received numerous awards, including the Gladwyn Turbutt Prize for Most Outstanding Academic Performance in Historical Methodology, the Elsa Goveia Prize for Most Outstanding Academic Performance in West Indian History, a Faculty Prize for Outstanding Academic Performance at Level 2, the Neville Hall Prize for Most Outstanding Academic Performance in History of the Americas, and Top Performer in Caribbean Environmental Law.

She is currently enrolled in a postgraduate diploma programme at a teachers' college in Kingston. The programme is being administered online. Her future plans include realising her dreams of becoming a teacher and establishing a scholarship programme to pay it forward.



## Ms. Daneel Nichol

Driven by **innate motivation and strong parental support**, 2021 UWI Proxy Valedictorian 24 year-old Daneel Nichol, was determined to reach for the stars during her student days at the Faculty of Science and Technology.



Nichol remarked: “growing up, my mom always told me that children should strive to be better than their parents, so all through school I repeated that, even on tough days. Internally, I didn’t want to just finish UWI. I wanted to leave an impact on my peers and my department.”

The First Class Honours graduate with the formidable major of Statistical Science, focussed on giving of her best in the middle of the pandemic. “I had to make a big adjustment during my last lap mainly because of the type of student I am. I like to be involved both inside and outside of the classroom which could not happen in the way I am used to because of COVID-19” she said.

A natural leader, she served her faculty’s Guild for two years as Mathematics Department Representative, Public Relations Officer and President of The UWI Actuarial Society.

But she made the switch from Actuarial Science to Statistical Science because of the encouragement she received from her lecturers and a special affinity for the discipline.

“I chose Statistical Science as a major because of my lecturers in the Mathematics Department. I

entered UWI as an Actuarial Science major, but in the second semester of second year I did a course - Inferential Statistics (STAT 2001) and I fell in love with the discipline. I spoke to my lecturer at the time, Dr. Tamika Royal-Thomas, and she informed me of the flexibility of the Statistical Science degree. I also spoke with Dr. Sam McDaniel and both of these lecturers played an integral part in my choosing the BSc in Statistical Science. To this day I have no regrets about making the switch, even though I left all my friends behind in the Actuarial Science programme, because I truly enjoy Statistics as I believe it is my passion” Nichol shared.

Personally, the pandemic has reinforced a number of things for Nichol: “celebrating the small wins, discipline and being adaptable. The pandemic showed me that life’s moments are fleeting, and it makes no sense delaying gratification until a bigger moment happens.”

A determined young woman, she admitted: “it’s very easy to lose focus or motivation during this period, but that’s where discipline comes in. Many times during the last three semesters, I had to remind myself why it is that I am on this journey and what exactly I wanted to accomplish at the end of my time at UWI.

“Being adaptable was probably the biggest lesson I learnt during this pandemic. Life is very unpredictable, but the key to succeeding is taking what is being thrown at you and working with it to have the best possible outcomes given the circumstances.”

Some coping mechanisms that she employed included: “when school became a bit much, I went to my support system - my family and friends. It is extremely helpful that you build a support system of like-minded individuals, possibly in the same situation as you - completing University during a pandemic. My friends’ group and I all did the same major, so we pretty much experienced burnout around the same time. What worked for us was meeting virtually to have game nights, karaoke nights and sometimes we would all just stay on the phone for hours having mindless conversations” she reminisced.

### “I didn’t want to just finish UWI. I wanted to leave an impact on my peers and my department”

“Additionally, I picked up a few hobbies that helped as well: cooking and mindlessly scrolling on Pinterest, TikTok and Twitter to just relax and give me a break.”

Overcoming various obstacles relating to completing her studies successfully was also critical during the pandemic.

She remembers: “it was really hard in the beginning to focus on school with all that was happening around us in the world. Before the pandemic, school was where we spent most of our time socialising with our peers but I wasn’t mentally prepared for

the abrupt stop. I won’t lie, for the earlier parts of the pandemic I was very sad due to the fact that I couldn’t leave my house to do something as mundane as going to the Science and Technology Library to study or hang out with my friends at a UWI Actuarial Science Society meeting.”

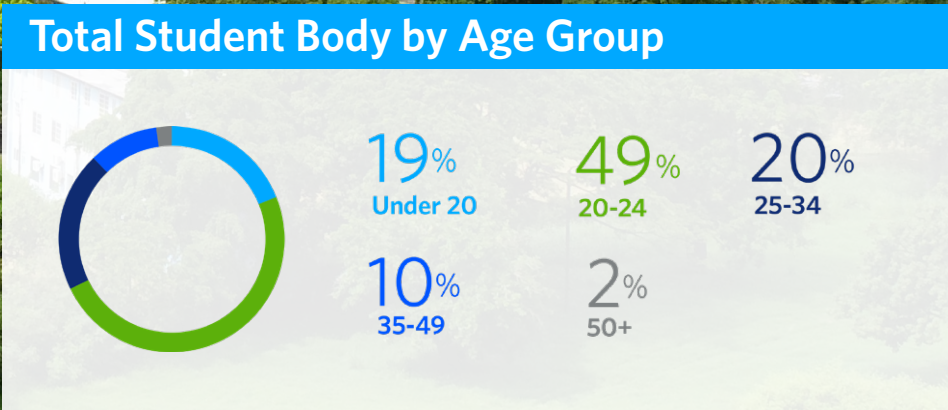
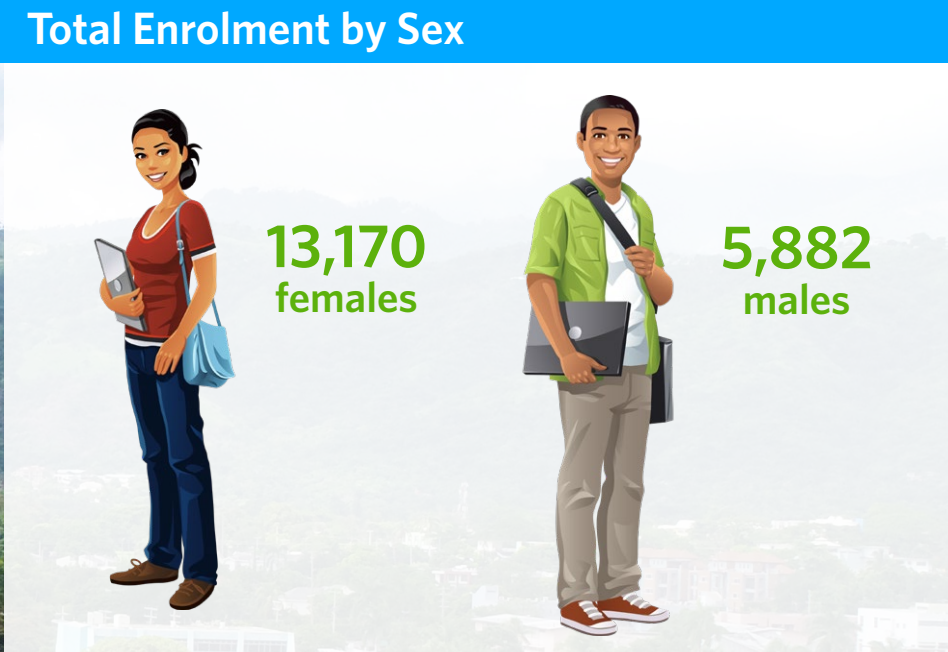
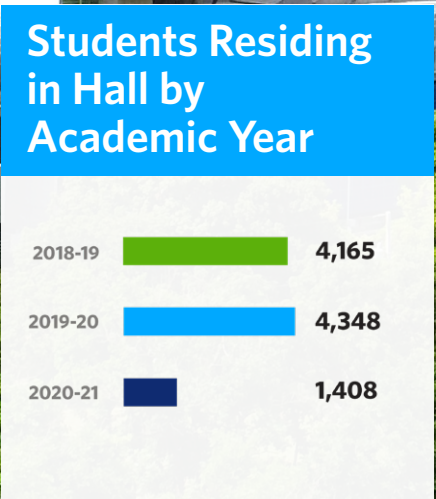
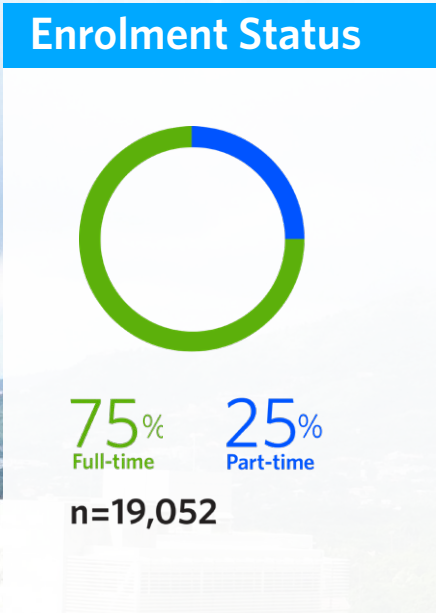
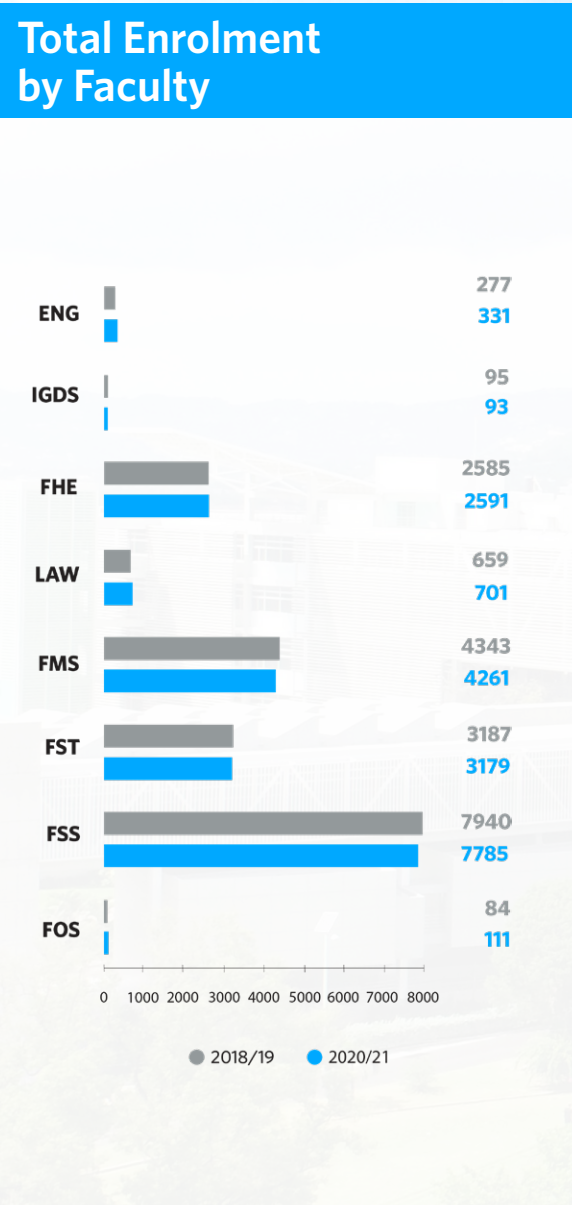
All her hard work and strategizing around the various negative issues surrounding the pandemic paid off when she landed at the top her graduating class. Talking about her great feat, she said: “honestly, I felt a myriad of emotions. Initially, I was ecstatic. It’s one thing to set a goal, but that feeling when you actually surpass that goal! That feeling was second to none. Starting out at UWI, I never envisioned myself being nominated as a valedictorian, furthermore, being selected as Proxy. I also felt extremely grateful to know that my lecturers saw and acknowledged the hard work I put in over the last three years.”

Her tips to her fellow students navigating the pandemic include:

- Find what works for you. School during this pandemic looks different than what we are accustomed to and so the learning style that worked during F2F classes might not be as efficient now.
- Take the time to figure out your study or learning habits and make use of your resources which include attending your on-line classes! And while in these classes, participate in active learning - take your notes, ask questions and participate in discussions.
- Where possible re-watch the recordings and reach out to your lecturers and classmates if you need help understanding a topic.
- Last, but by no means least, participate in clubs and societies especially for the students who probably wouldn’t have had any face-to-face experience at UWI prior to the pandemic. This will be a good place to socialise with students within your faculty or department.

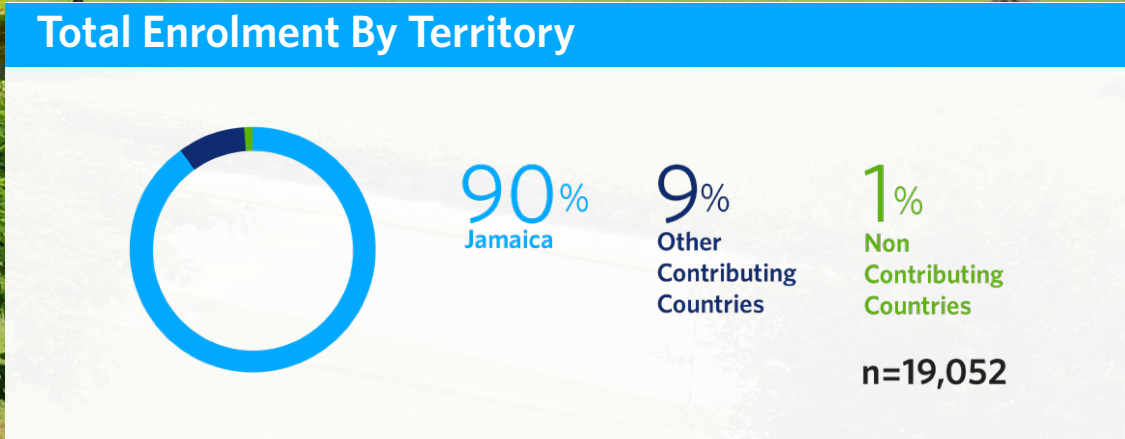
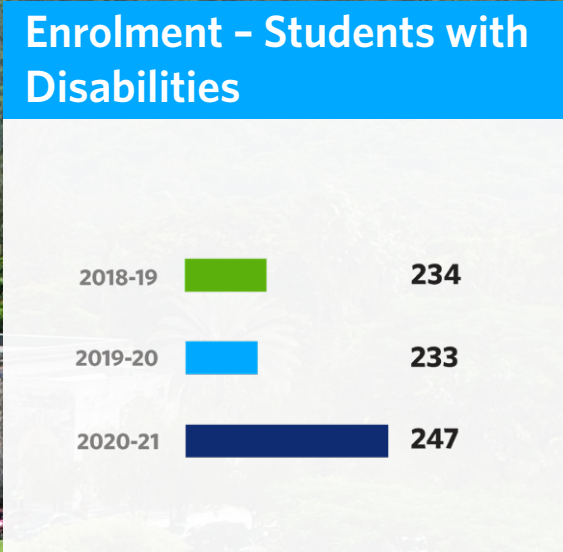
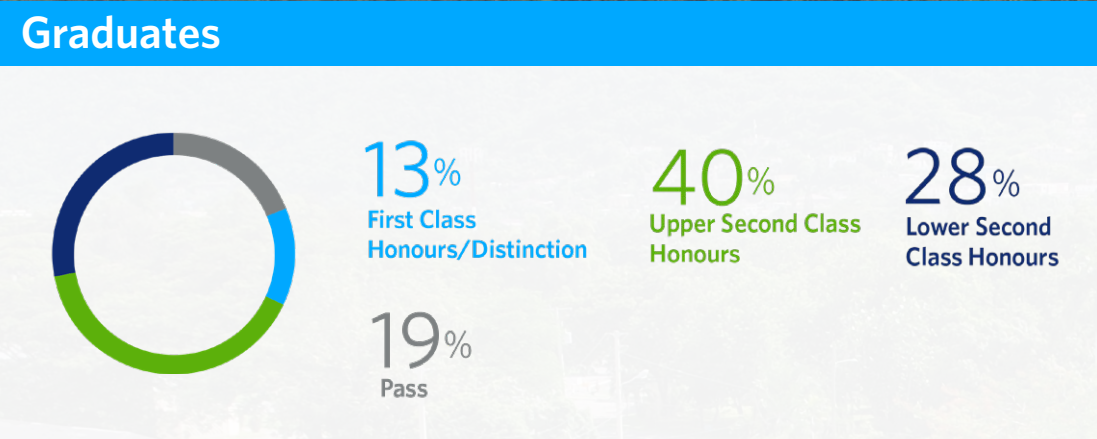


# Student Demographics





# Student Demographics





UWI Graduation 2021

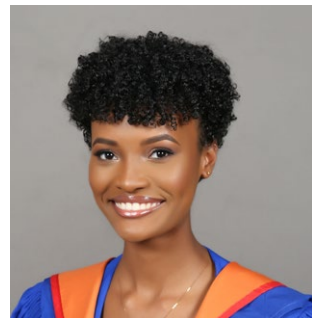


UWI Mona Graduation 2021 was held both on Campus and virtually.





UWI Graduation 2021





# Redefining Teaching, Learning and Student Development



Our current systems of education took shape over a century ago, when classrooms were designed for face to face interaction; without computers and digital communication the black board, the teacher and the textbook were the primary sources of information.

We established mass education on an assembly-line type of model which did not distinguish the diversity and opportunities for varied teaching approaches and practices. In the current historical moment when we have gained more knowledge about human development and learning, when society and the economy demand a more challenging set of skills, and when there is a greater social commitment to equitable education, we have used this huge disruption caused by the pandemic to reinvent our systems of education and to put in

place innovations that are intellectually robust and sustainable in the face of such challenges in the future.

With full acknowledgment that the educational environment was no longer confined to classrooms, the Mona Campus community seized the opportunities provided by the pandemic to design a new vision for teaching and learning. This called for fresh perspectives and approaches to teaching the most technologically savvy and social networked generation in history.

The review had a profound impact on curriculum development, assessment processes especially for online examinations, the availability of online resources, and unique strategies to bolster the University experience for both staff and students.

**“..The Mona Campus community seized the opportunities provided by the pandemic to design a new vision for teaching and learning”**



Opening Feature: The Department of Basic Medical Sciences

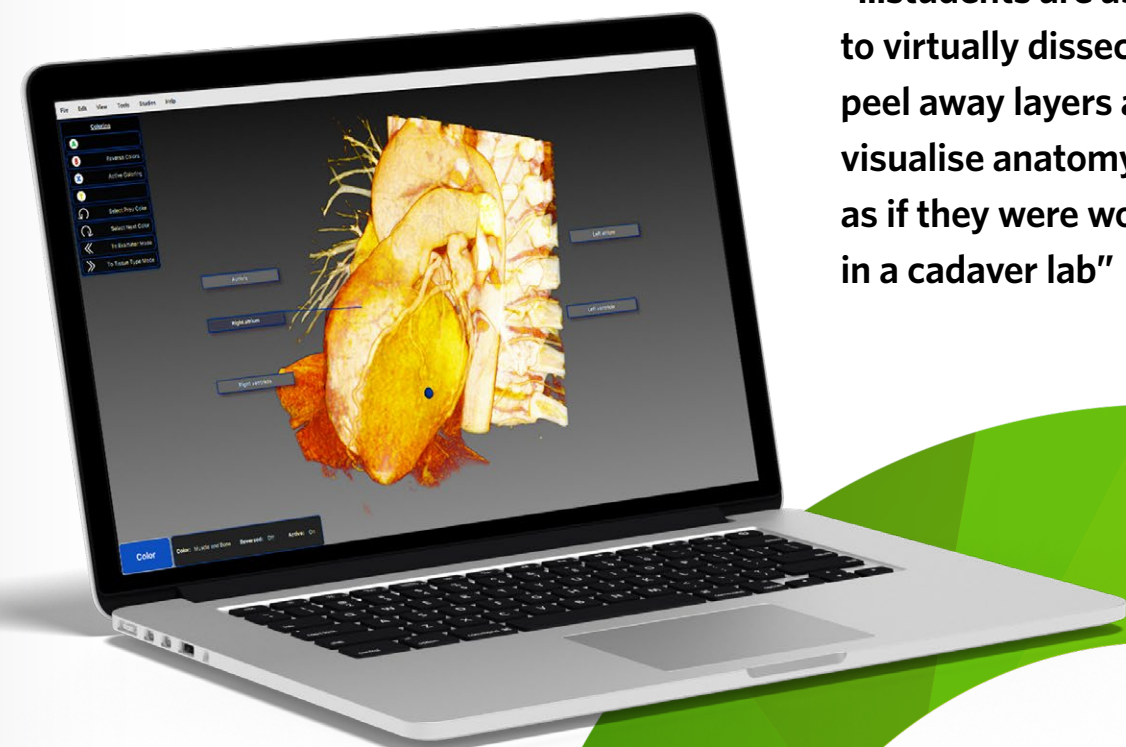
## 3D Anatomy Digital Learning Platform

The Department of Basic Medical Sciences accepted the challenge of providing its students with a hands-on interactive approach to learning through the acquisition of a Bodyviz Software. This exciting development in digital transformation provides a 3D anatomy learning platform, through which students are able to virtually dissect, peel away layers and visualise anatomy just as if they were working in

a cadaver lab. The software also enables students to upload MRI and CT scans directly into the system's library.

This software will be an important teaching tool in various programmes including the Doctor of Dental Surgery, the Doctor of Pharmacy, Physical Therapy, Nursing, Biomedical Research, as well as in the Doctor of Medicine (Surgery and Radiology).

**“...students are able to virtually dissect, peel away layers and visualise anatomy just as if they were working in a cadaver lab”**







**“This software will be an important teaching tool in various programmes including the Doctor of Dental Surgery, the Doctor of Pharmacy, Physical Therapy, Nursing, Biomedical Research, as well as in the Doctor of Medicine (Surgery and Radiology).”**

## Cross-Campus Collaborations

The Planning Unit, situated in the Deputy Principal’s Office, worked assiduously with counterparts at the other Campuses under the ONE-UWI initiative to develop, test and finalise a common evaluation questionnaire, and a platform for its processing. It will be implemented by all Campuses in the next academic year, allowing for more effective cross-campus data mining and analysis of student evaluations in the future.

