



NEWS FROM THE UNIVERSITY OF THE WEST INDIES, MONA CAMPUS

MAY 2016



"MAN HAS MANY DIMENSIONS"
GENERAL FORDS 6'9" x 4'4" 1987'S
BY A. D. SCOTT
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DIAN AND BRIGHTE WATSON
GALLERY
SCOTTARANK
2015



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On the Cover

'Man Has Many Dimensions' cement fondu sculpture by A.D. Scott

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UWI'S MISSION
The enduring mission of the University of the West Indies is to propel the economic, social, political and cultural development of West Indian society through teaching, research, innovation, advisory and community services, and intellectual leadership.

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Solidifying UWI's Stake in Higher Education

The University of the West Indies, Mona is undergoing an impressive period of development and growth. As the nation's leading tertiary institution The UWI, Mona bears the significant burden of setting the stage for improving and redefining the quality of higher education being produced in Jamaica and the region.

To this end, over the past three years we have embarked on critical restructuring and redevelopment process that has helped us to improve our influence in higher education, while also allowing our researchers and scientists to make an indelible mark on the social, economic and cultural development of our country. Teaching and learning remain our primary focus; and as an academic institution we are committed to providing our students with access to world class education in an environment that is on par with some of the world's most distinguished higher learning institutions.

Our new mandate has thus been underscored by a theme of positive change. We have implemented new academic programmes across our faculties that now meet the educational needs of our 21st century student. From new degrees in sports related fields and film production to enhancing our programme offering in business, medicine, and law, The UWI is transforming into a tertiary institution that caters to all the academic demands of our adventurous and innovative students.

The UWI has also embarked on a significant structural enhancement programme that will provide our students with access to state-of-the-art teaching and learning facilities, tools and equipment. This is a necessary step to improving our teaching framework as positive and critical learning can only occur in an environment that is conducive to the education process, and which will allow our students to challenge traditional thought that will push their boundaries of thinking and learning to greater heights.

FROM THE PRINCIPAL



Collectively, the funding opportunities have enabled the UWI ... to provide the highest quality of education to our students.

In order to facilitate this critical redevelopment of our teaching and learning framework, and improve our general operations, The UWI has sought financing from a wide variety of sources. Our relationship with the private sector has improved significantly, and as a result various companies across Jamaica have funded scholarship programmes to assist some of our most deserving students. In recognising the need to enhance our infrastructure many private sector companies have also contributed substantial funds towards establishing new student housing as well as study and leisure facilities for the Campus. The Mona Campus community has also

benefitted from financial support from international governments, NGOs, as well as local and international private research facilities that have committed themselves to helping us improve our programme offerings and access to critical educational technology. We have enjoyed a positive and mutually beneficial relationship with our neighbours in Asia who have funded several new academic programmes geared at improving cross cultural knowledge and education. Our work with research facilities has enabled us to develop a robust research agenda that will allow us as a nation to lead the pack in scientific exploration in the region.

The advancements that our scientists have made in identifying the medicinal uses of some of Jamaica's most renowned herbal plants, and the patents produced from these discoveries, have aided in funding several other projects and educational programmes that will provide for the sustainable development of our nation and the region. Collectively, the funding opportunities provided by these private and public sector actors have enabled the UWI to significantly improve its operational capacity and its ability to provide the highest quality of education to our students.

The UWI's focus on education and community development remains a critical aspect of our institutional development plan and we will continue to seek out opportunities to ensure that we are able to support the growth of our nation. The past three years have illustrated that we have the drive, know-how and skills to set the stage in providing the best tertiary education in the Caribbean. Our path for the next three years and beyond will solidify our stake in higher learning so that we can continue to produce graduates who are poised to become global industry pioneers.

Professor Archibald McDonald
Pro Vice-Chancellor & Principal

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UWI Pesticide Research Lab Makes the ISO Mark



Director of the Pesticide Research Lab, Professor Tara Dasgupta (left) accepts congratulations on the ISO's accreditation of the Laboratory from Chief Technical Director in the Ministry of Industry, Innovation and Creation, Mr. Stephen Wedderburn, CEO of the Jamaica National Agency for Accreditation (JANAAC), Mrs. Sharon-May Shirley and Mona's Deputy Principal, Professor Ishenkumba Kahwa (right).