The Mona and St Augustine Institutes for Gender and Development Studies (IGDS) also participated in a course-sharing pilot across campuses. Each Unit offered a course online, to students registered at the sister campus. On offer were Gender, Climate Change and Disaster Risk Management in the Caribbean (GEND3032) from the Mona Unit, which was requested for graduate students registered at the Nita Barrow Unit (Cave Hill); the Nita Barrow Unit was, however, unable to offer the course at that time.

The St Augustine Unit offered Cinema and Gender (GEND 2104/FILM 2101), for which one student from the Mona Unit was registered. The sister campuses will be re-engaged in further course sharing activities in the year ahead.

## Curriculum Development

The Mona Campus improved its curriculum portfolio by reviewing and revising existing offerings. The result is a new curriculum framework that is aligned and reflective of current scholastic trends. These undergraduate and graduate programmes, along with those introduced in the

last five years, represent a core component of an articulated and robust agenda of curriculum development and transformation sweeping through the Campus as Faculties seek to rebrand and reverse declining student enrollment.

Here are some examples of the curriculum changes over the review year:

- The Institute for Gender and Development Studies (IGDS) and the Faculty of Medical Sciences were involved in the development of a curriculum for violence against women and girls. This was designed to integrate violence against women and girls into the pre-service training of medical doctors and nurses in Jamaica. Dr. Karen Carpenter, Head of the IGDS Mona Campus Unit, and Dr. Kay-Ann Bookall, Lecturer in the Department of Medicine, produced the Trainers-of-Trainers and Trainee Module 3 on “*Clinical Care After Sexual Assault*”, for the Faculty of Medical Sciences curriculum. The training manuals were launched in September 2021.
- The Department of History and Archaeology with the support of the Department of Government, introduced the BA in History and International Relations. An impressive number of 25 new courses from various Departments were scrutinised by the Faculty’s Academic Quality Assurance Committee (FAQAC) and presented to the Mona Campus Academic Quality Assurance Committee (AQAC).
- The Department of Modern Languages and Literatures retired two postgraduate programmes: the Master of Arts (MA) in both French and Spanish. In their place a new multidisciplinary and self-financing programme, MA in Languages, Literatures and Film, will be on offer in September 2022.



Redefining Teaching, Learning and Student Development

- Another self-financing professional doctoral programme, Doctor of Education (Ed.D.), was also introduced by the School of Education.
- Four new Postgraduate Diploma programmes from the Department of Library and Information Studies were reviewed by the Faculty Postgraduate Studies Subcommittee in the following special areas: Archives Administration, Media and Information Literacy, Library Management and Information Governance.
  - New and revised course offerings came to life in the Faculty of Science and Technology, (FST) in the academic year under review. Redefined for relevance and better student experience, these include: a new course on mobile development (Department of Computing), revised Introductory Chemistry courses (Department of Chemistry) and revised advanced electronics and life sciences courses (Department of Physics and Department of Life Sciences respectively). The first cohort of students pursuing the B.Sc. in Software Engineering – Mobile Application Technologies, have graduated (Department of Computing). A new Geography undergraduate programme with an internship option (Department of Geography and Geology), and new interdisciplinary and inter-Faculty courses were also approved for offer in 2021-2022. The latter include a B.Sc. in Biomedical Radiation Science to be jointly offered by the Faculties of Science and Technology (FST), Medical Sciences, and Engineering through the Department of Physics; and the Master of Science in Clinical Medical Physics with specializations in Radiotherapy or Diagnostic Radiology and Nuclear Medicine to be jointly offered by the Department of Physics and the Faculty of Medical Sciences.
  - During the pandemic, the Faculty of Medical Sciences adopted a model for teaching via distance learning. This required course coordinators to review and streamline content for online delivery. There were also several innovations by Faculty in an attempt to deliver clinical content via online modalities, e.g. mounting online Objective Structured Clinical Examinations (OSCEs), virtual online history taking, and the use of clinical scenarios.

BSc Diagnostic Imaging Curriculum Review

The School of Medical Radiation Technology took further steps to implement the recommendations of the 2018 Quality Assurance Review. This included a review of the curriculum for the BSc Diagnostic Imaging programme, with a view to developing a 4 or 5-year programme with specialised modalities, and aligning the programme’s mission, vision, core values, goals, and student outcomes, with the strategic direction of The UWI.

The Postgraduate University Medical Curriculum Committee (PG-UMCC)

The PG-UMCC was established to provide oversight of the DM Programmes across The UWI-FMS campuses to secure the integrity and quality of the DM programmes delivered on all the campuses. To effectively and efficiently achieve this goal, the PG-UMCC established five (5) Sub-Committees, one of which is a Graduate Tracing Sub-Committee. Recent changes to ‘graduate tracing’ have resulted in a merger of the two Sub-committees with responsibility for graduate tracing in the Undergraduate University Medical Curriculum Committee (UG-UMCC) and the PG-UMCC.

These committees have enhanced communication within the Faculty and between the Campuses to strengthen collegiality and the impact of the programmes.

New Programmes: Academic Year 2020-2021

Programme	Start Date
BA Writing, Literature and Publishing	August 2020
Postgraduate Certificate in Food and Agro-Processing	August 2020
Clinical Fellowship in Child & Youth Psychiatry	January 2021
Postgraduate Diploma in Geriatric Medicine	August 2020
Postgraduate Diploma and MSc in Sport Business Management	August 2020
MSc in Development Studies (Online)	August 2020
MSc in Engineering and Management	August 2020
MEd Educational Leadership & Management	August 2020
MEd in Inclusive and Special Education	January 2021

Assessment Processes

The Faculty of Medical Sciences continued over the period to manage its teaching and learning operations around the COVID-19 waves. Interruptions in the flow of the programmes resulting from suspension of classes had an impact on the clinical and practical face-to-face components. However, upon resumption of classes, teaching continued to be delivered in a blended manner consisting of online and face-to-face modalities.

Changes in assessment methods for Stage 1 courses of the MBBS programme to a 70:30 assessment mix with 30 per cent in-course assessment and 70 per cent final examinations, were approved by the Board for Undergraduate Studies in May. This was an important achievement for cross-campus harmonization with respect to assessment for the programme.

The Campus Call Centre also facilitated proctored online examinations. This was done for the Caribbean Association of Medical Examinations (CAMC) and the MBBS clerkship and final examinations. Computer labs across other Faculties were also used to host these examinations.

Caribbean Association of Medical Councils Licensing Examination

The Faculty of Medical Sciences continued to play a critical role in administering the Caribbean Association of Medical Councils Examinations (CAMC) to graduates who originate from medical schools that were not accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), but had a desire to practice in CARICOM territories. This examination determines their eligibility for license to practice.



## Redefining Teaching, Learning and Student Development

The pandemic affected the traditional evaluation of candidates for this licensing examination. However, the Director of the Health Professional Educational Unit and team developed and implemented a modified virtual CAMC Part 2 Clinical Examination to evaluate candidates in a safe environment without compromising the quality of the assessment process. This modification transitioned the examination to a fully online administration in congruence with COVID-19 restrictions and precautions. The virtual clinical examination was successfully administered in September 2020, March 2021, and again in May.

### Introduction of Graduate GPA

As part of The UWI's efforts to align the institution with international standards, a Grade Point Average (GPA) system was introduced during the 2020-2021 academic year for new postgraduate students registered in postgraduate certificates, postgraduate diplomas, taught masters, and professional doctorates. This is important in that:

- GPA is a representation of student performance on transcripts;
- Students' performance in each attempt at a course will be taken into consideration;
- Quality points are earned even if students do not reach the threshold of a pass with coursework and/or final exam in a course;
- Failing a course twice will not result in being Required to Withdraw (RTW);
- No separate distinction is required for research projects in order to receive an overall distinction in the award of the Degree;
- An additional award of Degree category of 'Merit' has been introduced along with 'Pass'

and 'Distinction' for graduate programmes;

- It allows more efficient performance tracking, for both students and faculty;
- It provides a measurement of academic performance that makes for easy comparison by other international universities for the purposes of transfer or admission.

## Increased Access to Teaching/Learning Resources

The UWI Mona Library continued to enhance remote teaching through the creation of a range of Online Learning Objects (OLO). These units of learning designed for electronic delivery, were made accessible through the Library's Container, UWIML1 on the OurVLE course management system and on the Library's YouTube channel. More than 5,000 eBooks and e-reference texts were acquired, including a new database, EBSCO eBooks™ Open Access Monograph Collection. To ensure seamless access, a new UWIlInC interface was launched as a gateway to the rich resources of The UWI libraries. Students and faculty can gain access to digital content, including tutorials and videos, from any location at any time.

Six new videos were created during the year and links were also provided to resources from other academic libraries. About 831 students accessed the repository during the 2020-2021 academic year.

### Infrastructural Changes at the FHE

At the onset of the restrictions against in-person learning, nearly all the classrooms capable of seating between 50 and 100 students in the Faculty

of Humanities and Education were outfitted with multimedia facilities. The Faculty Office and the various Departments had previously acquired Zoom licenses which became very handy for online teaching and routine administrative meetings when in-person group gatherings were suspended.

### Redefining Lab Delivery in an Online Environment

The Faculty of Science and Technology found unique ways to conduct laboratory sessions using an online format. The range of delivery options included video demonstrations, simulations, virtual supervision of off-site labs, and lab kits being shipped to students. The Department of Computing pioneered Virtual Walk-in Labs for peer-to-peer technical assistance with coursework. Students were able to consult their seniors for guidance as they would in a face-to-face environment.

### The Intern Tutor

The Department of Child and Adolescent Health in association with the Health Professions Education Unit introduced an Intern Tutor Programme during the year under review. This initiative was designed to enhance the clinical skills of medical interns in the junior clerkships in Paediatrics of the MBBS programme. The programme will support continued training of interns who completed their clinical training in the MBBS during the challenging months of the pandemic. At the end of three months, participants were awarded Certificates of Participation for fulfilling the requirements for the Paediatric internship rotation.

In response to current demands, the Department of Medicine continued to deliver quality teaching and improved pedagogy via online ward rounds/clinics/tutorials. Videos on clinical examination and procedures provided reasonable clinical experience and helped reduce crowding at patients' bedside.

### Online Delivery of Information Literacy Sessions

Staff of the Mona Information Literacy Unit (MILU) along with other Librarians were instrumental in successfully providing training on Information Literacy and the research process on UWIlInC – the Library's portal, for the 2020-2021 academic year. Approximately 6,313 students participated in 135 online sessions. The online mode allowed for greater flexibility, so the MILU sought to accommodate a wider cross-section of students with late morning, evening and weekend sessions. While the number of sessions decreased significantly, there was greater uptake from students, which suggests that going forward, reaching more students in hybrid mode is possible.

### Creation of New Publications

Based on the evaluation and feedback from workshops and consultations, the Centre for Excellence in Teaching and Learning (CETL) seized the opportunity to extend its current publications. CETL, in reflecting its concept of linking technology to pedagogy, drafted the Bits and Bytes Visual Lessons (1-page visual guides) and the Visual Tutorials (short video sessions to be hosted on the CETL YouTube page). These publications will be circulated in the 2021-2022 academic year.

### External Funding Support

The Caribbean School of Media and Communication (CARIMAC) received seventy-two (72) Adobe Creative Cloud Software Licenses valued at US\$23,760, and a network switch valued at US\$13,000, from the organization, "Youth Employment in the Digital and Animation Industries (YEDAI)." This donation will assist students in the Animation degree programme.

The Doctor of Pharmacy Programme received an amount of J\$3,004,000.00 in mid-December 2020





(L-R) Dr. David Walcott – Founder & Managing Partner (Novamed); Mr. Kirk Anthony Hamilton – Founding Partner (Novamed) & Professor Trevor McCartney – Deputy Dean, Faculty of Medical Sciences Clinical Affairs; Professor Dale Webber, Pro Vice-Chancellor & Principal, UWI, Mona

as part of a funding arrangement with the Culture, Health, Arts, Sports and Education (CHASE) Fund for the construction of a Sterile Pharmacy Lab. An initial contribution of J\$18,500,000.00 was made in April 2020.

The Sterile Pharmacy Lab, completed in Semester II of the academic year 2020-2021, will aid significantly in supporting teaching, research and public health and is a necessary training opportunity for students who are graduating from the Doctor of Pharmacy programme.

### Partnership Opportunities

#### The Faculty of Medical Sciences and Novamed Inc.

The Faculty of Medical Sciences, through the Office of the Principal, signed a Memorandum of Understanding (MOU) with Novamed Inc., on January 21, 2021. Novamed, founded by Dr. David Walcott, a Rhodes Scholar and First Class Honours Degree graduate of the MBBS Class of 2010, is a company that drives healthcare ventures and innovation.

The MOU supports collaboration for the development of a comprehensive and efficient learning ecosystem for the Faculty to drive improved outcomes for students. It will see collaboration on curriculum review and look at new strategies for student engagement and development. This company, run by one of the Faculty's graduates, fits within the FMS' strategy to promote alumni engagement, and engage private sector in its operations.

The collaboration will also allow the Faculty to work on strategies for improving the performance of students in the United States Medical Licensing Examinations (USMLE).

### Staff Development

The Campus maintained its goals to ensure that staff continued to be provided with opportunities to enhance their skills, to engage with each other in sharing learning and teaching tools, and to sustain the fellowship of service and fulfilment in their posts.

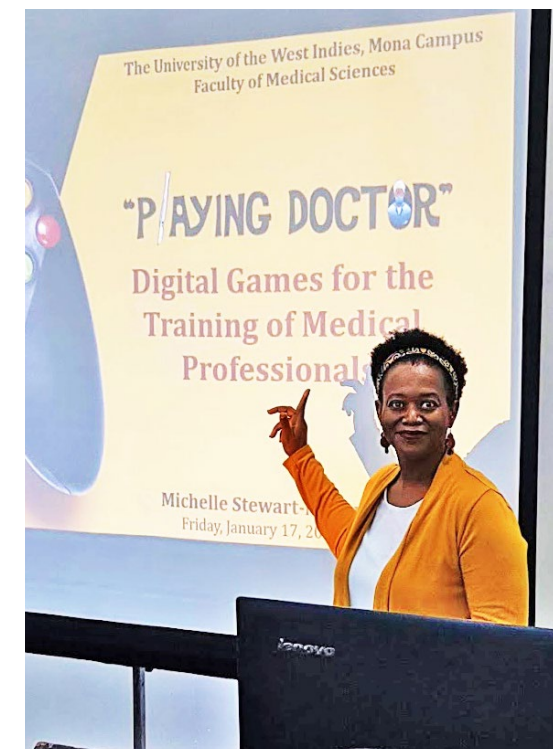
### Training and Development Workshops

The Faculty of Humanities and Education created an opportunity for academic staff to fully utilise the Campus' Learning Management Platform, OurVLE. The staff learnt about the mechanics and intricacies of online teaching even before COVID-19 struck in March 2020. Ms. Michelle Stewart-Mckoy of the Centre for Excellence in Teaching and Learning (CETL) was invited to conduct a series of weekly workshops titled, "Teaching with Ease." Beginning in October 2020, the workshops focused on themes such as: "Decluttering and Organizing your Course Page," "Making your Course Page Inviting," "Providing Interactive Course Content with the Block Feature," "Bringing Edutainment to your Course with Quiz," and "Maximizing your Course Gradebook."

The CETL continued to serve The UWI Mona Campus as the faculty development outfit, facilitating training for the professional development of lecturers in higher education pedagogy. The Centre worked with facilitators to develop engaging and meaningful teaching and learning experiences for online modalities of teaching. Further, the CETL continued to work with various groups within the University community and beyond in supporting and researching excellent university teaching.

Much attention was given to evidence-based pedagogical practices and new developments in higher education pedagogy. In terms of practical programme planning, the CETL sought to develop programmes to serve the needs of the Campus community. In this regard, programming was informed by available expertise, current research in higher education, participant feedback, and institutional priorities.

During the year under review, the CETL staff also conducted 78 consultations with unique individuals and 9 faculties/units. Inquiries received over the period focused mainly on new course and programme development, videoconferencing



Ms. Michelle Stewart-Mckoy of the Centre for Excellence in Teaching and Learning (CETL) at a staff development workshop.

platforms, enhancing teaching and learning, and emerging technologies in teaching and learning.

In keeping with their focus on staff development and increased communication among staff, the Mona Library was successful in conducting and facilitating a variety of webinars and training sessions in areas such as Digitization, Quality Control, Citation Styles, Kayako (Online Chat Service), and Intellectual Property. Staff also participated in various sessions conducted by the Human Resources Management Division, as well as other webinars, virtual conferences, and seminars. Of note also were webinars offered by the Library's Health and Wellness Team towards promoting staff wellbeing, "Navigating Through Financial Crisis" and "The Emotional Roller Coaster of the COVID-19 Pandemic."



## Redefining Teaching, Learning and Student Development

The Health Professions Education Unit (HPEU) continued to be engaged in activities for the promotion, development, implementation and monitoring of health professions' education. Special emphasis was placed on the continued professional development of faculty and staff, research in health professions education, accreditation and quality enhancement, curriculum development, and inter-professional collaboration. Training workshops were held on the "Administration of Online Clinical Examinations." This consolidated the perspective of the Faculty's adaptation as an academy to the pandemic. The HPEU was also involved in the conduct of the following developmental activities:

- Implementation and conduct of Faculty Development Workshop [Administration of Online Clinical Examinations: a primer for the DM Programme Virtual Clinical Examinations].
- Online access to archive Faculty Development Workshops [Managing your Online Quiz; Item-writing]
- Publications: Medulink December 2020 Issue 7; Medical Education Newsletter for the Faculty of Medical Sciences. [<https://drive.google.com/file/d/1aGVSP7ZD3rp6sLWEWi3g7KvAsqarU5Z1/view?usp=sharing>]. Medulink June 2021 Issue 8; Medical Education Newsletter for the Faculty of Medical Sciences. [<https://bit.ly/3AdmEed>]

## Student Experience

More than any other aspect of Campus life that has suffered in this disruption of COVID-19 is the student experience of face-to-face engagement with their peers and lecturers and their expectations of an exciting, drama-free university year. The academic year was a difficult year of adjustment for many students. Nonetheless, faculties and departments explored and successfully rolled out several

interventions and initiatives which ensured that students did have a "university" experience.

The Faculty of Social Sciences (FSS) acknowledged that it had a critical role to play in facilitating this adjustment through efforts to support students' wellbeing and mental health. The Faculty's flagship initiative in this respect was the Roll-With-It Programme, supported by other efforts such as the identification of a faculty mascot, improved mentorship and internship opportunities, and introduction of guidelines for online learning and etiquette. Enhancing the student experience, not only positively impacts teaching and learning outcomes during university life, but also improves the career readiness of graduates.

### Roll-With-It Programme for Students and Staff

Roll-With-It is a virtual supportive platform for FSS students and staff. It was designed to provide them with the coping skills and resilience needed to face challenges, particularly with issues arising due to COVID-19. The programme was launched on November 26, 2020 with a panel discussion on "How to Roll With It: An immersive, healthful experience that aims to support you through the COVID-19 pandemic". Throughout the academic year, the Faculty organised over ten additional Roll-With-It initiatives, including seminars and newsletters which were designed with the resilience of both staff and students in mind. The issues that were addressed in these initiatives were those identified by students and staff in an online survey that was conducted early in the pandemic. These included, inter alia, mental health challenges, stress and burn-out as a result of the pandemic, challenges with online learning, challenges with maintaining a healthy work-life balance, challenges with time management during the pandemic, and financial challenges. The Roll-With-It initiatives have all been posted online and remain open to all

students and staff across the Campus. They have been very well received.

The Roll-With-It engagements led to corollary teaching and learning improvements. A clear example is the development of the FSS Online

Learning and Etiquette guide. The guidelines were developed through a consultative process and circulated to FSS staff and the student body. The document includes guidelines for online etiquette, email etiquette, lecturer-student interaction, and student-student interaction.





#### Faculty Mascot, the FSS-Tiger

The desire to build FSS identity and pride led to the creation of the FSS mascot - the FSS-Tiger, a symbol of strength, courage, determination, dignity and independence. Students and staff were involved in the selection process and the eagerness with which students engaged in the exercise, confirmed the need for positive messages of hope and inspiration. With the selection process completed, a launch video introduced the mascot. The video will be included in orientation activities and the FSS-Tiger will be widely used in student engagement initiatives.

#### Enhanced Systems and Processes

The Faculty of Humanities and Education in an effort to enrich the learning experience of research

students and increase their throughput rate, revised the existing Guidelines on Ethics Clearance for staff and students in the various disciplines. This made the document more user-friendly and effective. This revision was done under the auspices of Professor Paulette Ramsay, who assumed chairmanship of the Faculty Subcommittee for Ethics Approval at the start of the academic year. The Subcommittee, thereafter, unprecedentedly vetted twenty-six (26) postgraduate research proposals for ethics approval.

The culmination of an effective programme of academic advising is an efficient and accurate process of declaration of Degrees. With the large number of students graduating from the Faculty of Social Sciences (FSS), digitization of the Degree declaration process was prioritised. To this end,

the Faculty implemented a pilot project to utilise the Curriculum Advising and Programme Planning (CAPP) feature in Banner as the foundation for digitizing the Degree declaration process. Progress was made during the 2020-2021 academic year in building out the programme requirements for 8 majors and 2 minors, and in training staff in the use of the system. Incorporation of additional majors and minors, and continued testing of the functionality of CAPP will continue in academic year 2021-2022. The end result of this work will be a fully digitised Degree declaration process in the FSS, with enhanced efficiency and accuracy, and, eventually, with functionalities allowing students to use the system to conduct their own credit checks and Degree audits.

The Faculty of Social Sciences also began a phased implementation of the Comprehensive Academic Advising Programme (CAAP), in preparation for full roll out at the start of academic year 2021-2022. The initiative entails a five-step process that seeks to provide students with the fullest support and guidance in selecting their programmes and courses, for them to be able to complete their programme of choice within the required time period. The comprehensive process involves: exploration of life goals; exploration of vocational goals; streamlining programme choice with the life and vocational goals identified; course choice; and scheduling courses.