The Pesticide Research Laboratory (PRL) has earned the ISO 17025 certification, an international accreditation that adds prestige to the entity while promising to improve its bottom line.

"It is like a dream come true. I feel it's a great accomplishment. Our laboratory is the first accredited laboratory in the UWI (University of the West Indies) history and also it is the first accredited pesticide-testing laboratory in the Caribbean. That, I think, is a huge accomplishment," said PRL Director Professor Tara Dasgupta.

"It has been a long journey," he noted of the accreditation process for which they received financial support from the Caribbean Development Bank (CDB) and the United Kingdom's Department for International Development (DFID).

"We started working on the certification in 2012 with one person responsible for writing the Quality Manual. It did not work and we formed a Management Team. This team

worked tirelessly to achieve the goal," Dasgupta indicated.

The International Organization of Standardization (ISO) first issued ISO 17025 in 1999. The single most important standard for calibration and testing laboratories around the world, those laboratories accredited to this international standard have demonstrated that they are technically competent to produce precise and accurate test and/or calibration data.

Now accredited, Dasgupta said the PRL occupies "the same position as any other



A section of the audience at the celebration of PRL's accreditation.

accredited international laboratory. "This means that our testing certificates will be accepted without question by the Food and Drug administration of any country in the world," he said.

It is also likely to help expand the financial margins of the laboratory, which costs \$45 million to operate each year.

"I expect that the certification will improve our stability and hence impact favorably our bottom line," said Dasgupta, while revealing that current PRL needs include funds to maintain the instruments and manpower.

"Agricultural products are the most important export items and bring huge amount of foreign exchange to our country. It is important that the exporters are able to produce Food Safety certificates from an accredited laboratory; otherwise, there is a danger of refusal of entry to importing country due to suspected contamination. Now the exporters can obtain certificates from our laboratory," he said further.

The certificate of accreditation in the Food Testing Scope was presented by the Jamaica National Agency for Accreditation (JANAAC), at a ceremony hosted at the Ministry of Industry, Investment and Commerce on October 22, 2015.

PRL was awarded alongside the Microbiology Lab of the Bureau of Standards, Jamaica. Together their awards bring to five the number of accreditations offered by JANAAC.

Then Minister of Industry, Investment and Commerce Anthony Hylton had high praise for both entities, noting: "A strengthened NQI (National Quality Infrastructure) means that the products and services developed in Jamaica and tests conducted by our laboratories are trusted internationally".

"It means realizing the full benefits of the National Export Strategy," he added. Deryck Omar, Chief Executive Officer of the CARICOM Regional Organization for Standards and Quality (CROSQ), also had high praise for PRL.

Cont'd on page 34



From left: Deputy Principal, Professor Ishenkumba Kahwa, Dr. Rupika Delgoda, Dr. David Picking and Professor Michael Taylor review aspects of the Handbook.

Beware Interactions Between Home Remedies and Medicine

Sixty-four year old Johney Stewart is a fervent believer in the use of medicinal herbs to treat or inhibit certain medical conditions such as heart disease, high blood pressure, high cholesterol, colds, flu and other infections.

Stewart uses garlic, for example, to treat chest pains. "I just cut up the garlic and swallow it, or boil it to make tea," he said. He also uses it to flavour his meals and tenderize his meats. He is aware that one should not ingest too much garlic, but he believes he has mastered the art of "prescribing" his own dosage, especially since the formula was passed down from his ancestors.

But Stewart, like so many Jamaicans, is unaware of the potential interactions of medi-

nal plants and foods with pharmaceutical drugs. According to Dr. Rupika Delgoda, head of the Natural Products Institute (NPI) at The UWI, Mona, this is quite a common phenomenon. She explained that about 23-25 per cent of the Jamaican population use pharmaceutical drugs in conjunction with medicinal plants.