#### Increased Opportunities for Mentorship and Internship

Traditional programmes of mentorship and internship were adversely affected because of the pandemic. Such programmes, however, form an important part of the FSS student experience and work-readiness preparation. During the 2020-2021 academic year, through efforts to foster increased and enhanced relationships with

industry and alumni, new partnerships with the Global Mentorship Initiative (GMI) and the United Nations (UN) Women resulted in the provision of new mentorship and internship opportunities for students in the FSS. These programmes afford students international experience and exposure to a global network of contacts. The students have embraced these opportunities, with numerous online testimonials speaking to the derived benefits. As further evidence of its success, the organisers of the Global Mentorship Initiative have requested the participation of an increased number of FSS students, and have expanded their programme to allow for the inclusion of second year students.

A new scholarship programme was also established through the SUNY-UWI Health Research Consortium, which enables The University of the West Indies (The UWI) students to participate in certificate programs offered by the University at Buffalo School of Management. The initiative will open the UB Leadership Empowerment Academy Program (LEAP) to students in The UWI Mona School of Business and Management in Jamaica, through which they will learn and develop innovative strategies for creating sustainable business models in health care.

A peer counselling/mentorship drive was held for students in the School for Medical Technology Radiation (SMRT). A Senior Seminar for the Graduating Class of 2021 was also held to address issues such as preparedness for employment in private and public sector diagnostic imaging services, as well as sensitizing them to the functions of, and registration with, the Council for Professions Supplementary to Medicine and the Society of Radiographers, Jamaica.





### New Fortress Energy (NFE) Summer Internship Programme

The New Fortress Energy (NFE) Summer Internship Programme was created as a way to invest in the next generation of engineering innovators. The Programme provides hands-on mentorship that allows students to apply the conceptual knowledge they gained in the classroom to the fields of Liquefied Natural Gas (LNG), Energy Generation, Automation

and Electronic Controls. In the 2020-2021 academic year, fourteen (14) Mona Engineering students participated in the Programme. These students were given the opportunity to work closely with assigned mentors on exploring new technologies while solving complex engineering problems and designing new and future engineering projects. The Programme rotated students between the company's LNG plants in St. Catherine, Clarendon, and St. James.



Students from the Faculty of Engineering at the New Fortress Energy (NFE) Summer Internship Programme at the Plant in Old Harbour, St. Catherine.

**"The Programme provides hands-on mentorship that allows students to apply the conceptual knowledge they gained in the classroom to the fields of Liquefied Natural Gas (LNG), energy generation, automation and electronic controls."**

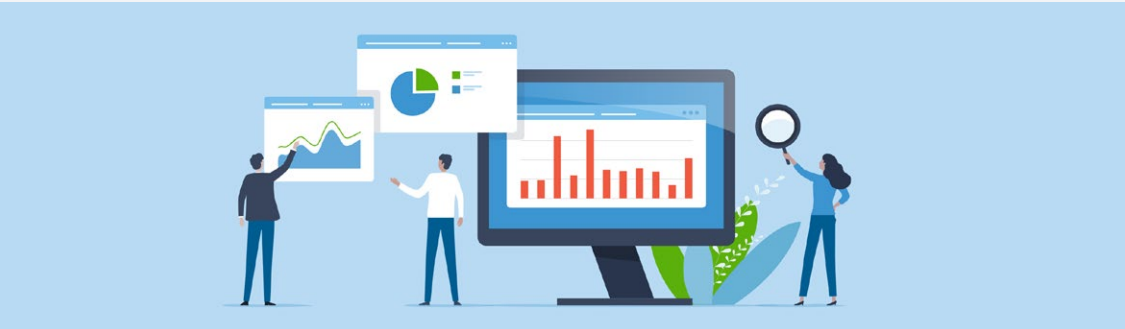


# Redefining A Culture of Scholarship and Research

The outcomes of research activities are rarely reflected in financial reports because they do not produce direct income. However, UWI researchers have over many years, provided fresh thinking to challenge and eventually guide the work of policymakers in both the private and public sectors, thereby contributing to national and regional solutions.

A significant part of our research efforts are concentrated around economics, sociology, health, politics, and the sciences. We have one focus in undertaking this work and that is to improve the lives of the community. It is this solid reputation that has accounted for our unique niche in the area of research in the region.

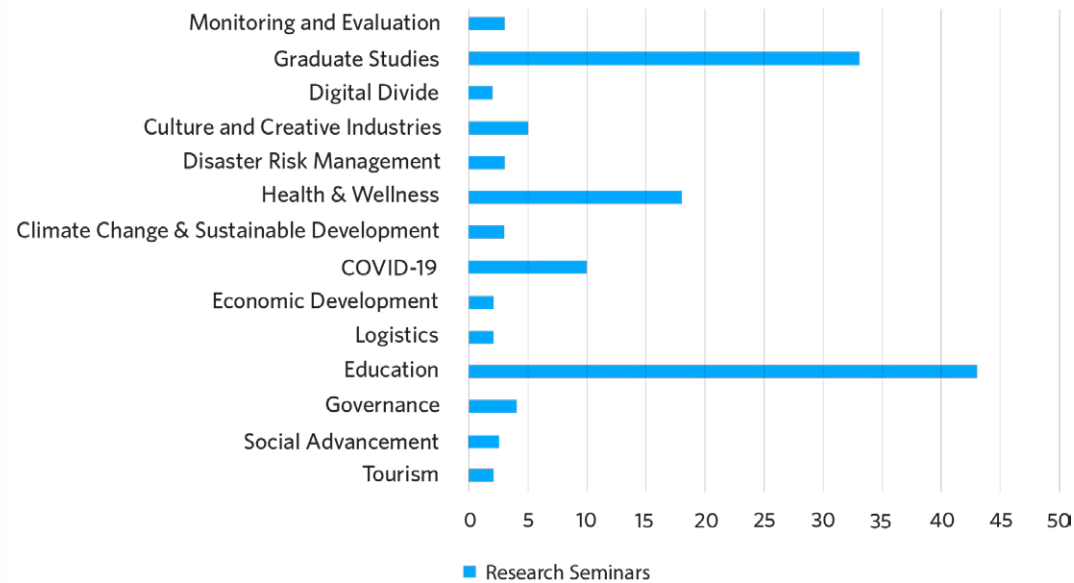
**“UWI researchers have over many years, provided fresh thinking to challenge and eventually guide the work of policymakers in both the private and public sectors, thereby contributing to national and regional solutions”**



Although we were unable to conduct in-person research for several months because of coronavirus restrictions, we continued in 2020-2021 to nurture the next generation of researchers whom we are confident will use this new knowledge to address some of the problems that confront our society. In the past year, our researchers worked on projects of varying sizes as ideas and advisory services extended beyond our Campus.

Recognizing the shift in focus to teaching and advocacy associated with the pandemic, various Faculties embarked on initiatives to revitalise the research culture. Such initiatives included efforts by the FSS to increase involvement in grant-writing, hosting of a Research Writers’ Conference for

UWI Mona Campus Research Seminars by Theme: Academic Year 2020-2021



academics, and seminars and symposia aimed at catalyzing a widespread refocusing on research.

The pandemic also provided several opportunities for research partnerships. In that vein, the work of our research community informed issues surrounding the broader health, safety, social, economic and gender impacts of the coronavirus.

During the 2020-2021 academic year, entities across the Mona Campus hosted a series of Research Seminars to provide thought leadership in areas that were pivotal to local, regional and international development. Some of the thematic areas are captured in the table above.

**“A significant part of our research efforts are concentrated around economics, sociology, health, politics, and the sciences”**



### Research Advocacy

The **Commuting Students' Office** examined various means of enhancing the impact and productivity of the Commuting Students Guild Committee. A series of research activities through the established UWI LEADS (Leaders, Engaged, Activated, Dedicated, Ready to Serve) Programme, led to the production of a report that was presented at the Annual Caribbean Tertiary Level Personnel Association Conference in June 2021. The topic of the presentation was: "Reflection: Student Leadership during a Pandemic - Challenges, Support and Lessons Learnt by Commuting Students Guild Committee Members."

**The Mona Ageing and Wellness Centre (MAWC)** completed two studies examining the effects of the coronavirus and containment measures on older persons. Dr. Kayon Donaldson-Davis led the first study which focused on the impact on health and health services utilization, while the second study led by Dr. Douladel Willie-Tyndale examined the effect on social relationships and support.

The findings were presented by Professor Eldemire-Shearer at COVID-19 planning meetings at the Ministry of Health and Wellness and shared with the general public via media interviews. Information from these studies has influenced protocols, messaging, support and response activities to COVID-19.

Another study investigating the prevalence of depression and anxiety in older adults during the pandemic is currently underway. Participants were recruited from among adults who visited the Mona Ageing and Wellness Centre vaccination site. The study led by Dr. Kimberly Ashby-Mitchell is in the data collection phase.

#### Gender Studies

Dr. Karen Carpenter, Head of the Institute for Gender and Development Studies Mona Unit

(IGDS MU) was invited by the Mona School of Business and Management (MSBM) to be the Technical Lead on the *Essex Valley: Gender-Responsive Economic Inclusion of Vulnerable Groups in Agriculture and Organizational Strengthening Project*.

The objectives of the project are to strengthen: i) the capacity of the Government of Jamaica to employ gender-responsive guidelines for mainstreaming economic inclusion of vulnerable groups in agriculture, in order to facilitate the economic participation of men, women, youth, persons with disabilities (PWDs), and other vulnerable groups in agricultural policies, programmes and projects and; ii) organizational capacity, social equity and long-term sustainability of farmers' groups as partners in agricultural development.

Approximately 600 persons in the agricultural sector have been interviewed. Three project reports have already been handed to Ministry of Agriculture and Fisheries (MOAF) officials and other stakeholders. The findings will also be presented to the Jamaican Parliament. The project is financed by the Caribbean Development Bank.

### Graduate Research

- The Caribbean School of Media and Communication (CARIMAC), held 32 research seminars for staff and postgraduate students between August 12, 2020 and June 30, 2021.
- The Institute of Caribbean Studies (ICS) saw presentations by 24 postgraduate students between September 24, 2020 and April 29, 2021.
- In an effort to enhance the quality of research in the Faculty of Engineering, graduate students were invited to attend three seminars for the 2020-2021 academic year. These presentations



### CARIMAC RESEARCH SEMINAR

**Raising Public Consciousness and Enabling Action: A Framework for Communicating Climate Change**  
Presented by Dr. Tyrone Hall

**Abstract**  
Contemporary ecological issues compound environmental communication challenge of raising public consciousness and mobilizing agency to mount robust systemic and practical actions. Amidst a narrowing window of opportunity to mount systemic actions, the paper accords greater attention to social justice aspects of climate adaptation and articulates a framework for communicating climate change in vulnerable resource dependent communities. The framework draws upon Hall's (2019) study of seven climate adaptation initiatives across 17 indigenous villages in Fiji, India and Belize that typifies disproportionate vulnerability. The paper probes the nature of communication required for coping with, adapting to and pursuing transformation amidst anthropogenic climate change.

**Presenter Bio:**  
Dr. Tyrone Hall is a global communicator and sustainability specialist with in-country research, intergovernmental and industry experience across the Americas, Sub-Saharan Africa, India and the Pacific region. He holds a doctorate in Communication: Sustainability Policy and Politics and is a graduate of CARIMAC with a BA in Media and Communication.

**DATE**  
Wednesday, March 3, 2021

**TIME**  
3:00 - 5:00 PM GMT-5

**ZOOM LINK:**  
<http://bit.ly/2LYtEld>

**For more information contact:**  
Jaycynth Gordon-Blake  
[jaycynth.gordonblake@uwimona.edu.jm](mailto:jaycynth.gordonblake@uwimona.edu.jm)





### CARIMAC RESEARCH SEMINAR

**Interrogating the Misogyny Frame: Caribbean Media Coverage of Violence Against Women**  
Presented by Dr. Sue Ann Barratt

**Abstract**  
This paper evaluates newspaper coverage (online and offline) of gender-based violence against women. As part of a larger book project, she examines coverage from seven Caribbean countries: Jamaica, the Bahamas, Dominica, Antigua and Barbuda, Guyana, Barbados, Trinidad and Tobago - which saw the growth of the #MeToo movement. This presentation focuses on a pilot sample from Trinidad and Tobago designed to test analytical approach and procedures. Through content analysis, there is an examination of how media coverage has reproduced linguistic mechanisms of misogyny, e.g. blaming the victim, diverting attention from the perpetrator, diminishing cases of violence, reproducing violence against women as normative.

**Presenter Bio:**  
Dr. Sue Ann Barratt is Lecturer and Graduate Studies Coordinator at the Institute for Gender and Development Studies, The University of the West Indies, St. Augustine. She is a graduate of The UWI, holding a BA in Media and Communication and a MA Communication Studies from CARIMAC, and a PhD Interdisciplinary Gender Studies from UWI, St. Augustine.

**DATE**  
Wednesday, March 24, 2021

**TIME**  
3:00 - 4:00 PM GMT-5

**ZOOM LINK:**  
<http://bit.ly/2LYtEld>

**For more information contact:**  
Jaycynth Gordon-Blake  
[jaycynth.gordonblake@uwimona.edu.jm](mailto:jaycynth.gordonblake@uwimona.edu.jm)



Faculty. The Faculty of Engineering also registered its first two PhD graduates, who will be among The UWI, Mona, postgraduate class of 2021. Both graduates are academic staff of the Faculty.

Having extensively reviewed its pre-existing MPhil/PhD programme in Library and Information Studies, and thereby renaming it as MPhil/PhD in Information Studies, the Department of Library and Information Studies took immediate steps to reinvigorate the graduate research seminars by requiring students to present their research proposals at the end of their first year of registration. Four students presented between May 4, 2021 and May 12, 2021. The School of Education also ran a special seminar for its MPhil/PhD students from December 16 to 18, 2020.

As a replacement for out-of-classroom, in-person interactions among research students who had often complained about being "isolated," steps were initiated by the Deputy Dean for Graduate Matters, FHE, to launch a virtual community dubbed "Humanities and Education Graduate Research Community." Among many other things, the core idea of this proposition was aimed at fostering group thinking, providing mutual moral support and assistance, and facilitating a timely circulation of Faculty-wide notices about workshops, PhD upgrade seminars, and PhD oral examinations.

#### Graduate Student Publishing

Graduate students in the Faculty of Science and Technology co-authored 33 of the 101 publications that were produced by the Faculty. Notably, graduate student publications accounted for about half of the publications produced by the Departments of Chemistry, Life Sciences, and Physics.

exposed them to research methodologies employed by lecturers and served to broaden the scope of knowledge exchange within the



# Redefining A Culture of Scholarship and Research



(L - R) Kemmoy Lattibeaudiere (Runner Up - Faculty of Medical Sciences); Jordan Freeman (Winner- Faculty of Science and Technology); Andre Bernard (People's Choice - Faculty of Humanities and Education)

## The UWI Mona 3MT/The Three Minute Thesis (3mt™) Competition

Mr. Jordan Freeman, a PhD student in the Faculty of Science and Technology, was the winner of “The Three Minute Thesis (3MT™)” competition. This academic competition was developed by the University of Queensland in 2008, for Australian research students to present their dissertation. The 3MT concept has grown exponentially as a multi-national event held in some 900 universities in more than 85 countries. The UWI Mona Library collaborated with the Office of Graduate Studies and Research to host The UWI, Mona Campus edition of the Three Minute Thesis (3MT™) Competition.

## Research Partnerships

The Mona Campus continued to work collaboratively on a range of research projects to bring solutions to some of the problems that are unique to our country and region. Productive research partnerships are vital for meaningful research inputs and applications.

- Dr. Carol Hodatt Gentles, Chairperson of the International Council on Education for Teaching, in partnership with Marilyn Leask, a MESHGuides Professor in the United Kingdom, inaugurated a transnational research study “Teacher Experience and Practice during COVID-19: Valuing Teacher Voice”. A preliminary report based on data gathered from teachers in 40 countries was presented at two virtual symposia during the year in review.
- The Department of History and Archaeology in collaboration with the Department of Genetics at the Harvard Medical School in the United States, will conduct a study of the ancient DNA of the pre-Columbian human skeletal remains in Jamaica. It is hoped to, amongst other things, shed more light on the nature of early human settlement, an under-researched area in the historiography.
- The Faculty of Sport in partnership with the Centre for Resources, Expertise and Sports

Performance of the West Indies and Guyana (CREPS Antilles-Guyane) and the French West Indies University have secured funding of €30,000 for a research project which began in June 2021. The project aims to identify the educational needs of coaches in the Caribbean. Training programmes tailored to fit their needs will be introduced in year 2021-2022.

- A partnership agreement with Canadian company *Field Trip Ventures Inc.* resulted in the opening of a new research facility in the Faculty of Science and Technology dedicated to psychedelic fungi. The Field Trip Natural Products (Ja) Limited Research and Development Laboratory was officially launched in February 2021 and is the world’s first legal research and cultivation facility dedicated exclusively to psilocybin-producing mushrooms and other plant-based psychedelics. The private-sector academia partnership is overseen by the Natural Products Institute (NPI) and has the additional promised benefits of graduate student employment and scholarships.



The official launch of the Field Trip Natural Products (Ja) Limited Research and Development Laboratory in February 2021.





(L - R) Prof. Michael Taylor, Dean Faculty of Science and Technology; Prof. Tannecia Stephenson, Head Department of Physics; Prof. Dale Webber, Principal of The UWI Mona Campus; Hon. Parnell Charles Jr., (then) Minister of Housing, Urban Renewal, Environment and Climate Change; Mr. Evan Thompson, Director of the Meteorological Services Branch; Ms. Claire Bernard, Deputy Director General Planning Institute of Jamaica; and Dr. Devon Smith, (then) Acting Estate Manager, UWI Mona at the installation of an automatic weather station (AWS) on the Mona Campus.

- The UWI and the Meteorological Service Jamaica (MSJ) signed a Memorandum of Agreement (MoA) in September 2020 which facilitated the installation of an automatic weather station (AWS) on the Mona Campus. The MoA will facilitate collaborative research and software development for improved climate data collection and information management. This will be led by the Department of Physics.

Other examples of public sector partnership-driven research initiated during the year include:

- (i) The National Environment and Planning Agency (NEPA) ecological assessment for the integrated management of the Yallahs and Hope River Watersheds; and mangrove restoration on the Palisadoes islets;

- (ii) The National Fisheries Authority (NFA) survey of Queen conch at Pedro Bank (Department of Life Sciences).

**Human Heredity, Environment and Health in the Caribbean (H3E Caribbean)**

The H3E Caribbean Initiative was launched on Thursday, April 8, 2021 via a blended retreat (Zoom and face-to-face). This was a signature “One UWI” initiative for the Faculty of Medical Sciences (FMS). The collaboration includes the Jamaica Cancer Care and Research Institute (JACCRI); the Harvard/ MGH Center on Genomics, Vulnerable Populations, and Health Disparities; and the Sir George Alleyne Research Centre at the Cave Hill Campus. The initiative is aimed at ensuring representation of persons from the Caribbean in cutting edge global

health research. It was modeled after H3Africa (Human Heredity and Health in Africa) which was a successful initiative that had received substantial funding from the National Institutes of Health (NIH) and the Wellcome Trust. In addition to NIH funding, other such support would be sought from the Caribbean Development Bank and regional philanthropists.

**Water and Aquatic Environments**

The Department of Life Sciences partnered with the Queen’s University Biological Station to host a joint virtual symposium to discuss issues of water and aquatic environments in the Caribbean and the St. Lawrence-Great Lakes Watershed.

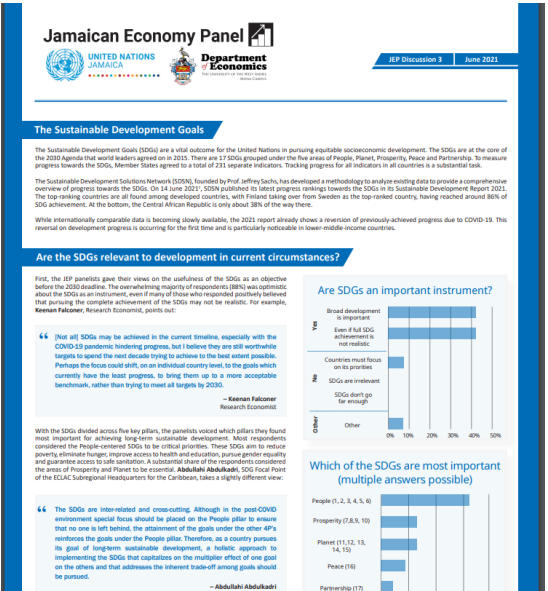
This symposium facilitated deeper research and teaching collaboration between Queen’s University and The UWI in identifying issues around water quality distribution and security, as well as issues relating to aquatic ecosystem health and aquatic biodiversity conservation in Jamaica and elsewhere in the Caribbean.

**The Jamaican Economy Panel (JEP)**

The Department of Economics partnered with the United Nations Resident Coordinator’s Office (UNRCO) to create the Jamaican Economy Panel (JEP).

Dr. Olaf J De Groot (UN Resident Coordinator’s Office) and Dr. Nadine McCloud (Department of Economics, Mona) are the coordinators of this new initiative which brings together on a monthly basis, a diverse group of economic and policy experts to discuss topical issues. This information is then collated and published for general consumption through the media, on related websites and in presentations.

The first publication in April 2021, was titled:



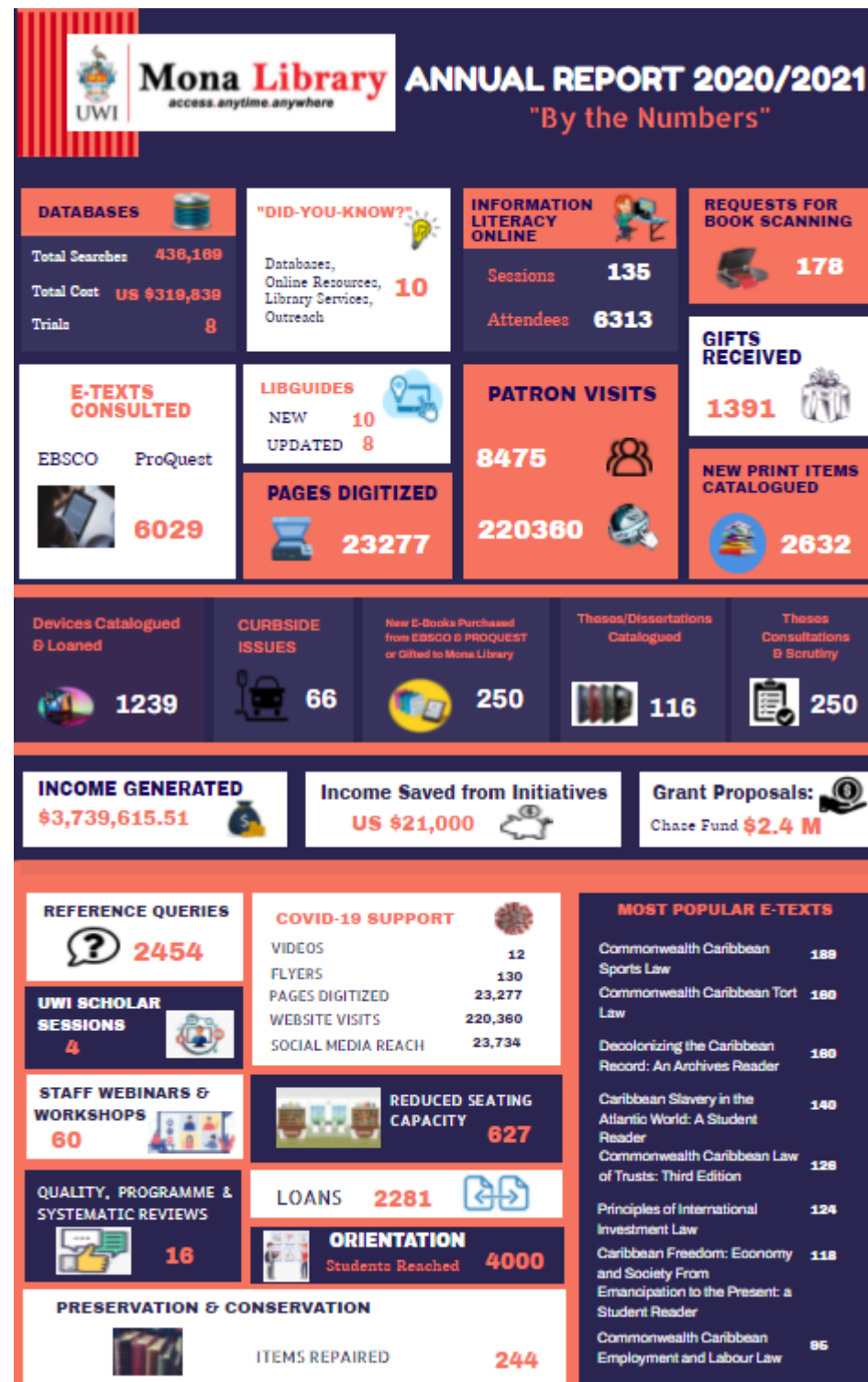
“Recovery from the COVID-19 pandemic.” Other topics covered so far, include: taxation, fiscal policy and debt, the Sustainable Development Goals (SDGs), and vaccine hesitancy. The information is shared with the Government, agencies like the Planning Institute of Jamaica and the Private Sector Organization of Jamaica, and other relevant departments and units.

**Operation Save Jamaica**

The School of Education collaborated with non-profit organization Operation Save Jamaica (OSJ) in March 2021 to organise and stage an online conference titled, *The Transformational Conference*. Research findings were shared on the factors that have facilitated or challenged community transformation in various countries.

The conference which targeted local, regional and international participation attracted researchers and others from 32 countries, including the Caribbean, Canada, the Philippines, Nigeria, Ghana, the United Kingdom, Spain and India.





# The Role And Impact of The Library

## Redefining and Enhancing the Roles of Liaison Librarians

The collaborative role of the librarian in academia has expanded beyond the context of the traditional library, and this has been accelerated by the COVID-19 environment. During the year under review, emphasis was placed on training in embedded librarianship and collaboration.

Librarians now enable closer collaboration with researchers and teaching faculty through systematic reviews, which lay the foundation for medical research, promotion of research through workshops via UWI Scholar, protection of research output through workshops on Cabells Predatory Journal, and a suite of related services. The expanding role of liaison/subject librarians is exemplified in the range of services provided:

- Specialised research sessions in select courses
- Subject/ Libguides
- Research collaboration/consultations/ systematic reviews
- New programme/course reviews
- Quality Reviews
- Verification of Journal Publications/CV checking
- Faculty Board/Department Representations
- Updates on Library programmes/services, new acquisitions, relevant resources.

# Redefining Research Publications

## West Indian Medical Journal

A milestone was achieved in the history of The West Indian Medical Journal with the May 2021 publication, after a period of dormancy. The board of the Journal has pushed aggressively to have full cross-campus inputs in resourcing the journal. The issues are accessible online and are free to the reader.

## The Caribbean Journal of Mixed Methods

completed publication of its first volume. The Journal was published by The University of the West Indies Press and released on Monday September 14, 2020. Prof. Loraine Cook and Dr. Steve Weaver were the Editors-in-chief.

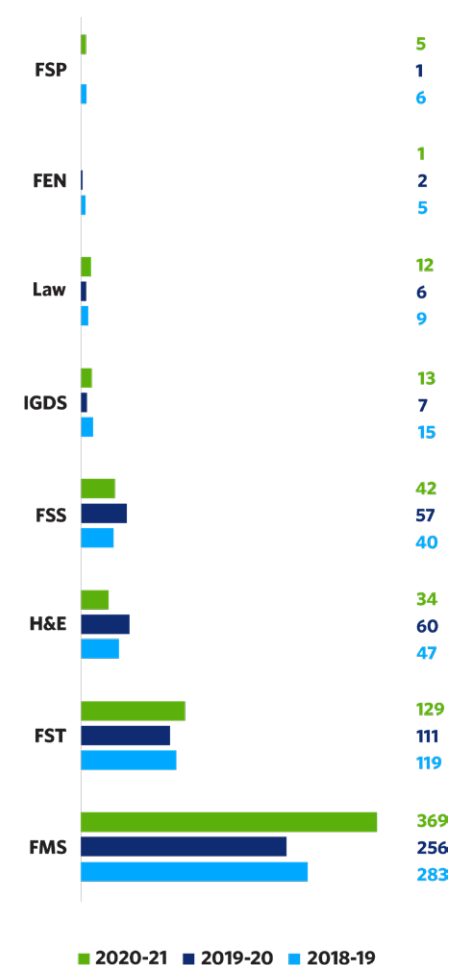
## Publication Output

Despite the challenges presented by the COVID-19 pandemic, the Faculty of Medical Sciences led the way in producing the most publications followed by the Faculty of Science and Technology. Staff across the Mona Campus continued to either collaborate in publishing and producing cutting-edge research or work independently in producing book chapters and monographs, and creative and cultural works.

The data presented on the following page reflects the outputs of core staff including full-time assistant/associate lecturers and teaching/research fellows. Publications include journal articles, book chapters, and technical reports.



### Number of publications by Faculty



## Research Support for Academics

### Reengineering of the Health Research Resource Unit to a Translational Research Unit

The goal of this initiative is to strengthen the research capacity of the Faculty of Medical Sciences (FMS) by:

- Providing a platform for the development of Scientists and Physician-Scientists to conduct

reproducible and responsible research within a culturally aware and ethical framework, which tackles problems that are of national and international significance and is accompanied by high-quality journal publications and grants;

- Developing Scientists and Physician-Scientists who will become academic leaders and proficient communicators of biomedical science;
- Fostering multidisciplinary approach to problem solving;
- Creating an efficient pathway for the translation of research findings into practice and policy;
- Creating and maintaining both information and biorepositories, that are well characterised ontologically and phenotypically to facilitate seamless data sharing and collaborations for current and future research.

### A Grant-Writing Workshop for Staff

The Faculty of Social Sciences held a Grant-Writing Workshop on February 11, 2021 via Zoom. The workshop which was attended by 40 persons, was facilitated by Mrs. Elecia Myers, Resource Mobilisation Coordinator within the Faculty of Science and Technology (FST).

Assistance was also provided by Ms. Monique Thomas, Grants Development Coordinator, Mona Office for Research & Innovation (MORI). The Faculty also established a Grant Writing Committee in academic year 2020-2021, chaired by Professor Aldrie Henry-Lee with representation from each department. This Committee was designed to improve research productivity and publication output within the Faculty through the organised encouragement and acquisition of research grants.

A Research Writers' Conference was successfully hosted between January 7 and January 10, 2021, at the Golden Shore Resort in Lyssons, St. Thomas.

**GRANT WRITING WORKSHOP**

Open to all Full-Time Lecturers within FSS

Thursday February 11, 2021  
1 - 4 PM via Zoom

**PRESENTATIONS BY:**  
PROFESSOR MICHAEL A. TAYLOR  
DEAN, FACULTY OF SCIENCE AND TECHNOLOGY  
MR. GERARD ALLENG  
CLIMATE CHANGE SENIOR SPECIALIST  
INTER-AMERICAN DEVELOPMENT BANK (IDB)

**FACILITATORS:**  
MRS. ELECIA MYERS  
RESOURCE MOBILISATION COORDINATOR  
DEAN'S OFFICE  
FACULTY OF SCIENCE AND TECHNOLOGY  
MS. MONIQUE THOMAS  
GRANTS DEVELOPMENT COORDINATOR  
MONA OFFICE OF RESEARCH AND INNOVATION

**ATTENDANCE IS FREE!**  
Register now!  
A Zoom Link will be sent upon registration.

Progress was tracked throughout the 2020-2021 academic year and the Conference has helped to see the completion of one PhD research proposal submitted to the Ethics Committee (provisional approval received), and submission and/or publication of one book, two journal articles and one conference proceeding (which is to be published as a journal article).

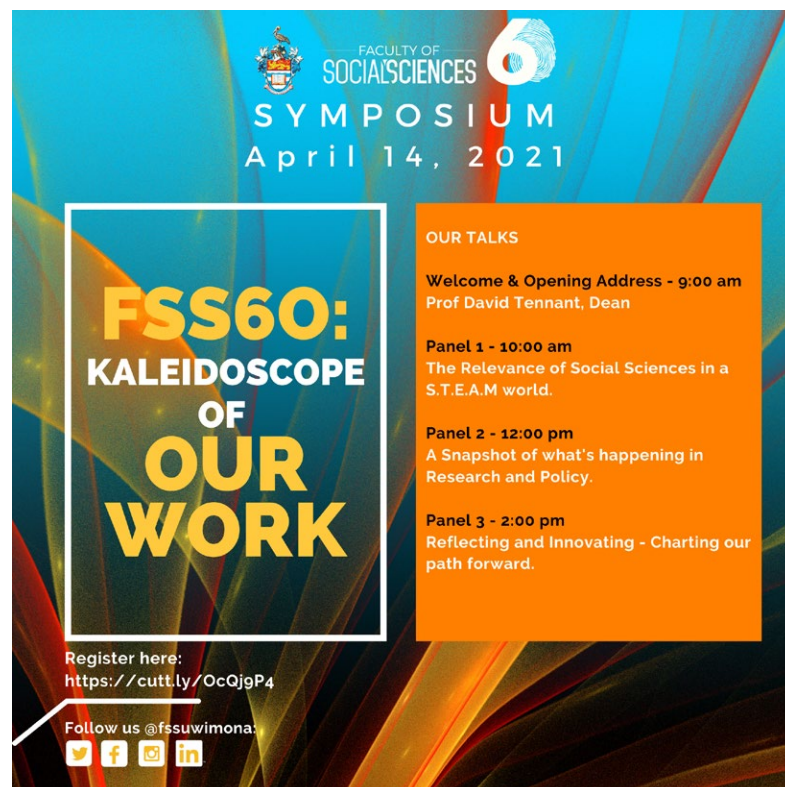
### Seminars and Symposia aimed at Catalyzing a Widespread Refocusing on Research in the FSS

As part of its 60th Anniversary celebrations, the Faculty of Social Sciences, Mona, hosted a symposium entitled *FSS@60: A Kaleidoscope of Our Work*, on April 14, 2021. The one-day virtual event began with an opening session with messages from the Prime Minister of Jamaica and the Dean of the Faculty, which showcased the Faculty's legacy of research and advocacy, as well as the current work of scholars within the Faculty.



FSS staff members at a Research Writers' Conference at the Golden Shore Resort in Lyssons, St. Thomas.





Three panel sessions were completed under the following themes:

- The Relevance of Social Sciences in a S.T.E.A.M world
- A Snapshot of what's happening in Research and Policy
- Reflecting and Innovating: Charting our Path Forward

The panels featured current and retired FSS academics, current research students, and industry practitioners. The Symposium was held via Zoom and hosted approximately 170 participants. It was also streamed live via the FSS' YouTube channel and has received over 400 views thus far ([https://youtu.be/N\\_izuMjDrvY](https://youtu.be/N_izuMjDrvY)).

The Symposium succeeded in fostering a widespread and continuing discussion on the relevance and importance of social science research, the legacy left by previous generations of FSS scholars, the critical work currently being

done by FSS faculty members, the identification of research gaps that need to be filled, and potential partnerships that could be formed to advance the Faculty's research agenda. The FSS also re-launched its Professorial Lecture Series during the academic year, with Professor Aldrie Henry-Lee delivering her inaugural professorial lecture on May 25, 2021. In addition to showcasing the work of their most senior faculty members, it is hoped that this series will stimulate research-based discussions, and will aid in encouraging junior researchers to remain focused on their research goals.

#### FSS/FST Research Productivity Survey

A Research Productivity survey was designed to collect information regarding research productivity among academics in the Faculties of Social Sciences and Science and Technology at Mona. The results will help determine the factors that impact research productivity as well as inform the design of interventions aimed at increasing research productivity in these Faculties.

Opening Feature: The Mona Information Technology Services (MITS)

## Redefining Communication

**"The Mona Information and Technology Services (MITS) implemented processes and technology to support the delivery of online courses"**



COVID-19 created a communication context for scientists, researchers, technology specialists and administrators that was uncertain and rapidly evolving. At the center of this, was the need to navigate the complex and manifold demands of our stakeholders whilst ensuring that they were being heard, understood, and responded to in real time.

The Mona Information and Technology Services (MITS) continued to spearhead the Campus' thrust toward digital transformation. This took on new meaning as already limited resources were

repurposed to expand the possibilities of delivering online teaching, learning and assessment exercises, and facilitating events geared towards connecting the Campus community with our external stakeholders.

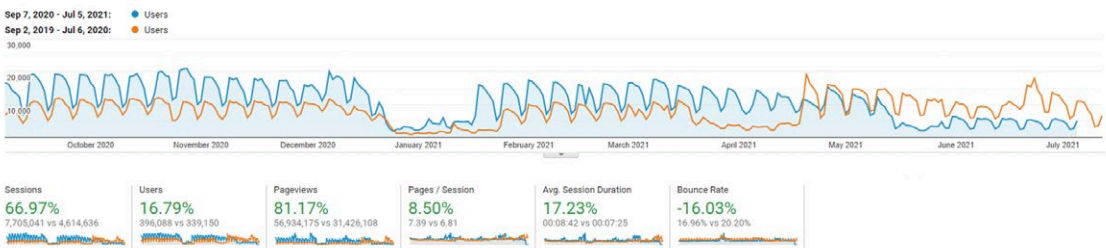
The MITS implemented processes and technology to support the delivery of online courses. In the academic year, the Campus delivered 1,848 and 1,852 online courses for semester I and semester II respectively. These courses reached approximately 18,000 students. The online resources reflected





**OurVLE/BbC @ Mona - Academic Year, 2020-2021**  
**Report as at Jul 05, 2021 :: 43 Weeks**  
**With Comparisons to Same Period Last Academic Year**

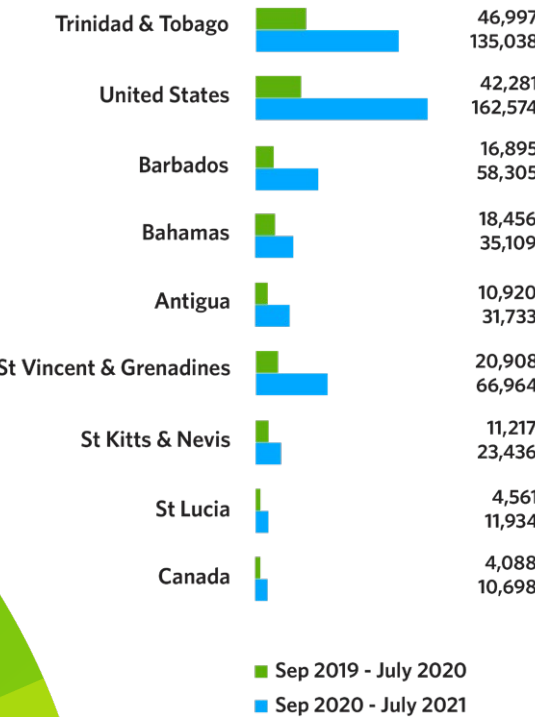
*Total Users, Learning Sessions Served*



**Online Users By Country - Jamaica**



**Online Users By Country - Regional and International**



**MITS Team Members. (L-R) Mr. Jovian Thompson, Mr. Kushan Amarakoon, Mrs. Avadene Rowe, Ms. Shauna Spence, Mr. Kirk Wilson, Ms. Chris-Ann Gayle, Mr. Ishmael Preston, Ms. Shelece Hudson and Mr. Handel Gowie. Missing from this photo: Ms. Shakarah McCrae, Mr. Peter-Jon Lawrence and Mr. André Forbes.**

a usage rate of over seven million by users in Jamaica, and over five hundred thousand by users from across the region and in the United States.

In partnership with the Registry, a set of processes were also developed in which course offering and stream data from the Faculties were used to automatically create electronic course containers on the learning management platform. Students engaged via synchronous and asynchronous modalities.

**Delivery and Administration of Online Examinations**

The Registry and MITS worked collaboratively to develop a set of protocols and best practices for the setup, delivery and administration of online examinations. Fundamental to the above is safeguarding the integrity of the student assessment-examination process. These protocols

include the following:

- Guidance and fit-for-purpose of various assessment models that can be employed in the delivery and management of online assignments and online examinations;
- Controlling and specifying the staff, students, and time-period for accessing the online examination only containers;
- The use of the anti-plagiarism platform in the submission and assessment of student examination content;
- Examination integrity;
- Providing support of examinations while in progress.

Significant was the objective to ensure that the execution of online examinations was seamless and straightforward from the perspective of the student.



Redefining Communication

Virtual Event/ Activity Type August 2019 - July, 2020	Number
Symposia/Conferences	17
Seminars/Panel Discussion Fora/Public Lectures	47
Book launches, Debates, Master Classes	14
Campus Ceremonies	18
Video Series	5
<b>Total</b>	<b>101</b>

Table: Categorisation of Virtual Events

Workflow Processes

In partnership with the Registry and the Faculty of Science and Technology, the Mona Information Technology Services (MITS) developed an electronic facility that automatically routes and tracks documents associated with the completion of certain administrative processes, through various stages of approval.

Document approval associated with the following workflows have been automated: staff requisition, department and supplemental awards, (OurVLE, Banner [Student+Finance] and PeopleSoft) system access rights, and signoff of invoices by principal budget holders.

The objective is to significantly improve operational efficiency by improving internal communication between the Faculties and the main administrative business units of the Campus, the Bursary, and the Registry.

Virtual Events

During the academic year it was increasingly vital to enable the outreach activities of the Campus. It was particularly important to enable new areas of outreach for all Faculties; specifically,

providing thought leadership in the management of the impact of the COVID-19 pandemic on public health, schools and education, industry, Caribbean economies, sport, society, and the environment.

The Mona Information Technology Services (MITS) provided the technical support for approximately 101 such virtual events that were produced. The table above indicates the broad categories.

In the face of COVID-19 restrictions, virtual communication proved to be an integral tool for facilitating internal communication with students and staff in 2020-2021. Various platforms including Zoom, WhatsApp, Kayako Classic, and Blackboard Collaborate, were used to communicate with current and prospective students, promote research, and host events and activities aimed at enhancing staff and student development. Popular social media sites such as Facebook, Twitter, and Instagram, were also used to augment engagement with students and other stakeholders of the University. Efforts were also made to enhance communication through more conventional tools such as e-newsletters and print media and to increase visibility in the mass media via talk shows, radio news features, television, and cable programmes.

Entities across the Mona Campus were both adaptive and creative in their efforts to maintain a sense of normalcy despite the challenges presented by the ongoing pandemic. As part of the ongoing response to governance issues, academic and operational restructuring, and financial sustainability, a special unit was established within the Office of the Campus Director at the Western Jamaica Campus (WJC), with responsibility for delivering an evidence-based research and communication strategy and support plan for the Campus.

This Creative, Research and Information Technology Unit (CRIT) pulled on already established knowledge and technical skills within the WJC to support the strategic planning, project development, and communication activities - including marketing and promotion in both traditional and social media spaces.

The Quality Day initiatives undertaken by the Planning Unit, in the Deputy Principal's Office, were forced online in its second year due to the pandemic. The Planning Unit tapped into social media with YouTube as the primary means of sharing with stakeholders about the quality of The UWI's operations.

The Quality Day 2020 presentation included promotional videos of The UWI Quality Policy and how it impacts each person as well as highlights of how thirteen (13) departments across the Campus adapted in the face of uncertainties in their quest to deliver quality service. By promoting Quality Day via radio stations and hosting the day's events via YouTube, The UWI was able to access and reach a much larger audience than its previous face-to-face format. Viewership on YouTube alone exceeded 1000. This medium created an audience to which the institution would not have ordinarily been exposed and served to document the University's achievements for stakeholders to access at their convenience.



Live Support for Students

The IGDS Mona Unit (IGDS MU) continued to work with course representatives via a WhatsApp group, to resolve any challenges encountered by the students.

The Guild Representative (GR) was also very active and proved to be another effective means of student-administrative contact and acted as liaison between both sets of stakeholders for getting information to and from students about ongoing IGDS MU matters.

Teaching staff delivered classes via Zoom, and assignments and coursework were submitted on OurVLE. The IGDS MU has now moved to Blackboard Collaborate (BBC) to deliver all classes. Lectures were also recorded with the students' permission and uploaded to OurVLE for access by students who may have missed a class.