While this figure is not high, Dr. Delgoda and her team at the Natural Products Institute are taking steps to educate people about the dangers of mixing herbs with certain prescription drugs. Consequently, they conducted two field surveys in Jamaican pharmacies and one house-to-house survey across the general population. The individuals in the pharmacy were persons on prescription medication and the survey sought to determine whether these persons also self-



Stewart, a believer in the use of medicinal herbs.

medicate. "We found that 80 per cent of them were actually using a medicinal plant," Dr. Delgoda disclosed. "We also discovered from all three surveys that only 18 per cent of the doctors were aware of the fact that the patients were taking it [the medicinal plant]."

Dr. David Picking, Research Fellow at the NPI added that the house-to-house survey revealed that 72 per cent of the Jamaican population use medicinal plants on a day-to-day basis. That fact motivated development of the handbook. However, Dr. Picking pointed out that the handbook, titled "Potential Drug Interactions for Commonly Used Medicinal Plants & Foods in Jamaica," was not compiled to discourage the use of these plants and herbs, but to support their safe use.

The handbook, a culmination of a decade of research, was compiled by Dr. Delgoda and Dr. Picking specifically for healthcare professionals, with their relevant patients in mind. It provides a list of 30 medicinal plants and foods, along with 70 potential drug interactions and several guidelines for monitoring their



Professor Kahwa presenting a copy of the Handbook to Dr. Radcliff Goulbourne Acting Registrar, Pharmacy Council of Jamaica.

use. The handbook also includes the evidence on which the conclusions are based. For example, garlic, scientifically known as *Allium sativum*, may interact with antiplatelet and anticoagulant drugs, such as Warfarin. An interaction with garlic may increase bleeding time.

According to the Handbook, the risk assessment is to monitor doses of fresh garlic over three grams and to stop taking at least one week before surgery. The evidence on which this is based includes reported cases, clinical studies and anecdotal reports.

The handbook was officially launched on September 28, 2015 and is currently available for purchase at the UWI Bookshop, as well as at the Natural Products Institute. It is complemented by a user-friendly app and website, which will provide a quick point of reference for the medical community. NPI will also use the website to update new findings on these natural products.

The Institute, an integrative research establishment within the Faculty of Science and Technology, is also carrying out research on the efficacy of herbs against cancer cells, as well as using natural products as cancer treatment leads and prevention leads. Additionally, new research is also being undertaken to understand the reason why mosquitoes, particularly *Aedes aegypti* mosquitoes, are so resistant to the existing insecticides on the market. The hope is to use natural products to eradicate these known carriers of dengue fever, chikungunya virus and zika virus.

In the near future, Dr. Delgoda also hopes to engage in research towards commercialization of natural products, as well as position the Institute as an important academic partner and bridge for businesses and industry. **M**

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FARMING INNA DI CITY



EM2P executives (l-r) CEO, Ian Scarlett, Chief Information Officer, Noel Francis, and Chief Operations Officer, Jayaka Campbell

The UWI, Mona provides expertise to students with sustainable business initiatives through the Mona Business Support Services Incubator Programme.

Business and engineering solutions firm EM2P, brainchild of current and past students of the Faculty of Science & Technology, is incubated in the Department of Physics at The UWI, Mona and is now helping to shed new light on what it means to have technology infused into agriculture, to the benefit of local communities. The firm has built a solar power automated monitoring and water delivery system, designed to eliminate the dependence on external electricity sources and conserve water, while safeguarding crop yields.

The system is being used in the Jones Town-based urban agricultural pilot project dubbed "Farming Inna Di City". Comprised of a 4,000-square foot greenhouse and five open-field plots manned and farmed by community members, the project is an initiative of Jones Town Baptist, their sister church Bethel Baptist, and the Jamaica Baptist Union Mission Agency.

Six months on, EM2P's has developed and installed their JMD650,000 solar-powered IT system, which monitors the environment of the greenhouse and automatically delivers water to the plants. "[The system has] an electronic valve that turns on and off the pipe; sensors that tell us how saturated the soil is, including in it some remote monitoring and access that

you can monitor from your phone from wherever in the world you are, as long as you have Internet access," explained Chief Executive Officer Ian Scarlett, in a documentary film on the project.