FSS Online Live Support

Building on the efforts made in the 2019-2020 academic year to improve customer service and



## Redefining Communication

efficient job management through the use of live chat support, the Faculty of Social Sciences launched the FSS Online Live Support during Orientation Week in academic year 2020-2021.

The aim was to provide excellent service while minimizing student walk-ins during the pandemic. The Online Live Chat using Kayako Classic was made accessible through the FSS; Department of Economics; Department of Government; Mona School of Business and Management; Department of Sociology, Psychology and Social Work; and Mona Information Technology Services (MITS) websites. Staff were trained in the Kayako system that allows online "Live Chat", "Ticketed Chat", as well as the recording and logging of student requests through real-time responses or pre-defined responses to issues, increasing response time to student requests.

Two paid web-based video conference accounts (Zoom business accounts), owned and controlled by the Deans Office (FSS), facilitated the staging of non-course events during the COVID-19 pandemic. These accounts hosted virtual meetings with students and staff, book launches, seminars and workshops.

### Online Chat Facility for Final Examinations

The shift to online assessment brought its own challenges, particularly in relation to internet stability. Students encountered interruptions as they tried to upload their exam submissions. The Office of the Campus Registrar (OCR) through the Examinations Section, introduced an online chat facility, enabling students to access the Section in a timely and efficient manner in order to get quick resolution to their issues. With more than 7,000 inquiries, complaints and requests processed, the numbers tell an eloquent story of the extensive use of this facility.

## Social Media Impact

The Faculty of Science and Technology (FST) successfully launched an **Instagram** page and a **YouTube** channel to complement its **Facebook** and web pages. They became the principal platforms for disseminating Faculty information including highlighting research activities, events and achievements. There has been a steady growth in the number of followers over the last year. In support of this, the Faculty has also created templates for monthly departmental reporting to Faculty Board, from which information is extracted for the social media pages and used to track the progress of the Faculty in key areas over the course of the year. The Department of Geography and Geology launched redesigned web and social media pages.

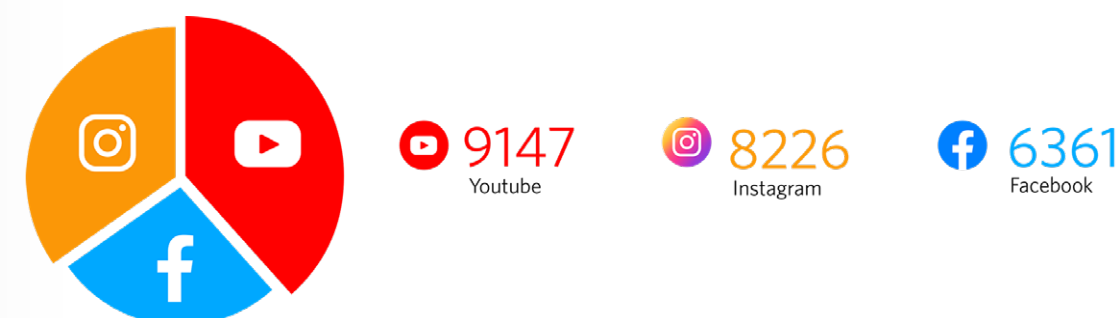
### Let's Talk Live – Student Series: "Your degree and you"

The Faculty of Social Sciences launched the **"Let's Talk Live"** series on its **YouTube** page on October 29, 2020 under the theme **"Your Degree and You"**. The series provided an interactive forum through which FSS students and staff can share programme-related information and experiences. Students were asked to submit questions via a Google Form prior to the event. The forum provided a channel for students to have their questions answered, as well as provide the Faculty with feedback that will aid in improving the student experience. This will be an ongoing feature of the Faculty's strategy to share information and advice to its large student population.

### Website Redesign

A comprehensive website redesign aimed at providing a more user-friendly experience was started by the Library's Outreach Team working with MITS. The website was transformed into

## Social Media Reach from Library initiatives



a one-stop-shop for all Library resources and programmes.

Social media were engaged to drive traffic to the Library's website which hosted a number of informational videos. Improvements include accurately aligned sections/containers, replacement of quick link text with thumbnails, and the elimination of duplicated content, facilitating the migration to the new Primo (UWIlInC) interface. Of note was a curb-side-pickup page, added in March 2021 in response to library closure due to the coronavirus. Users made online requests for material from all branches of the Library and delivery was made to convenient pickup windows and elsewhere outside of the building. There were 220,360 visitors to the website during the period under review.

The Library also engaged with patrons through a multimodal campaign including the use of a mantra **"Access, Anytime, Anywhere"**, social media platforms, and enhanced "Did You Know?" features. The mantra was a key feature in communicating the virtual access points and resonated when face-to-face services were suspended. The simple and direct, "Did You Know?" were customer-centric and delivered concise, attractive, and helpful multimedia content on digital platforms. They also provided a strategic information-push to highlight

the work of the Library and showcase the various resources and programmes. Social media platforms, free and sustainable, were used to reach one of their key stakeholder groups, the students, who are avid users of social media. Key to that process were the Liaison Librarians - the human bridge that joined faculty, students, and departments to Library resources and programmes.

## Virtual Events

### Award Ceremonies

The Faculty of Science and Technology made significant efforts to allow students to have a full university experience despite the shift to an online environment. Many activities were coordinated through the Associate Dean for Student Experience who worked closely with the Guild to provide online mentorship, mental health and wholistic development programmes and activities, as well as oversight for the Faculty tablet loan scheme.

Faculties across the Mona Campus also hosted virtual Awards Ceremonies to recognise the outstanding achievements of both staff and students. These were uploaded to various social media platforms and attracted significant viewership from our various communities.



## Redefining Communication

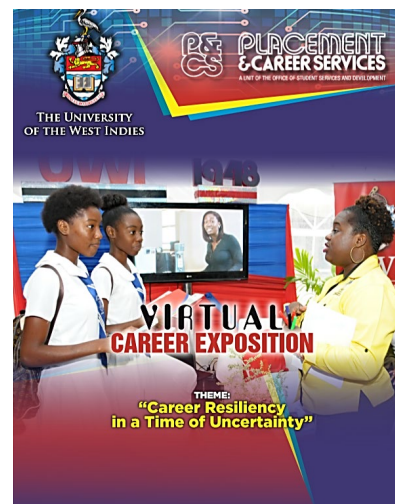
### Developmental Workshops and Activities

On March 22, 2021, the Faculty of Law hosted its second annual Career Forum 2.0 virtually, which was geared towards increasing students' awareness about the various career paths available after completing the LLB degree. This took the form of a panel discussion with persons from various professions.

The Office of Student Services and Development developed novel programmes for online student engagement and development, namely, the Final Year Students' Growth and Purpose Session (GPS) and Job Character Sessions.

The Final Year Students' Growth and Purpose Session is geared towards enhancing the lives of final year students and assist with their preparation for exiting The UWI. The programme is highly collaborative with internal units, including the Office of Placement and Career Services (PCS) as well as alumni. Students were engaged through specifically created WhatsApp groups (called GPS Groups), and encouraged to interact and share with each other. The GPS Ambassador Programme was also developed, which included final year students being trained as peer support for students in the GPS groups.

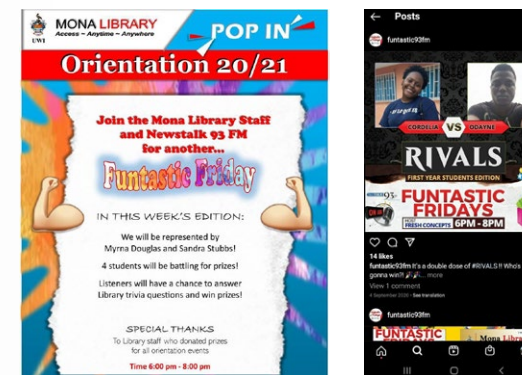
The Commuting Students Office redesigned and executed a fully online Second Year Transformational Experience Programme (STEP) for the 2020-2021 academic year. The programme underwent numerous changes this academic year including the addition of sessions to meet student demands, the participation of more facilitators, and the provision of additional training and information resources. Students were engaged through Virtual Open Sessions on various topics which could help them thrive and succeed during their second year. In light of the COVID-19 situation and The UWI's limited operations, the Office of Placement and Career Services adjusted and shifted its services



online, creating a Virtual Career Centre. Some of the strategies utilised include: a) increased presence and communication with students and potential employers through social media pages (Facebook and Instagram) and Live Support; b) career counselling through WhatsApp, email, and live support (email specially created for career counselling only); and c) résumé clinics and review through email and Zoom Conference. The Office of Placement and Career Services also hosted a virtual staging of its eighteenth (18th) Annual Career Awareness Month Activities between February 4 and February 26, 2021 under the theme *"Career Resiliency in a Time of Uncertainty!"*.

### Orientation Exercises

The Orientation and Welcome ceremonies for new and returning students in the Faculty of Humanities and Education (FHE) were held virtually. Students were generally supplied with soft copies of all documents required for these exercises. These included, critical information on programme and course registration, academic advising, and teaching timetables. A video of these activities on the Faculty YouTube channel attracted 2,333 views on August 31, 2020.



To engage with students, the Library also offered a range of virtual events including participation in virtual Orientation Exercises under the theme: *"Pop in... to the Mona Library"*. More than 4,000 students were reached through general and Faculty presentations. A broadcast media collaboration was forged with The UWI radio station News Talk 93 FM on "Funtastic Fridays" to highlight Library services and programmes. Enhanced real-time responses were gathered via virtual reference and WhatsApp platforms. Partnership with the Mona Association of Post Graduate Students (M.A.P.S.) resulted in a workshop *"Unlocking the Library's Full Potential"*. Of special note was the exemplary work done with students in Taylor Hall through Halls of Residence Librarian (HRL) Mr. Adrian Duncan, who went above and beyond, and facilitated five presentations, using Google Meets and WebEx platforms, in which he engaged with students about new services, library resources, as well as research skills.

### Recruitment Efforts

With the assistance of Campus administration and the West Indies Group of University Teachers (WIGUT), the Faculty of Humanities and Education launched a virtual recruitment drive for potential students in September 2020. The event dubbed "The FHE Roadshow" was held via Zoom and

streamed simultaneously on the YouTube channel of the Faculty. It was viewed by a grand total of 1,042 persons (441 on YouTube and 601 on Facebook) by May 31, 2021.

To sensitise members of the public about the forthcoming "FHE Roadshow," arrangements were concluded for the Associate Dean to discuss this event and the academic programmes via the following national radios: Power 106, and Nationwide News Network. To continue the campaign via this medium, the programmes of the Faculty were also discussed with other national radios, News Talk 93 FM and RJR 94 FM, after the "Roadshow."

The Humanities and Education in Action Series, now in its fifth year of production by the Sunday Gleaner, have been highlighting the relevance of humanities education through a focused set of weekly articles written by past and present students and faculties. During the year in review the following articles were published:

- *"Humanities is the Future"* by Nicole Plummer;
- *"The Fine Art of Imparting Education"* by Yewande Lewis-Fokum and Samantha Campbell;





## Redefining Communication

- “On a Quest to Honour History and Culture” by Mikkala Hutchinson.

Associate Dean, Nicole Plummer, who coordinated these exercises, said: “(These) articles provide motivation for individuals who find themselves interested in the humanities and education but are questioned by others about their choices.”

## Student Registration

### Prospective and Returning Students

The financial challenges brought on by the COVID-19 pandemic had a negative effect on Campus admission numbers in the 2020-2021 academic year. In order to avoid a steep decline in our admission/registration numbers relative to the previous academic year, and support our prospective and continuing students, the Office of the Campus Registrar (OCR) established a project team to directly engage approximately 4,000 returning and prospective students who at the start of the semester had registered for classes. Through this service, the OCR was able to understand the issues faced by the students and directed them to appropriate solutions, thereby facilitating their registration and acceptance of our offer. As a result of this direct intervention, post-graduate enrolment increased by 4.5% and the decline in undergraduate enrolment was contained to 1.8% when compared to the 2019-2020 academic year.

The Commuting Students Office and Commuting Students Guild Committee also designed a Commuting Students Magazine to integrate and introduce new students to the commuting lifestyle and culture.

### Automation of Graduate Processes

The Office of Graduate Studies and Research

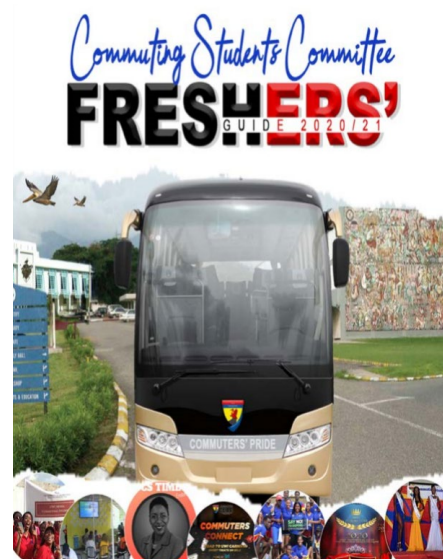
underwent a business process review which resulted in the automation of many of their processes. These include: leave of absence requests, withdrawal letters, waivers of the requirement to withdraw, status letters, changes in registration status (part time and full time), requests for change of programmes, and electronic submission of theses.

## Redefining Staff Engagement

### New Faculty Committees

The Faculty Office in the Faculty of Science and Technology was repositioned as a hub and driver of staff engagement activities. In 2020-2021 the Faculty Office coordinated monthly meetings for four new Faculty committees: (i) Senior Administrative staff in each department, (ii) Senior Administrative Officers across all Faculties, (iii) Lab Managers and Technical Staff, and (iv) Departmental Facilities Managers.

Working through these committees, the Faculty organised online training activities and engaged



FST Technical and Service Staff Day

in Faculty-wide initiatives recognizing Technical and Service Staff in November, Administrative and Professionals in April, and Teachers' Day in May. The committees have also become an effective means to leverage expertise, share common experiences, undertake inclusive strategic planning, and enable information dissemination to all categories of staff.

### Staff Events

To keep staff motivated and encouraged, the Library also hosted its first virtual *Customer Service Awards Ceremony and Staff Appreciation* on December 17 & 18, 2020, followed by Professional Staff Retreat on February 26, 2021. Certificates for excellence in customer service were awarded to 12 employees with special recognition to three Sections.

A Professional Staff Retreat was also held virtually for the first time, under the theme “*Responsiveness to Change, Mind-Set Collaboration and Innovation*” with facilitators Mr. Michael Bonnick (Design

Thinking), and Mr. Jeremy White and Mr. Kevin Bushay, (Digital Transformation). During the 4-hour Design Thinking Workshop, Mr. Bonnick engaged staff in finding creative ways of working together to solve everyday issues.

In order to support the mental health of both administrative and academic members of staff, the Associate Dean for Outreach and Marketing in the Faculty of Humanities and Education (FHE) organised with the Mona Campus Health Centre to hold, via Zoom, a series of “*FHE Wellness Workshops*.” The first of these was held on July 3, 2020. The second was held on January 21, 2021, and the link of the recorded conversations was made available to staff who were unable to attend.

A “*Performance Management Workshop for Auxiliary and Technical Staff*,” was also held on May 31, 2021. The workshop focused, as it might be expected in the face of the pandemic, on finding new and creative ways of appraising the job performance of a category of staff within the Campus' workforce.



# Alignment

106 Redefining Outreach





## Redefining Outreach

**T**he UWI Mona Campus continued to be guided by the religious principle that “to whom much is given, much is required”. Our decision-making was therefore influenced by our commitment to serve the needs of our communities.

The outcomes of our teaching, learning, and research initiatives were the main ingredients used in crafting an Outreach agenda that was relevant, timely, and impactful.

Our strengths were directed to areas most affected by the pandemic. This however, meant fresh introspection on how existing resources could be modified to respond to the new and emerging needs of our stakeholders. The Mona Ageing and Wellness

Centre, for example, assumed a prominent role in the administration of vaccines in the national effort to mitigate the effects of COVID-19.

Entities on the Campus continued to add their voice to discussions that promote the wellbeing of our most vulnerable populations. Despite the challenges associated with the pandemic, faculties also remained vigilant in their efforts to lessen the deficiency gaps that exist in the local secondary education sector.

Partnerships were also forged with local and international organizations to further our strategic agenda of providing pathways to the knowledge capital at The UWI.

**“Our strengths were directed to areas most affected by the pandemic. This however, meant fresh introspection on how existing resources could be modified to respond to the new and emerging needs of our stakeholders.”**



Vaccination days at the Mona Ageing and Wellness Centre.

## The Mona Ageing and Wellness Centre

**I**n March 2021, the Mona Ageing and Wellness Centre (MAWC) partnered with the Ministry of Health and Wellness in its stated target of vaccinating 65% of the Jamaican population by March 2022.

In addition to administering vaccinations to priority groups at different phases of the country's vaccination programme, the Centre targeted older individuals, members of The UWI community and delegates of the Ministry of Culture, Gender, Entertainment and Sport.

Vaccines were routinely administered Monday to Friday beginning at 9 a.m. As part of the Ministry's five-day concentrated vaccination blitz in April, more than 6,000 vaccines were administered at the Centre.

As at July 3, 2021 the Centre reported that it had given more than 16,000 doses of vaccines. The MAWC vaccination site is managed by Professor Denise Eldemire-Shearer with the assistance of Dr. Tanya Edwards and Dr. Kayon Donaldson-Davis who perform clinical and administrative duties.

The Centre received support from The UWI Mona Principal, Professor Dale Webber and the entire University community, including clinicians from the University Hospital of the West Indies and the Department of Community Health and Psychiatry, as well as medical and student volunteers. UWI Campus Security personnel and community health aides from the Kingston & St. Andrew Health Department also played important roles in enabling the smooth running of the Centre.





## Health And Wellness

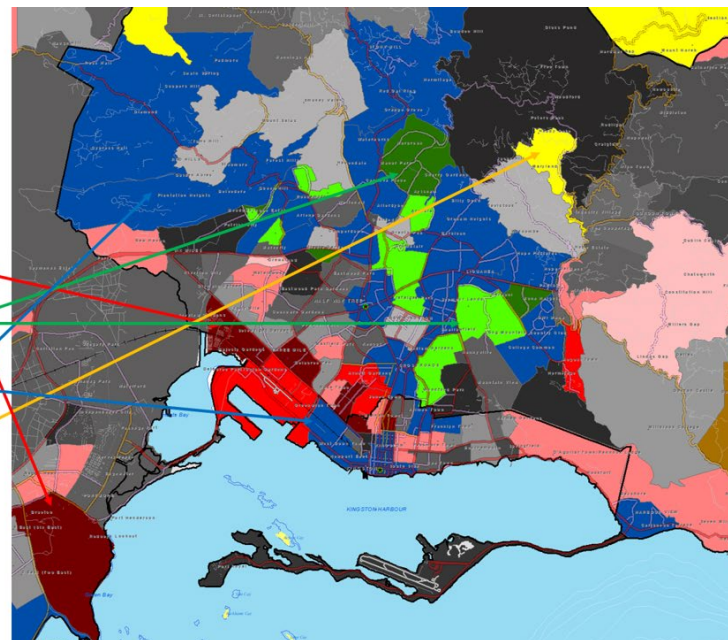
### Vaccine Task Force

The Mona GeolInformatics Institute (MGI) assisted the Professor Gordon Shirley-led National Vaccine Task Force with an evaluation of the status of vaccine uptake in Jamaica. The MGI also used geospatial data to advise the Task Force on vaccination initiatives. MGI had previously developed a data-driven vulnerability index for communities in Jamaica based on numerous socioeconomic and infrastructural variables. All

vaccinated Jamaicans were mapped by address, using the MGI's proprietary JAMNAV database, and cross-referenced with the vulnerability index to determine the community ratios; this was useful in identifying priority areas. Average distances from vaccination sites were also calculated to determine accessibility of existing clinics. This was matched with data on current COVID-19 cases and distributions; targeted vaccine drives were then carried out in communities that had high vulnerabilities and low vaccine uptake.

### VULNERABILITY/ VAX

- RED: HIGH VULNERABILITY/LOW VAX
- GREEN: LOW VULNERABILITY/HIGH VAX
- BLUE: HIGH-VULNERABILITY/HIGH VAX
- YELLOW: LOW VULNERABILITY/LOW VAX



**“All vaccinated Jamaicans were mapped by address, using the MGI's proprietary JAMNAV database, and cross-referenced with the vulnerability index to determine the community ratios; this was useful in identifying priority areas. ”**



(L-R) Permanent Secretary, The MOHW, Mr Dunstan Bryan; The Hon Juliet Cuthbert-Flynn, State Minister in the MOHW; Professor Dale Webber, Pro Vice-Chancellor and Principal of The UWI Mona Campus; Dr. Geoffrey Barrow, Principal Investigator and Director of the HCJ; Mr Jason Fraser, Country Director, USAID President's Emergency Fund for AIDS Relief (PEPFAR); and Dr Tomlin Paul, Dean of the Faculty of Medical Sciences and chairman of the Ceremony – all pictured at the Signing Ceremony hosted at The UWI Mona Campus on Wednesday, January 27, 2021.

### Health Connect Jamaica

The UWI Mona Campus, signed a Memorandum of Understanding (MOU) with the Ministry of Health and Wellness (MOHW) that will govern the operation of Health Connect Jamaica (HCJ), a network that has a mandate to expand access and utilization of high-quality HIV-specific primary health services in the private health sector.

HCJ is funded by the President's Emergency Plan for AIDS Relief (PEPFAR) through the United States Agency for International Development (USAID) and their implementing partner FHI360 as a special project of the Faculty of Medical Sciences (FMS), at The UWI, Mona. It expands the access and utilization of high-quality HIV-specific primary health services in the private health sector, filling the gap in quantity and quality that currently exists in the national HIV response. This is of great

benefit to people living with HIV (PLHIV) in Jamaica who are currently unable to afford access to HIV treatment and care in the private health sector. The HCJ Coordinating Unit is located within the Dean's Office, Faculty of Medical Sciences.

The HCJ model embodies health equity. Clients are assessed to determine their financial status and ability to pay out-of-pocket. Those who are unable to pay are provided with full coverage of clinician and mental health visits as well as laboratory testing costs. Those who have the ability to pay, are provided access to significant (up to 80%) savings for laboratory and mental health service costs through the HCJ network of providers.

By the end of the first year of operations (September 2021), the HCJ network had expanded across the country with access to clinicians and



## Redefining Outreach

laboratories in all four health regions. The services of 42 clinicians were contracted, and 6 laboratories were established with 31 locations available to clients seeking healthcare services. The clientele expanded to over 276, and viral suppression has been achieved in 92% of clients. This is a phenomenal success story, translating into PEPFAR exceeding its target achievement by 48% for total patients being served and 2% for the total patients virally suppressed.

### Safety and Health at Work

The UWI Western Jamaica Campus (WJC) developed new audience-targeted WJC COVID-19 Advisories with messages consistent with staying safe, healthy and sane. A special virtual platform *WJC Connect - The High School Series* was introduced and later expanded to a well-received World Day for Safety and Health at Work 2021 Webinar dubbed, *Finding Balance: Managing our Life Stories, Health and Safety*. Even in the midst of the COVID-19 pandemic, the Campus was both bold and agile in its public discourse, hosting three major academic and professional conferences in Montego Bay over a two-month period. All three were scaled-up from one-day symposiums to three-day hybrid conferences with sessions, activities, presenters and delegates located across Europe, USA, and the Caribbean – and all delivered on a fully integrated media production and streaming platform managed entirely by MITS staff and funded by external partners.

## Advocacy

The Institute for Gender and Development Studies (IGDS) attended Parliament on July 2, 2021, at the invitation of the Joint Select Committee to make a presentation on the Sexual Harassment Act.

The IGDS was represented by Dr. Karen Carpenter (Mona Unit) and Professor Opal Palmer Adisa (Regional Coordinating Office). The House of Representatives passed the Sexual Harassment (Protection and Prevention) Bill on July 13, 2021.

The Mona Unit and the Regional Coordinating Office were successful in their bid for the Spotlight Initiative grant for advocacy, in reviewing and submitting to Parliament four laws, namely:

- the Domestic Violence Act
- the Sexual Harassment Act
- the Sexual Offences Against the Person Act and
- the Childcare and Protection Act

The review was carried out by the IGDS Regional Coordinating Office.

### Advocacy for Women Leaders

The IGDS Mona Unit collaborated with Recycling Partners of Jamaica (RPJ) and Mona Social Services (MSS) to launch the Rickshaw Recycling Project on March 8, 2021 International Women's Day.

RPJ's donation of a rickshaw to the IGDS, will facilitate collection of plastic bottles in select communities. The purpose of the Project is three-fold:

- to encourage Climate Change and Disaster Risk Management;
- to provide a Micro-enterprise opportunity for women in the selected August Town communities;
- to help provide financial stability for participants, some of whom have been exposed to gender-based violence.

This pilot involves eight women leaders from August Town communities. The monitoring and evaluation process is being carried out by the IGDS Mona Unit and RPJ. The data will inform the scaling up of the Project to other communities.



Launch of the Rickshaw Recycling Project on March 8, 2021 International Women's Day.

### Advocacy for Children

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) collaborated with the United National Children's Fund (UNICEF) to secure funding from the United States Agency for International Development (USAID) to host the 15th Annual Caribbean Child Research Conference: *Pandemics and Children's Rights (UN Convention on the Rights of the Child)*. The Conference was held over two days, on November 25 and 26, 2020.

Professor Henry-Lee (SALISES) also presented at the *CRC @ 30: Violence against children in the Caribbean*, on February 25, 2021. This conference was hosted by the International Sociological Association and commemorated 30 years of the Convention on the Rights of the Child.

Additionally, Ms. Shauna Kae Burns from the Department of Sociology, Psychology and Social Work, hosted and moderated two panel discussions. The first was held at the Ministry of Education and Youth under the theme "*Return to Happiness National Webinar for Educators*" and the second entitled "*I'm Fine: Going Beyond the Words*" in December 2020.

The FSS Guild of Students Representative also assisted in promoting mental health by organizing a mental health Panel discussion on October 15, 2020 dubbed "*Elevate: Healthy Mind, Healthy Life*". The presenters were Dr. Caryl James-Bateman, Associate Dean, Undergraduate Studies and the Student Experience in her capacity as Clinical Psychologist; Mr Chad Rattray, Nation Builder; and Ms. Tajie Drummond, Mary Seacole Hall Chairwoman. The session provided students with the opportunity to voice matters affecting them mentally in light of COVID-19 and its resultant changes, and offered tips on how to deal with related issues.

### Advocacy for Persons with Disabilities

Senator Dr. Floyd Morris, Director of The UWI Centre for Disability Studies (UWICDS), participated in a forum for young persons with disabilities from across the Commonwealth in February 2021. The forum was hosted by the Commonwealth Parliamentary Association (CPA).

Senator Morris was also named among the 2021 Anthony N Sabga Caribbean Awards for Excellence



## Redefining Outreach

Laureates for 2021. He was recognised for excellence in Public & Civic Contributions. He was also elected to the United Nations Committee on the Rights of Persons with Disabilities, a committee of independent experts who monitor the implementation of the Convention for the Rights of Persons with Disabilities. He will serve over a four-year term.

### Advocacy for Persons Affected by COVID-19

The UWI Mona partnered with the Hoge School of Social Work, Utrecht, Netherlands, to discuss the Social Work response to issues surrounding farm workers during the COVID-19 pandemic.

The Department of Sociology, Psychology and Social Work (Western Jamaica Campus), also partnered with the Child and Adolescent Mental Health Services of the Western Regional Health Authority and the Child and Adolescent Mental Health Unit of the Ministry of Health and Wellness to successfully host the Parenting Conference 2020. The Conference was held under the theme *Holding our Parents During a Global Pandemic*, on November 24-26, 2020.

### Law and Justice

The Faculty of Law had its first virtual hosting of its Sixth Annual Weekend Symposium on Law, Governance and Society under the theme *'Law and Justice in a Novel Era'* from November 21 to 22, 2020.

The event, usually hosted in June, was pushed back due to the COVID-19 pandemic. For the first virtual staging, the Symposium featured speakers from Canada, USA, UK, the Netherlands, Trinidad and Tobago, and Jamaica. The presenters included members of academia, the judiciary, and others in the legal fraternity. The keynote speaker was the Hon. Mr. Justice Adrian Saunders, President of the Caribbean Court of Justice.

The Faculty also celebrated its 50th anniversary and hosted a virtual reception in honour of the first graduates as part of the activities for the staging of the 7th Annual Symposium on Law, Governance and Society. This was held from June 25 to 27, 2021 under the theme *'Celebrating and Surviving: UWI Law 50 and beyond'*. The topics that were explored were Legal Profession and Judicial Ethics, the Law of the Sea, Sports Law, and Tourism and the Law. The keynote speaker for the Symposium was the Hon. Chief Justice for Jamaica, Bryan Sykes.

### Sustainable Development

The WJC Caribbean Sustainable Cities Conference 2020 was staged from November 4 to 6, 2020 at the Hilton Rose Hall Resort under strict COVID-19 protocols as a hybrid event with full funding from partners at the International Development Bank (IDB), the Development Bank of Jamaica (DBJ), the National Housing Trust (NHT), Habitat for Humanity, among others. The three-day affair was dubbed *Go Green Go Safe Go Smart (GS2.2020)* and was opened to planners, environmentalists, academics, researchers, policymakers, students, and all parties interested in realising peaceful, inclusive, and environmentally and technologically sustainable cities, especially in Small Island Developing States like the Caribbean. There were about 150 registrations for the closed in-person and virtual plenaries and panel presentations, along with another 300 participants for the open public lectures and forums.

### High School Outreach

The first two rounds of the **Jamaican Mathematical Olympiad Competition** hosted annually by the Department of Mathematics were staged online via a platform specially developed by the Mona Information Technology Services (MITS). The final rounds of the primary and senior level competitions were held face-to-face. Similarly, the Faculty of



The WJC Caribbean Sustainable Cities Conference 2020

Science and Technology's annual CAPE workshops in chemistry, biology, physics, mathematics, geography and computer science, were staged online and facilitated some 5,000 high school students across the length and breadth of Jamaica.

## Science Education

The **"Science for Today"** series, launched by the Faculty of Science and Technology, achieved its objective to encourage discourse on the science aspects of topical issues. During the year, Departments and their collaborators hosted online discussions on a wide array of subjects:

- (i) *Cybersecurity* (Department of Computing)
- (ii) *Jamaica's Advancement Towards Electric Vehicle Technologies* (Department of Physics)

- (iii) *Fighting COVID-19: a three-part Science in Action Forum* (multiple Departments, the Natural Products Institute and the Biotechnology Centre)
- (iv) *Landslides* (Department of Geography and Geology)
- (v) *Ash in the Air: La Soufriere, St. Vincent & The Grenadines* (Department of Geography and Geology)
- (vi) *Leveraging Technology in the Fight against Gender-based Violence in Jamaica* (Faculty Office).

Notably, the forum on Cybersecurity resulted in an invitation for submission and presentation by the Department of Computing to the Joint Select Committee of Parliament on revisions to the Cybercrimes Act, 2015. Some Science for Today fora are available on the Faculty's YouTube channel.



## Redefining Outreach



### Redefining STEM Teaching

The FST also launched the *Building Out Our STEM Teachers (BOOST)* Programme. A creation of the Faculty, the Programme will see graduates being placed in high schools to teach STEM subjects for up to three years. In return they will receive mentorship, networking opportunities, tuition refund, and an

incentive payment for each year spent in teaching. The Programme is being executed in collaboration with the Faculty of Humanities and Education and the Mico University College. The National Baking Company Foundation (NBCF) has invested \$159.6 million over the six-year life of the programme. Other collaborators include the Jamaica Teaching



Pro Vice-Chancellor and Principal at UWI Mona Professor Dale Webber (2nd left) points to a cheque for J\$159.6 million, which was handed over by the National Baking Company Foundation at the launch of the BOOST Programme on April 27 at the Jamaica Pegasus. At far left is Dean of the Faculty of Science and Technology at The UWI, Professor Michael Taylor; 2nd right is Chairman of the NBCF, Brian Jardim; and far right, Chairman and CEO of National Baking Company and Patron of the NBCF, Gary "Butch" Hendrickson.

Council, The Students' Loan Bureau, Digicel Foundation, the Ministry of Education Youth and Information, the National Education Inspectorate, and the American Friends of Jamaica.

### Redefining STEM Teaching Competencies

The Department of Physics partnered with the Caribbean Examinations Council, the School of Education, and the Faculty of Engineering, to host a three-day workshop in August 2020 aimed at strengthening teacher training in the CAPE® Green Engineering Syllabus. This project is an intervention of the Technical Assistance Programme for Sustainable Energy in the Caribbean (TAPSEC), co-funded by the European Union and the German Cooperation, and supported by the Caribbean Community (CARICOM) Secretariat. Similarly, teachers from the Shortwood Teachers' College participated in an online biotechnology course offered by the Biotechnology Centre.

## Outreach Partnerships

### Integrative Medicine Strategy

The Indian High Commissioner opened a link for the Faculty of Medical Sciences to collaborate with the Central Council for Research in Ayurvedic Sciences (CCRAS) in India. This partnership will help to fulfil the goal of developing an integrative medicine strategy in the Faculty.

### University of California San Francisco (UCSF) collaboration

The Faculty of Medical Sciences has joined the University of California, San Francisco, in an application to the Human Resources Services Administration (HRSA), HIV/AIDS Bureau for the Health Workforce for Capacity Building for Sustainable HIV Services, to gain funding for pre-service training in HIV/AIDS. The Faculty will also



## Redefining Outreach

partner with the University Health Centre on this initiative.

### Collaboration with UWI-Mona, Guild of Students and SLB

The Mona Campus became acutely conscious of the financial impact of the pandemic on some students. The pandemic resulted in widespread

loss of jobs and livelihoods, as well as the inability of students to travel to North America to earn their fees through the Work and Travel programme. Against that background, the Office of the Campus Registrar (OCR) collaborated with the Students' Loan Bureau (SLB) and the Guild of Students to host a town hall meeting at the beginning of the 2020-2021 academic year. The SLB provided information on financing options and fielded questions about

application procedures, interest rates and guarantor details. This intervention put students in immediate reach of a viable financial option.

### Ministry of Education Youth and Culture

In September 2020, Mrs. Martha Corbett-Baugh, Senior Education Officer for Foreign Languages in the Core Curriculum Unit of the Ministry of

Education, sought the assistance of the Centre for Excellence in Teaching and Learning (CETL) to develop guidelines on the basic protocols for preparing lessons for television and radio delivery. This greatly benefitted Foreign Language facilitators at the Ministry. The webinar took place on Friday September 18, 2020 and benefitted more than 300 teachers at the primary, secondary, and tertiary levels.

On the request of the Minister of Education, Hon. Fayval Williams, the Mona GeoInformatics Institute (MGI) was asked to develop a data-driven methodology and tool to advise the Ministry of Education (MOE) on options for reopening schools during the pandemic. MGI used the MOE's assessments of schools in separate formats and systems, including variables such as internet connectivity, water supply, school enrolment and capacity, and standardised them into a common database. MGI then mapped the locations of every registered student in Jamaica - almost 300,000 - and matched them to their respective schools, measuring both distance travelled and communities traversed, to determine potential exposures. Finally, these were all combined with national COVID-19 data at the local levels, which allowed the MOE to manipulate the information to align with changing circumstances. A weighted methodology was then calculated to determine the least vulnerable schools to consider reopening.

### FELS Conference Workshops

The Faculty of Education and Liberal Studies (FELS) at the University of Technology, Jamaica, invited Mrs. Stewart-McKoy, Faculty/Educational Developer at the CETL, to conduct two workshops at their 4th International Conference on Education and Humanities. The workshops - "Digital Game Creation Basics to engage learners" and "Using the VoiceThread Tool to engage students" - were both oversubscribed.

RECOMMENDED SCHOOLS FOR REOPENING BASED ON DYNAMIC RISK-BASED COMPOSITE SCORING

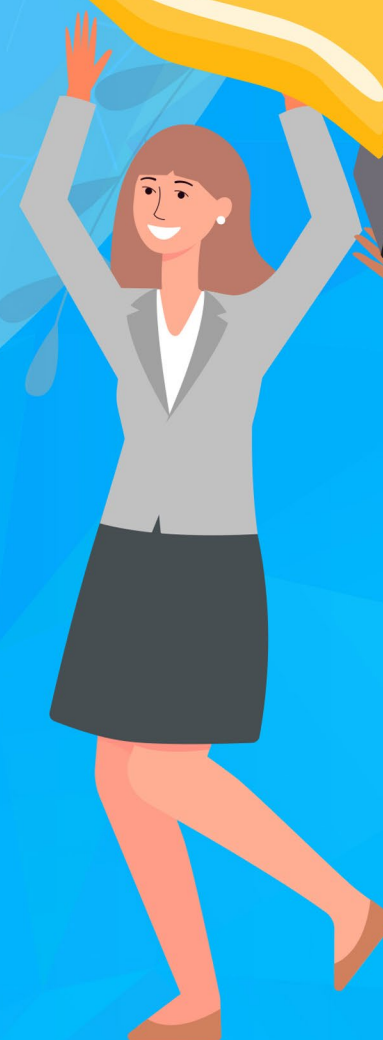
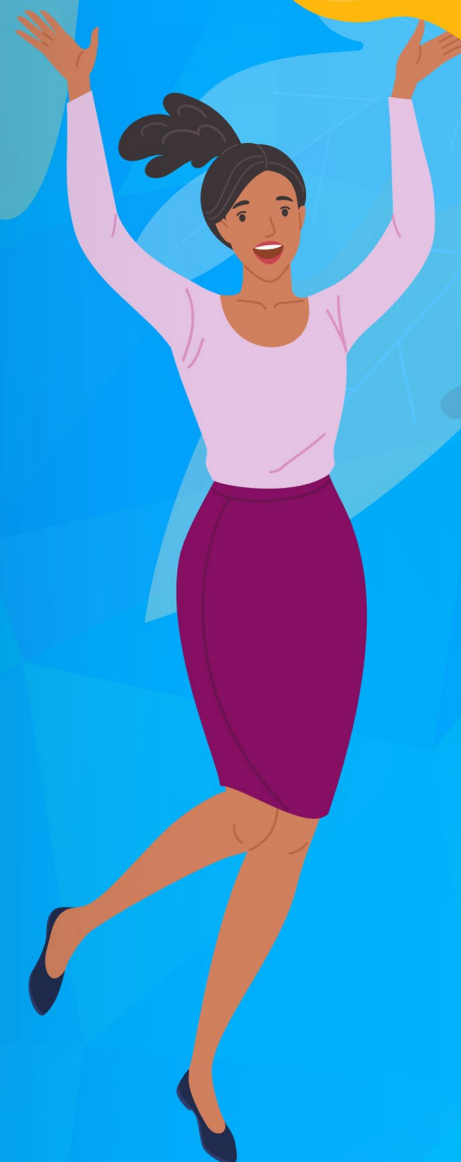
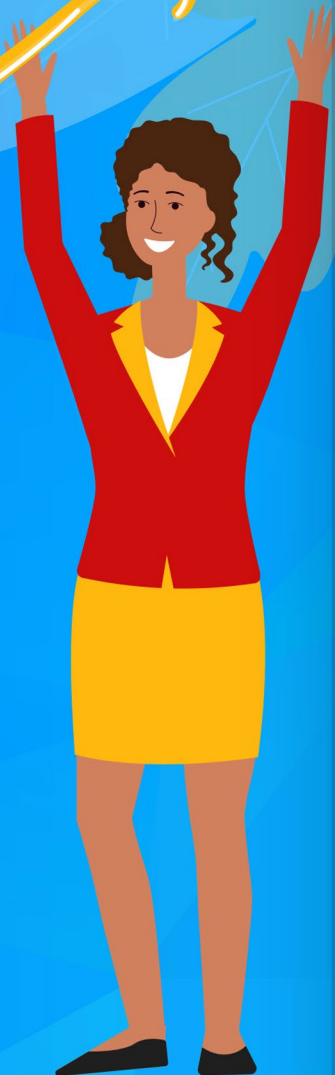
		VULNERABILITY - COMMUNITY		COVID - COMMUNITY		SCHOOL CAPACITIES				INTERNET CONNECTIVITY			WATER SUPPLY			STUDENT MOBILITY										
SCHOOL	Parish	Community	VULNERABILITY SCORE	VULNERABILITY CLASS	ACTIVE CASES OCT 21	ACTIVE CASE CLASS	Grade_1_3	Cap_year_1	Cap_year_2	Total	Capacity	PCT OCCUPIED	OCCUPANCY SCORE	INTERNET AVAILABILITY	RNE T RELI	NET SCORE	ED SCO RE	KOP F SCO RE	K AG E SCO RE	WATER COMPO SITE	COVID COMPLIA NT	LENGT H CLASS	TRANS IT CLASS	SCHOOL COMPOS ITE	TOTAL RISK	
Bigwoods Primary	St. Elizabeth	Bigwoods St. Elizabeth	13	4	0	5	0	0	0	67	110	0.61	5	1	10	10	10	0	2	1	12	5	5	38	47	
Jeneve Primary	St. Elizabeth	Newell St. Elizabeth	135	4	0	5	0	0	0	109	250	0.44	5	1	10	10	10	0	2	2	14	1	5	3	37	46
Hope Bay All Age	Portland	Hope Bay Portland	14	4	0	5	0	0	0	153	165	0.93	2	1	10	10	10	0	2	4	16	1	5	3	36	45
Bethlehem All Age and Infant	St. Elizabeth	Malvern St. Elizabeth	134	4	0	5	0	0	0	196	480	0.41	5	1	10	10	10	0	1	0	11	5	5	4	35	44
Elderslie Primary & Junior High	St. Elizabeth	Elderslie St. Elizabeth	128	4	3	3	0	0	0	99	275	0.36	5	1	10	10	10	0	3	2	15	3	3	36	43	
Robert Lightbourne High	St. Thomas	Trinityville St. Thomas	116	4	0	5	0	69	0	520	800	0.65	5	1	10	10	10	0	3	3	16	2	1	34	43	
Drapers All Age	Portland	Drapers Portland	132	4	2	3	0	0	0	82	205	0.40	5	1	10	10	10	0	2	1	12	1	4	3	35	42
New Gardens Primary and Infant	St. Andrew	Brandon Hill St. Andrew	139	4	0	5	0	0	0	115	120	0.96	2	1	10	10	10	0	1	1	12	1	4	5	33	42
Santa Cruz Primary & Junior High	St. Elizabeth	Santa Cruz St. Elizabeth	234	2	5	3	0	0	0	485	840	0.58	5	1	10	10	10	0	2	4	16	1	4	1	36	41
Muirhouse Primary & Junior High	St. Ann	Browns Town St. Ann	375	1	2	3	0	0	0	123	225	0.55	5	1	10	10	10	0	3	3	16	4	2	37	41	
Balcombe Drive Primary & Junior High	St. Andrew	Waterhouse St. Andrew	147	4	1	4	0	0	0	128	380	0.34	5	1	10	10	10	0	3	3	16	1	1	33	41	
Charles Town Primary	Portland	Charles Town Portland	15	3	1	4	0	0	0	49	75	0.65	5	1	10	10	10	0	2	2	14	1	2	3	34	41
Sandy Bank Primary	St. Elizabeth	Treasure Beach St. Elizabeth	121	4	1	4	0	0	0	231	325	0.71	3	1	10	10	10	0	2	0	12	1	4	4	33	41
Mount Pleasant Primary	Portland	St. Margaret's Bay Portland	144	4	0	5	0	0	0	84	150	0.56	5	1	10	10	10	0	3	2	15	1	1	32	41	
Allman Hill Primary & Junior High	St. Andrew	Above Rocks St. Catherine	139	4	0	5	0	0	0	191	285	0.67	5	1	10	10	10	0	2	3	12	5	2	32	41	
Adelphi Primary	St. James	Adelphi St. James	294	2	0	5	0	0	0	103	180	0.57	5	1	10	10	10	0	0	0	10	5	4	34	41	
Alderton Primary	St. Ann	Alderton St. Ann	071	5	0	5	0	0	0	85	210	0.40	5	1	10	10	10	0	2	2	14	1	1	31	41	
Wolmer's Boys School	Kingston	Cross Roads St. Andrew	313	1	0	5	106	0	0	1420	1520	0.93	2	1	10	10	10	0	4	4	18	4	1	35	41	
Newell High	St. Elizabeth	Newell St. Elizabeth	135	4	0	5	0	45	4	1124	1000	1.12	1	1	10	10	10	0	3	3	16	1	3	2	32	41
Perry Town Primary	St. Ann	Perry Town St. Ann	184	3	2	3	0	0	0	385	450	0.86	3	1	10	10	10	0	1	2	13	5	3	34	40	
Farm Primary & Junior High	St. James	Rose Mount St. James	244	2	2	3	0	0	0	279	685	0.41	5	1	10	10	10	0	3	3	16	5	3	1	35	40
Balmage Primary	St. Andrew	Waterhouse St. Andrew	147	4	1	4	0	0	0	662	745	0.89	3	1	10	10	10	0	2	2	14	4	1	32	40	
Boundbrook Infant	Portland	Boundbrook Portland	07	5	1	4	0	0	0	170	320	0.53	5	1	10	10	10	0	2	2	14	1	1	1	31	40
Buff Bay Primary	Portland	Buff Bay Portland	224	2	1	4	0	0	0	656	675	0.97	2	1	10	10	10	0	2	4	16	1	4	2	34	40
Valleys High	St. Thomas	Baptist St. Thomas	136	4	0	5	0	0	0	845	1200	0.70	3	1	10	10	10	0	2	3	15	5	2	1	31	40
Holmwood Technical High	Manchester	Chudleigh Manchester	136	4	0	5	19	68	0	1453	1200	1.21	1	1	10	10	10	0	3	5	18	5	1	1	31	40
Pepper Primary	St. Elizabeth	Pepper St. Elizabeth	147	4	0	5	0	0	0	181	345	0.52	5	1	10	10	10	0	2	2	14	1	1	1	31	40
Sturge Town Primary	St. Ann	Sturge Town St. Ann	053	5	0	5	0	0	0	61	175	0.35	5	1	10	10	10	0	1	2	13	1	1	1	30	40
Martin Primary	St. Mary	Martin St. Mary	212	2	3	3	0	0	0	149	375	0.40	5	1	10	10	10	0	2	2	9	1	5	5	34	39
St. Andrew High	St. Andrew	Half Way Tree St. Andrew	307	1	2	3	167	0	0	1558	1400	0.97	2	1	10	10	10	0	4	4	18	4	1	35	39	
Lacovia Primary	St. Elizabeth	Lacovia St. Elizabeth	147	4	2	3	0	0	0	291	365	0.80	3	1	10	10	10	0	2	0	12	4	3	32	39	
Crawford Primary	St. Elizabeth	Crawford St. Elizabeth	122	4	0	5	0	0	0	283	195	1.45	1	1	10	10	10	0	2	1	13	2	4	30	39	
Mico Practising Primary & Junior High	St. Andrew	Cross Roads St. Andrew	313	1	0	5	0	0	0	1057	710	1.49	1	1	10	10	10	0	3	3	16	5	1	33	39	
Dallas Primary & Junior High	St. Andrew	Dallas St. Andrew	132	4	0	5	0	0	0	114	375	0.30	5	1	10	10	10	0	2	1	13	1	1	30	39	
Sudbury All Age	St. James	Oranoe St. James	214	2	0	5	0	0	0	227	395	0.57	5	1	10	10	10	0	0	0	10	5	2	32	39	
BASE		Total Risk Low=30, 192	Schools with missing data 236		Total No COVID cases 466		No COVID cases Low risk sch 93																			



# Agility

120 Redefining Financial Health

132 Mona Campus Achievements





# Redefining Financial Health

## The Bursar's Report

The 2021 financial year was as testing as the previous financial year 2020, due to the continued impact of the COVID-19 pandemic. With each new variant and surge in cases, Mona was not spared the uncertainty and financial pain as the Campus had to change strategy and continue with remote teaching and examinations to limit physical activity on Campus.

The Mona Campus, however, continued to demonstrate its ability to adapt at short notice, to grasp opportunities and adjust core operations as conditions evolved. The Campus worked to bring its operational financial plan to life by reducing unnecessary expenses and finding more cash inflows, despite the additional concessions given on tuition payment plans. Many of our business creditors and partners supported us by allowing reduced payment terms to assist with the Campus cash flow.

**"The Campus worked to bring its operational financial plan to life by reducing unnecessary expenses and finding more cash inflows, despite the additional concessions given on tuition payment plans"**

### Statement of Financial Position – Mona Campus

For the second consecutive financial year, current assets increased by J\$711M (or 10%) to J\$8B, due mainly to increases in intercampus balances, cash and cash equivalents partially offset by a decline in accounts receivable. Total receivables of J\$4.1B were reduced year over year by J\$122M and this was due mainly to reductions in the over 180-day and 365-day debtor categories as the collections efforts were intensified.

Current Liabilities increased by J\$1.4B (or 13%) to \$11.9B due mainly to an increase year over year (YoY) in Accounts payable of J\$1.6B marginally offset by a decline in loans and deferred revenue. The Campus maintained good relationships with vendors over the year and, for the most part, adhered to the extended payment arrangements. The reduced cash flows due to the impact of the

pandemic was a factor in the growth of trade and other creditors, despite the reduction in operational expenditure.

Long term assets such as property, plant and equipment, and the Pelican lease, declined by J\$506M to J\$15.5B due mainly to the annual depreciation charges and reduced capital investments in 2021.

### Statement of Comprehensive Income (Profit or Loss Statement) Mona Campus

The primary source of income of the University of the West Indies, Mona Campus, has been contributions from the Governments of the West Indies. Proportional representation of income are as follows:

- Contributions from the Governments of the West Indies (37%).

### Consolidated Income (%) 2021



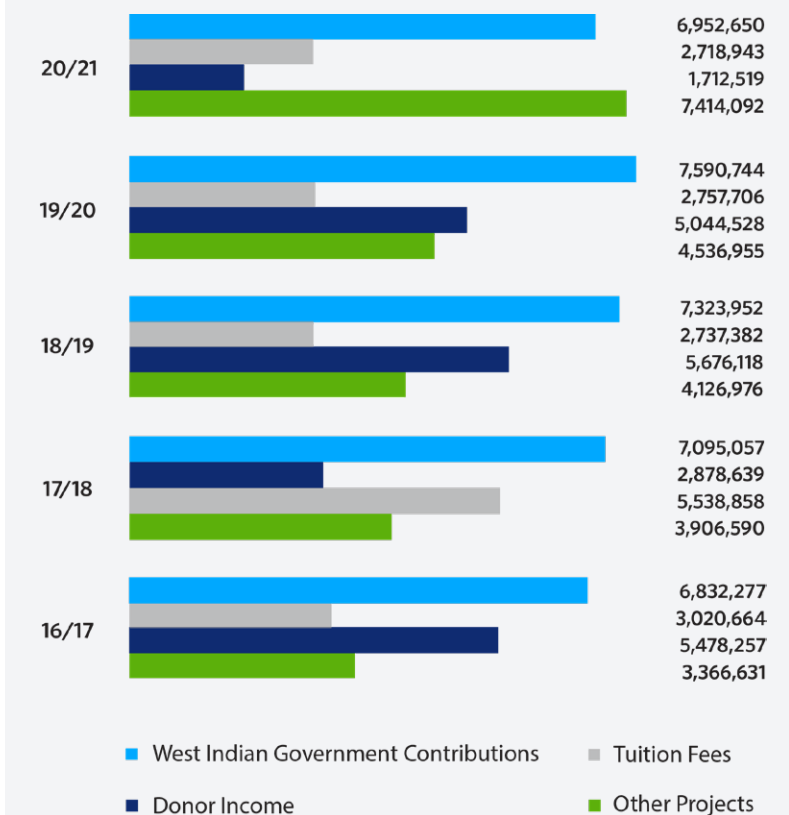
37%  
West Indian  
Government  
Contributions

15%  
Tuition Fees

9%  
Donor Income

39%  
Other Projects

### Consolidated Income (J\$'000) – Five Year Analysis







- ii) Tuition fees (15%).
- iii) Donor funds which are funded by governments, international agencies and private donors (9 %).
- iv) Other projects (Administration & Common service Fees, Investment income, Contributions from Centre, Commercial Operations) (39%).

Gross Revenue declined by J\$1.2B (or 6%) over 2020 to J\$18.03B. This was due in part to a decline in student enrolment for the second year in a row [mainly] because of the effects of the pandemic. This enrolment decline reduced both the tuition fee income for the University Grant programmes and the self-financed tuition programmes, considered part of the Mona Campus' commercial income.

Government contributions also declined by J\$654M (or 9%) to J\$6.6B. Of this total, the Government of Jamaica contributed 89%. Total Government contributions in 2021 only accounted for 37% of gross revenue.

Operating expenses (excluding exchange losses, finance charges, pension and depreciation) were

reduced year over year by J\$1.3B (or 7%) to J\$16.7B (J\$17.3B including subsidiaries). The reductions in costs YoY were mainly in:

- Reduction in expected credit losses due to better collections - J\$374M reduction YoY
- Administrative Services - J\$350M reduction YoY
- Local and foreign travel - J\$170M reduction YoY
- Repairs and maintenance - J\$167M reduction YoY
- Security costs - J\$105M reduction YoY
- Inventory/supplies - J\$98M reduction YoY
- Consumables - J\$98M reduction YoY

The savings in operating expenses allowed the Campus to show a J\$1.3B surplus after operating expenses despite the decrease in gross revenue. This was a J\$88M (or 7%) YoY increase in the surplus after operating costs.

Mona suffered a deficit of J\$1.3B after pension expenses of \$1B and depreciation of \$900M. This deficit was an improvement of J\$98M (or 7%) over 2020's deficit. This is the second consecutive year Mona was able to reduce its deficit.

**Consolidated Expenditure (J\$'000) - Five Year Summary**

CATEGORIES	20/21	19/20	18/19	17/18	16/17
Administration	2,580,859	2,128,623	3,009,574	1,829,989	2,065,951
Departments	7,197,979	7,272,866	7,162,954	6,402,125	5,902,571
Central Expenditure	1,984,874	2,295,848	2,601,166	2,384,571	2,912,410
Other Projects	5,515,782	6,919,986	5,832,789	6,183,655	5,514,687
	17,279,494	18,617,323	18,606,483	16,800,340	16,395,619
Pension, Finance Charge & Depreciation	2,652,811	2,659,400	2,429,520	2,112,557	3,315,651
TOTAL	19,932,305	21,276,723	21,036,003	18,912,897	19,711,270

**“Due primarily to a material favourable premium rate change in the pension re-measurement through OCI, for 2021 Mona recorded a surplus in comprehensive income of J\$467M or a \$1.5B improvement over the 2020 loss. This is the first time since 2015 that the Mona Campus recorded a comprehensive income surplus”**

Due primarily to a material favourable premium rate change in the pension re-measurement through OCI, for 2021 Mona recorded a surplus in comprehensive income of J\$467M or a \$1.5B improvement over the 2020 loss. This is the first

time since 2015 that the Mona Campus recorded a comprehensive income surplus.

**Expenditure Statement**

The expenditure of the Campus is incurred in the four (4) broad categories of Administration, Departments, Central Expenditure, and Other Projects. Total consolidated expenditure excluding finance charge and depreciation for the reporting period was J\$17,279B, a reduction of over J\$1.3B.

In 2021 some of the savings were offset by an 83% increase in spending for computer-related expenses and licences, as the Campus continued to move its teaching operations online and maintain its ICT infrastructure, as well as a 1% increase in staff costs. This small increase in staff costs showed the positive impact of the Vacancy Monitoring Committee (VMC) for the second year, as the annual salary increase and increment given in 2021 was 6.5%. The VMC in reviewing the need to fill or renew every vacant post, reduced staff numbers, which in turn led to a reduction in annual staff costs.



## Redefining Financial Health

### Statement of Financial Position

Cash flow management and collections remained a 2021 priority. We generated positive cash flows from operating activities in 2021 of J\$1.6B - an increase of 18 % over 2020 activity. This was offset by the small investment in fixed assets and some financial investments, as well as the repayment of short term loans (overdraft) and finance interest costs, resulting in increased year end cash flow of J\$1.45B.

The results in 2021 showed the hard work of the entire Campus to contain costs and the resolve to work with the operational plan to focus on efficiency and new revenue streams.

The Net margin was positive 2.6%. The debt ratio improved slightly to 1.31 and the Campus was able to conserve J\$1.45B of cash (or 76%) of the AAA target of one month's cash buffer. The current ratio declined to 0.67 at year end as cash flow constraints affected timely liquidation of financial trade obligations.

### Looking Ahead

The hope that 2021 would see the reduction in the impact of the COVID-19 pandemic did not materialise. There was no significant economic rebound and the vaccine roll-outs in Jamaica were not as effective as expected.

In 2022, Mona is expecting the restrictions and continued infection surges due to new variants, to continue. The Campus is therefore looking to continue to remove inefficiency and consolidate costs, while actively pursuing more commercial activities within the current economic reality of a pandemic.

The Mona Campus is also preparing to participate in major changes to its cost structure which is heavily weighted toward staff costs and manual systems as the Campus participates in the digital transformation and shared service model UWI projects.



## Student Financing

To enhance the social wellbeing of students as well as their academic throughput rate, some Departments in the Faculty of Humanities and Education secured scholarships from private agencies. Here are some examples:

- The Institute of Caribbean Studies secured a Music and Performance Studies Scholarship valued at J\$145,000 from the Consulate General of Jamaica in Miami and the Louise Bennett-Coverley Heritage Council. These scholarships will be administered by the Institutional Advancement Division of the University, and will assist successful applicants enrolled in the ICS with tuition and living expenses.
- The FHE secured funding via the "Erasmus+ KA 107 Programme," to facilitate research and the mobility of students and staff under an existing Memorandum of Understanding (MOU) between the Birmingham City University (BCU) in the United Kingdom,

and the Institute of Caribbean Studies (ICS), during the year in review.

The Resource Mobilization Officer in the Faculty of Science and Technology continued to seek out partnership opportunities with government ministries, private sector entities, external grant agencies, and alumni. Successful negotiations have resulted in internship opportunities with Cemex and IBM, and the expansion of relationships with Huawei and Goldman Sachs. It also includes new scholarships, for example, The Pauline Lawrence and Carlton Davis undergraduate and postgraduate scholarships. The desk also coordinates training for staff in grant writing, negotiates internal UWI processes for establishing grant agreements, and provides project oversight thereby allowing principal investigators greater flexibility to execute research tasks.

A Department of Chemistry Scholarship and Awards Fund was established with a contribution of J\$1.6M from distinguished alumnus Dr. Conrad Douglas. Using his company Conrad Douglas & Associates Limited and its subsidiary Environmental Science



**Contribution of J\$1.6M from distinguished alumnus Dr. Conrad Douglas.**





**Dr. Conrad Douglas.**  
purchased two special  
publications.

and Technology, Dr. Douglas made purchases of two special publications, namely *The Department of Chemistry, UWI, Mona* (a chronicle of the Department's history from 1948-2008) and from Logwood to Slowpoke: A Biography of the late Professor Gerald Lalor.

There has also been an increase in the number of scholarships and bursaries on offer in the FST through the efforts of Departments. New scholarships procured for the Departments of Mathematics, Physics and Computing include:

- The Massy United Scholarship
- The Long Actuarial Scholarship
- The Norbert Fullerton Scholarships
- The Physics Honours Society Award
- The Charlton Foundation Award
- The Ezra Mugisa Award

Additionally, the Faculty of Social Sciences secured two grants of J\$150,000.00 each from the National Commercial Bank (NCB) for needy, high achieving male and female students of the FSS. In commemoration of FSS@60, an FSS @ 60 Scholarship Drive was also hosted by the Faculty

to raise funds and seek partnerships to secure 60 scholarships for FSS students. The FSS @ 60 Scholarships are being finalised for the academic year 2021-2022.

A team was created during the academic year, to develop a FSS Sponsorship Policy to guide and streamline all sponsorship engagements undertaken by members of the Faculty. Building on these initiatives, the FSS negotiated a number of scholarships during the academic year such as the Bank of Jamaica and Department of Economics' Colin Fritz-Herbert Bullock Scholarship 2020-2021. The inaugural Scholarship was awarded to Ms. Shennille Guscot of the Department of Economics who is pursuing the PhD in Economics. The Scholarship was established by the Department of Economics and the Bank of Jamaica at a cost of J\$1.8M.

#### **UN Women MOU**

The UWI Mona signed an MOU with the United Nations (UN) Women in academic year 2020-2021. The agreement will allow female students to access internships for six months on a part-time or

full-time basis. Under the MOU, the Department of Government Alison Anderson McLean Internship, will pay a stipend of US\$3,000 over the internship period, and the FSS General Internship will pay a stipend of US\$2,000.

#### **Connecting with Donors**

To address a key area of student need, the Office of Student Financing (OSF) has connected with donors in an attempt to secure at least five recurring awards for students with disabilities processed each year. To date there are two established awards, another is in train, and several donors have been approached and responses are pending.

Financial flexibility is extremely critical especially during periods of uncertainty. In fulfilling its mandate to help with the provision of access to as many students as possible, the OSF, through its regional partner, disbursed approximately J\$4.5 million in new awards.

#### **Global Giving Scholarships**

Fifteen students across all Faculties, except the Faculty of Sports, benefitted from the "Global Giving Scholarships". Outside of the Global Giving awards,

there were nine new scholarships and bursaries combined, and two new grants which totaled J\$18.3 million. Besides adding new scholarships to the suite, the OSF benefitted from several operational cost savings resulting from the limited use of paper, ink for printing and electricity. These savings were achieved because donors cooperated and conducted all scholarship interviews online. As the pandemic prevails and the financial need of the Campus increases, the OSF anticipates greater partnerships with alumni, benevolent persons, and entities.

#### **CCRIF Grant**

In November 2020, the Caribbean Catastrophe Risk Insurance Facility (CCRIF) provided a grant of US\$92,000, which settled outstanding balances of all final year Civil Engineering students who had GPAs above 3.0. This CCRIF Grant helped the Faculty of Engineering achieve its mission of graduating competent well-trained engineers, who will participate in the continued development and fulfilment of the region's sustainable infrastructural needs.

Table 1 below shows a summary of bursaries disbursed over the reporting period.

**Table 1: Number of Bursaries Awarded**

Engineering Programme	No. of Awardees	Amount credited	%age of Bursaries Awarded per Programme
Biomedical Engineering BSC M	7	2,200,000.00	18
Civil Engineering BSC M	15	4,636,896.00	38
Electrical Power Engineering BSC M	6	1,900,000.00	15
Electronics Engineering BSC M	7	2,200,000.00	18
Preliminary Engineering	4	1,480,500.00	10
<b>Grand Total</b>	<b>39</b>	<b>12,417,396.00</b>	<b>100%</b>



## Redefining Financial Health

### The 9th Annual CB Group UWI 5k and Smart Eggs Kids

The 9th annual CB Group UWI 5K and Smart Eggs Kids K was launched on November 1, 2020. Normally held as an in-person event at The UWI Mona Campus, organisers were forced to pivot to a virtual event due to the COVID-19 pandemic. The 5K and Kids K was held for the benefit and support of the University's student scholarship fund.

The virtual event provided the opportunity to spread the message of student financial assistance to a much larger global audience. UWI graduates and friends across the diaspora and all over the world (Australia, Canada, United States, South Africa, Antigua and Barbuda, Switzerland, Grenada, St. Lucia, to name a few) were encouraged to participate.

The event was held November 1 to December 7, with runners and walkers setting their own pace in the space and time of their choosing. Participants completed the distances as many times as they

wanted, submitted their best times online, received a medal for participation, and the winners were awarded prizes.

The CB Group UWI 5K and Smart Eggs Kids K was once again held under the patronage of Dr. the Honourable Douglas Orane, CD; Dr. Donette Chin-Loy Chang; and Dr. Thalia Lyn, OD; with CB as the title sponsor for the 9th consecutive year. Other sponsors included NCB, Proven, RJR Gleaner Communications Group, The Gleaner Company, CIBC First Caribbean, It's Pixel Perfect, iPrint, Dunlop Corbin, Running Events, Visual Vibes, Nationwide News Network, and Supligen.

For the first time, the Open Campus and the Five Island Campus joined the CB Group UWI 5K and Smart Eggs Kids K raising funds for their respective campuses' scholarship programme.

The overall target of J\$10,000,000 was achieved making the 2021 event a success.



## Cost-Saving Initiatives

Critical financial problems which were exacerbated by the impact of the coronavirus pandemic forced the administration to adopt a number of cost-saving measures without compromising the usual standard of service. Here are some of the cost-saving initiatives.

### Merger of the International Office and the Admissions Section

These two offices were merged to take advantage of the synergistic relationship. One of the obvious benefits of the move will be job enrichment of the administrative personnel who will be retrained in handling the portfolios of the merged office. The merger was approved by F&GPC in May 2021, and will result in annual savings of J\$8.3M.

### Vacancy Monitoring Committee (VMC)

The Vacancy Monitoring Committee was established in May 2020 with the mandate to review all staff vacancies on Campus. The intent was to ensure that all academics were carrying their full teaching load before engaging additional staff, and also to justify Administrative and Service posts. All departments in the Faculty of Social Sciences were involved in expenditure cuts, specifically in relation to reducing the number of part-time/adjunct staff/graduate assistants, based on closer monitoring of full-time teaching hours. The VMC also assisted with the rationalization of courses, by eliminating courses with registration below a certain threshold. This Committee was fully operationalised in the 2020-2021 academic year, and its work resulted in savings of J\$258M for the period under review.

There was also a general freeze on filling vacancies at the WJC in adherence to the strict austerity measures set by the Campus Bursary. With the online pedagogy and merging of classes with

Mona, some academic departments did not renew contracts of adjunct lecturers.

### Bookshop Sales Decline

As of June 2021, with sales of J\$85.3M, the University Bookshop recorded a 61.16% decline over the previous year. Cost of sales reported was 69%, resulting in Gross Revenue of J\$26M. However, staff and related costs in June 2021 were J\$48.8M. While the overall operating expenses were reduced by approximately J\$20M, the gross revenue was not sufficient to prevent the loss experienced.

As a response, the Bookshop introduced a delivery service within surrounding areas of Hope Pastures, Liguanea, Mona and Papine. Clients were invited to order via telephone call, WhatsApp messages, email and/or visit the Bookshop's website, and have supplies delivered to their homes or offices. Information was channeled through the Bookshop's social media platforms (Facebook and Instagram) as well as through its Yello partners and Mona Messaging. There was an uptake at the introduction of the initiative, but it was put on hold when inventory became low. While providing access, this initiative allowed for additional revenue generation through delivery charges. In January 2021, the operation at the Western Jamaica Campus was closed and personnel transferred to the Mona Campus. With the existing unfilled positions in the department and a proposal to have another five positions transition out, staff costs can be reduced by an approximately 26% – a savings of over J\$25M in the first year.

### Harmonization of the Assessment of DM Programmes

Professor Russell Pierre, the University Examiner for the DM Paediatrics Programme, facilitated Cross-Campus Examiners consultations to enhance the harmonization of the assessment of the DM Programmes across the campus sites in the FMS.



## Redefining Financial Health

He oversaw the implementation and administration of the virtual DM clinical/oral examinations in Nov/Dec 2020 and again in May/June 2021. This is most likely going to be the way forward for all future examinations. This led to significant cost savings for the Campus without compromising quality assessments.

### Efforts to Close CHTM

The undergraduate programmes at the Centre for Hospitality and Tourism and Management (CHTM) in the Bahamas were suspended indefinitely due to declining demand. The cost of operating the CHTM was high, and with the devaluation of the Jamaican dollar, had been rising since the CHTM staff are paid in US dollars. The Centre was running at an operational deficit of US\$556,335.72 as at June 2020. CHTM students have been satisfactorily transferred into other programmes.

### Cutting Cost at the SSFO

During academic year 2020-2021, the Social Sciences Faculty Office (SSFO) did not fill a number

of administrative posts in response to the Campus-wide call for reduction of expenditure. This resulted in estimated savings of J\$9.3M.

Two new positions were also established to streamline their efforts at revenue creation. These included a new Associate Dean with responsibilities for Resource Mobilization and Partnerships, and an Administrative Officer with responsibility for Marketing and Research Grant Writing. This led to the expansion of the number of degree offerings in the FSS Weekend Programmes (WEP) from two undergraduate degrees to six, which is projected to yield income of J\$13,114,404.00. Planning is advanced to offer revenue-generating short programmes and courses through the WEP.

Changes in the expenditure of the SSFO are also highlighted below. The table shows significant reduction in expenditure between academic years 2018-2019 and 2020-2021.

While much of the saving was partially COVID-19-induced, it is certainly possible and expected that these best practices will govern their future

Expenditure	2020-2021	2019-2020	2018-2019
Staff Costs	6,822,081.84	10,717,657.63	9,918,530.13
Travel & Subsistence	0.00	141,103.44	608,441.91
Repairs & Maintenance	0.00	1,184,004.55	1,512,460.38
Capital Expenditure	0.00	304,000.00	706,514.00
Stationery/Office Supplies	13,265.00	119,280.00	423,636.94
Consumables/Hospitality	302,305.00	1,366,343.00	816,500.00
Administrative Fees	4,878,317.94	4,937,412.74	5,067,262.24
Other Expenses	8,768.00	1,628,116.13	1,025,987.31
<b>TOTAL EXPENDITURE</b>	<b>12,024,737.78</b>	<b>20,397,917.49</b>	<b>20,079,332.91</b>

operations and serve as a guide for other entities on the Campus.

### External Funding Acquired by Staff for Research

Year	Funds Committed (\$JMD)
2020-21	426,440,746
2019-20	495,016,844
2018-19	232,386,904
<b>Total</b>	<b>1,153,844,494</b>

### Efforts of the Library

E-resource subscriptions accounted for most of the Mona Library's annual budget (approximately 90%), and was subject to steady annual increases by vendors. For yet another year, the Acquisitions Librarian successfully negotiated a reduction in the subscription cost of the SciFinder database, resulting in savings of US\$21,000. Additionally, major e-resource vendors including Wolters Kluwer, EBSCO Information Services, and the ITMS Group, agreed to hold subscription costs at the previous year's rates.

### Funding Acquired by Faculty

2020-21 Faculty/Institute	No. of Awards	Amount \$JMD
Humanities & Education	3	9,627,126
Law	0	0
Medical Sciences	6	74,934,318
Science & Technology	17	301,461,470
Social Sciences	4	20,216,963
Other	8	20,200,870
<b>Total</b>	<b>38</b>	<b>426,440,746</b>





# Mona Campus Achievements

## Staff Recognition

### Celebrating our Staff – Long Service Awards

The Mona Campus proudly acknowledged Faculty members who received national awards or who were recognised in the region for excellence in their scholarly and academic achievements. The fog of COVID-19 was lifted long enough for the virtual staging of the Annual Long Service Award ceremony which was produced and aired in March 2021.

This event celebrated the commitment of UWI staff who have served the institution for many years. Awards were presented to 162 staff members of the academic, administrative, professional, technical and support services, who have served the institution for periods exceeding 15, 21, 30 or 40 years. This year 81 employees received awards for 15 years of service, 48 for 21 years of service, 31 for 30 years of service, and 2 employees for 40 years of service.

**81**  
employees  
received awards  
for 15 years  
of service

**48**  
employees  
received awards  
for 21 years  
of service

**31**  
employees  
received awards  
for 30 years  
of service

**2**  
employees  
received awards  
for 40 years  
of service

**162**  
staff members  
received awards





## Staff Appointments



**Prof. Minerva Thame**  
Dean, Faculty of  
Medical Sciences



**Prof. Silvia Kouwenberg**  
Dean, Faculty of  
Humanities and Education



**Prof. Marcia Roye**  
Director, Graduate Studies  
and Research



**Mr. Jonathan Archie**  
Deputy Campus Registrar



**Dr. Marina Ramkissoon**  
Director, Human Resource  
Management Division



**Dr. Livingston White**  
Public Orator

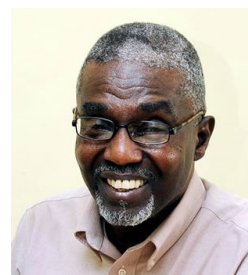


**Dr. Tina Hylton-Kong**  
Acting Clinical Director,  
University Health Centre



**Dr. Devon Smith**  
Acting Estate Manager

## National Award Recipients



**Prof. Rainford Wilks**  
Recipient of  
*The Order of Distinction in the rank  
of Commander (CD) for Exceptional  
service in the field of Medicine*



**Mr. Clifton Grant**  
Recipient of  
*The Order of Distinction in the rank  
of Officer (OD) for Outstanding Service  
in the field of Trade Unionism*

## Promotions to Professorship



**Prof. Trevor Ferguson**  
Caribbean Institute  
for Health Research  
(CAIHR)



**Prof. Monika  
Parshad-Asnani**  
Caribbean Institute for  
Health Research (CAIHR)



**Prof. Kathleen Monteith**  
Faculty of Humanities  
and Education



**Prof. Tannecia  
Stephenson**  
Faculty of Science and  
Technology



**Prof. Charles Grant**  
International Centre for  
Environmental and  
Nuclear Sciences



**Prof. William Aiken**  
Faculty of Medical  
Sciences



**Prof. Maxine  
Gossell-Williams**  
Faculty of Medical  
Sciences



**Prof. Chukwuemeka  
Nwokocha**  
Faculty of Medical  
Sciences



**Prof. Daniel Oshi**  
Faculty of Medical  
Sciences



**Prof. Audrey Pottinger**  
Faculty of Medical  
Sciences



**Prof. Helen Trotman-  
Edwards**  
Faculty of Medical  
Sciences



**Prof. Gillian Wharfe**  
Faculty of Medical  
Sciences

## Conferral of the title of 'Professor Emeritus'



**Professor Ishenkumba Kahwa**  
Department of Chemistry



**Professor Helen Jacobs**  
Department of Chemistry



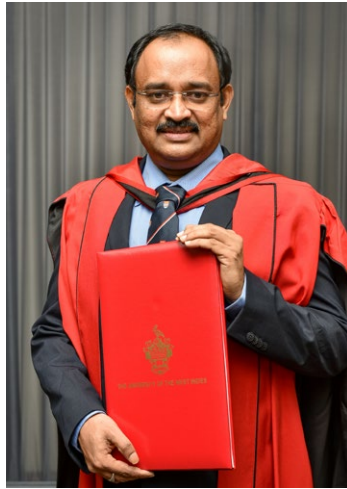
**Professor Evan Duggan**  
Faculty of Social Sciences



Recipients of the Vice Chancellor’s Award for Excellence



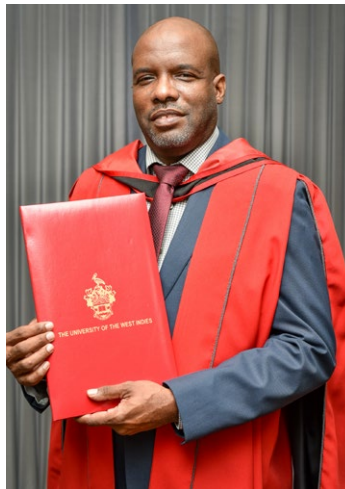
**Professor Tannecia Stephenson**  
Head of the Department of Physics,  
Faculty of Science and Technology,  
for Excellence in Research  
Accomplishments



**Dr. Venkateswara Penugonda**  
Senior Lecturer in the Department  
of Physics, Faculty of Science and  
Technology, for Excellence  
in Teaching



**Dr. Heather Ricketts**  
Deputy Dean in the Faculty of  
Social Sciences at Mona, for  
Excellence in Service to the  
University community



**Mr. Compton Beecher**  
Chief Forensic DNA Analyst in  
the Faculty of Medical Sciences,  
for Excellence in Service to the  
University community



**Mr. Craig Hall**  
Office of the Dean of the Faculty  
of Medical Sciences Mona Campus  
for Departmental Excellence

Special Awards



**Professor Rupika  
Delgoda**



**Dr. Floyd Morris**



**Professor Mona  
Webber**



**Professor Aldrie  
Henry-Lee**



**Professor Newton  
Duncan**

**Professor Rupika Delgoda** and **Dr. Floyd Morris** were named among the 2021 Anthony N Sabga Caribbean Awards for Excellence Laureates. Prof. Delgoda was recognised for Excellence in Science & Technology and Dr. Morris for Excellence in Public & Civic Contributions.

**Professor Mona Webber** (Department of Life Sciences) received the Gold Musgrave medal from the Institute of Jamaica for research.

**Professor Aldrie Henry-Lee** was inducted into the Virtual Hall of Honour for 100 St. Lucian Women who have contributed to the country’s history and educational achievements.

**Professor Newton Duncan** was elected by the American College of Surgeons to Membership of the Academy of Master Surgeon Educators. He is the first and sole surgeon from this region to receive this honour.

Honorary Graduands - Mona Campus



**The Hon. Glen  
Christian**  
of Jamaica for  
Entrepreneurship  
*Doctor of Laws (LLD)*



**His Excellency  
Sir Rodney Errey  
Lawrence Williams**  
of Antigua and  
Barbuda for Medicine  
and Public Service  
*Doctor of Laws (LLD)*



**Mr. Robert E. Levy**  
of Jamaica for  
Entrepreneurship  
*Doctor of Laws (LLD)*



**Professor  
E. Albert Reece**  
of Jamaica/USA for  
leadership in the  
field of Medicine  
*Doctor of Science (DSc)*



**Ms. Hilary Grace  
Sherlock**  
of Jamaica for her  
work in Special  
Disabilities Education  
*Doctor of Laws (LLD)*

The UWI honorary degree is conferred on persons who have distinguished themselves by their substantial contribution to the development of the region and or the advancement of the University. Individuals upon whom

such a high honour has been bestowed are not referred to as “Doctor” but are entitled to use the abbreviated honorary degree behind his or her name.



## Faculty Achievements

**The Mona School of Business and Management** was the recipient of high global rankings in the 2021 Eduniversal Ranking of the 'Best Masters and MBA Programmes in 50 fields of study worldwide.' The MSBM's Undergraduate Accounting Programme also received ACCA Accreditation for the period 2021 to 2025 (4 years). Course exemptions were received for 5 of the 9 courses for which applications were made, namely: Business and Technology, Management Accounting, Financial Accounting, Corporate and Business Law, and Taxation. Exemption accreditation enables ACCA to award a specific level of exemption to graduates of an educational programme after conducting a full assessment of the programme's regulations, syllabus and assessments. This will allow students another route to ACCA membership.

**The Faculty of Medical Sciences Aspire Award**  
The Faculty of Medical Sciences (FMS), UWI Mona Campus, made history in becoming the first in Latin America and the Caribbean to receive the ASPIRE Award for Excellence in Social Accountability. The University, through the FMS, is the 17th training institution worldwide to receive this award. The announcement was made in September 2020. The ASPIRE to Excellence Programme, administered by the Association for Medical Education in Europe (AMEE), has been established to go beyond the traditional accreditation process. The ASPIRE Award submission was based not only on the current efforts of the Mona leadership to promote the involvement of its health professions' students as change agents but also on an appreciation of the impact of past initiatives. For example, the community contextualization of medical education by the late Professor Sir Kenneth Standard, former Head of the Department of Social and Preventive Medicine at the Mona Campus, is still used today as a training philosophy. The award will help to

stimulate ongoing efforts to build on the legacy of stalwarts such as Sir Kenneth Standard, and will help to foster a regional movement for social accountability in health professions' education.

## Times Higher Education Ranking

Performance data plays a significant role in shaping the opinions of potential students, employers, donor agencies, decision makers and others, about the quality of education that exists in the tertiary education landscape. Armed with this awareness, The UWI Mona and its sister Campuses continued their collective mission of advancing learning, knowledge, and innovation for the positive transformation of the Caribbean and the wider world.

Tough times notwithstanding, The UWI Campuses emerged from the 2020-2021 academic year being ranked amongst the Times Higher Education's (THE) top 2% of universities in Latin America and the Caribbean region and the top 4% in the world. The Times Higher Education ranking system is the gold standard for comparing the performance of universities and is a plausible way of assuring our



graduates that a UWI degree is held in high esteem in the region and around the world. The study ranks universities according to their performance across a widely accepted set of indicators. These are:

- Teaching and learning
- Research
- Citations - scholarly and professional
- Industry income
- International outlook and participation

The THE also ranked The UWI amongst the top 1% of golden age universities between 50 and 80 years old and, for another year, The UWI retained the #1 position as the only Caribbean university to be ranked.

**"Tough times notwithstanding, The UWI Campuses emerged from the 2020-2021 academic year being ranked amongst the Times Higher Education's (THE) top 2% of universities in Latin America and the Caribbean region and the top 4% in the world"**



**Caribbean's #1  
Latin America's Top 2%  
World's Top 4%**





## The Way Forward – Anticipating 2022 and Beyond



The UWI Mona Campus is facing difficult times. We are, however, a resilient, talented and determined group of individuals with a proven history of seventy-four years of persistently maximising opportunities. We continue to construct our future built on the two key pillars of human resource development and academic excellence.

Over the next academic year, the Mona Campus will embark on a number of activities to ensure not only survival but continued growth and development. These include a robust Academic Review to revalorise the pricing of the programmes offered by the Campus mindful still of ensuring its accessibility to our current and potential student population. The Academic Review will also engage in a careful rationalisation of courses and programmes now being offered, in order to extend their reach to the region by facilitating cross-campus teaching delivery where possible. Additional full fee paying courses and programmes, such as allied health and tourism, will be identified and developed to meet market demand or supply target niches.

At the heart of the development of the Campus is the second pillar that will focus on, Digital Transformation and its impact on the academic as well as administrative functions of the Campus. Access to Caribbean data and information is central



**“...Although the pandemic has caused severe damage to many sectors, it also presents some new opportunities for teaching and learning, research and employment. New research opportunities have emerged. The information technology and health sectors are experiencing important growth.”**

to our research and teaching and learning. The UWI Mona library, the oldest of The UWI libraries, is a major resource for our scholars, students, professionals, and for a wide range of local, regional and international users, housing important documents such as The Dudley Thompson Collection. With content covering the late 1940s through to 2012, researchers can access speeches, correspondence and interviews among other material with Thompson and political leaders such as Nelson Mandela, Michael Manley, Edward Seaga and Hugh Shearer. A significant component of our digital transformation will be to advance digital access to the collections and material from this library, thus enhancing our teaching and learning platforms. On the administrative side, the registry, bursary and human resources Enterprise Resource Planning (ERP) platforms will also be augmented to secure greater student and staff satisfaction.

Over the past two years The UWI Mona Campus has taken painstaking efforts to re-organise its financial health; important amongst these was to ensure that commercial activities now provide 50% of the revenue of the Campus. Horizon commercial projects such as the College Common housing

development and the Western Jamaica Campus are expected to become important contributors towards this goal. These activities will experience a consolidation effort over the next year, to further boost the possible yield from these bankable projects as a part of the “revenue revolution” we have steadily engaged in and will continue to privilege in our oversight.

An insightful and welcomed global study carried out by UNESCO National Commissions entitled *COVID-19: reopening and reimagining universities, survey on higher education* (2021)<sup>1</sup> showed that universities world-wide have responded as universities should, with thought, careful planning, innovations and anticipation of futures. All countries surveyed, including Jamaica, reported an increase in online/distance or hybrid learning. Many reported an increase in domestic student enrolment due to the provision of increased government funding to higher education and many more noted that research activities have been adversely affected through delays or even suspension. The vast majority of countries of all income levels reported reduced maintenance and services on-campus.

**The UNESCO report concludes that:**

COVID-19 is widening inequities between and within countries, with experiences varying across income groups and regions. For example, high-income countries and countries in Europe and the North America region are better able to cope with the disruption. Meanwhile, lower-income countries are more in need of infrastructure and connectivity improvements, increased learning opportunities and better protection measures for students in vulnerable situations. ...Although the pandemic has caused severe damage to many sectors, it also presents some new opportunities for teaching and learning, research and employment. New research opportunities have emerged. The information technology and health sectors are experiencing important growth. More

support and guidelines are needed to help faculty and staff members in the transition to online teaching, learning and research.

Our 2020-2021 Report shows that in the face of the challenges and the many changes required of us by the public health pandemic, The UWI Mona Campus can truly say that it has acted with resilience, using the challenges to innovate and redefine possibilities. As we move forward we are mindful of the global

trends and our responsibility to the Jamaican society and to the region. We plan to manage our responses and transform residual and further difficulties that lie ahead into opportunities through the innovation and resourcefulness of teamwork. We continue to be mindful of the privations and tragedies which have been experienced by many of our students and staff, and by the communities which surround our campuses, and strive for solutions that ensure equity and possibilities for all.

**“Our 2020-2021 Report shows that in the face of the challenges and the many changes required of us by the public health pandemic, The UWI Mona Campus can truly say that it has acted with resilience, using the challenges to innovate and redefine possibilities”**



<sup>1</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000378174>



# Appendices

## Senior Management Team 2020-21

**Professor Dale Webber**

Principal

**Professor Ian Boxill**

Deputy Principal

**Dr. Donovan Stanberry**

Campus Registrar

**Mrs. Catherine Parke Thwaites**

Campus Bursar

**Professor Minerva Thame**

Director, Office of Graduate Studies and Research

**Mr. Jeremy Whyte**

Chief Information Officer

**Dr. Paulette Kerr**

Campus Librarian

**Dr. Devon Smith**

Estate Manager

**Dr. 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

## Governance - Members Of Council 2020-21

**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

**Mrs. Catherine Parke Thwaites**

Campus Bursar

**Dr. Paulette Kerr**

Campus Librarian

**Mr. Jeremy Whyte**

Chief Information Officer

**Hon. Fayval Williams**

Representative, Government of Jamaica

**To be named**

Representative, Government of Jamaica

**To be named**

Representative, Government of Bahamas

**To be named**

Representative, Government of British Virgin Island

**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

**Mrs. Wyvolyn Gager**

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

**n/a**

Representative, Academic Board, Mona

**Dr. Tara Inniss**

Representative, Academic Board, Cave Hill

**Professor Indar Ramnarine**

Representative, Academic Board, St. Augustine



**Apendices**

<b>Mrs. Vivienne Harding</b> Representative, Academic Board, Open Campus	<b>Mr. Lance Scott</b> Representative, Postgraduate Students
<b>Mr. Henderson Thompson</b> Representative, Tertiary Level Institutions	<b>Ms. Shana Hastings</b> Representative, Senior Administrative & Professional Staff
<b>Mrs. Corrine Richards</b> Representative, Tertiary Level Institutions	<b>Mr. Jeffrey Thompson</b> Representative, Administrative, Technical and Service (ATS) Staff
<b>Mr. Dwayne Haynes</b> Representative, UWI (Mona) Alumni Association	
<b>Mr. Sujae Boswell</b> President, Guild of Students	

**In Attendance**

<b>Professor Densil Williams</b> Pro-Vice-Chancellor, Planning	<b>Mr. Jason McKenzie</b> Director, Office of Student Services & Development
<b>Dr. Luz Arrieta-Longworth</b> Pro-Vice-Chancellor, Global Affairs	<b>Miss Kay Brown</b> Director, Business Development Office
<b>Dr. Maurice Smith</b> University Registrar/Director of Administration	<b>Ms. Kaydian Martin</b> Director, MARCOMM
<b>Mrs. Andrea McNish</b> University Bursar/Director of Finance	<b>Ms. Nadine Brown</b> Acting Assistant Registrar, Secretariat (Recording Secretary)
<b>Professor Minerva Thame</b> Director, Graduate Studies & Research, Mona	<b>Ms. Anthia Muirhead</b> Assistant Registrar, Secretariat
<b>Mr. Howard Pearce</b> Deputy Bursar	

**Photography**

Photos of the Mona Campus  
Mr. Maxwell Williams

Other photos contributed by Mr. Aston Spaulding  
and departments at The UWI





UWI

MONA CAMPUS  
JAMAICA, WEST INDIES