The system also provides the added benefit of enabling community members to charge their cellphones free of cost. "It can provide communities with resilience during hurricane season if the Jamaica Public Service Company (JPS) power supply goes out. The system which can charge up to 10 devices simultaneously is scalable to upwards of a 100+ devices," noted Chief Operations Officer Jayaka Campbell.

According to EM2P, their work with the project bodes well for the future of farming in Jamaica, as well as for their company.

"Farming Inna Di City is set to be the model for a remote greenhouse installation system. It is designed from the ground up to be scalable and replicable with a low-maintenance cost after initial capital investment. The hope is that it will continue to evolve in its capabilities and become the go-to system for small and large greenhouses in the Caribbean and beyond," said Noel Francis Jr, EM2P's Chief Information Officer.

"This project is [also] a great opportunity to display the capabilities of the company, how technology can be used to solve immediate problems in our communities, and to remark on an outreach that involved the residents of the Jones Town community," added Francis.

Denise Forest, chairman of the Central Management Committee for the project, had high praise for their efforts and the progress to date.



The solar panels installed as part of the solar power automated monitoring and water delivery system of the Farming Inna Di City project

"I am not saying it has not had problems, it is not a perfect project, but that step of faith has resulted in some meaningful results... I am very pleased with the progress we have made. It has been a challenging

time, but I think worthwhile," she said.

Since inception, more than a dozen farmers – males and females – have been touched by the project, whether from work in the open fields or training for work in the greenhouse.

There are currently two people employed fulltime at the greenhouse, but, Forest said, additional labour is periodically contracted for services, such as mending fences on the farm, which has produced items such as callaloo and lettuce.

On next steps for Farming Inna Di City, Forest said the goal is on sustainability even as they look at options to diversify. "Being self-sustaining is now what we are focused on... As long as we have the energy and the ideas, we will continue the projects," she said.

As for EM2P, representative Stefan Watson said: "EM2P will continue to develop innovative and cutting-edge solutions to solve some of the issues that plague all facets of the Jamaican society. We aim to develop solutions for the business, health, transportation education and social spheres, which will continuously aid in making a better Jamaica."

"Additionally, we aim to provide opportunities to young graduates and final-year students, by offering internship positions. This will give them an opportunity to

explore, create and express their creative geniuses without being made to endure the rigours of the traditional work place," noted Scarlett of the firm, which offers not only consultation for technology products, but also web design services, database/backend development and embedded system development. **M**



Monitoring the greenhouse environment



Equipment that serves the Farming Inna Di City project.

LEARNING HOW TO WRITE NEW APPROACH NEEDED FOR CREOLE-INFLUENCED SPEAKERS

French. She explained that “these engagements and others lead [her] to focus on the interconnections of language use in society, language teaching in schools, and writing at the tertiary level.”

Dr. Milson-Whyte maintains the firm belief that there has to be engagement by administrators, writing faculty and other content faculty regarding the academic writing development of Creole-influenced students. She defines Creole-influenced students, as “students who are influenced in one way or another by the country’s Creole language but who are not all Creole-speaking”.

What are some of the ideas that she would like the book to generate?

1. Because Creole is the language in which most people from places like Jamaica find comfort, considerations must be given to differentiated instruction at all levels of education
2. Consideration of differentiated instruction necessitates a change in terminology [from “home” to “first” language] and “officialising” a language policy ...
3. Those of us assigned the primary responsibility for teaching academic writing ... could benefit from knowing our history... Knowing our history and keeping pace with developments in writing studies can help us avoid repeating the mistakes of our forebears regarding students’ linguistic and writing profiles and approaches and strategies that are relevant for various Creole-influenced students. Proficiency in language or lack thereof carries over into post-secondary education, so (introducing) one academic writing course ... in a faculty for all the various types of entrants, rests on a categorical mistake.
4. Writing development ... cannot be ensured ... by writing faculty and staff alone. Content faculty who consider their role “reinforcement” of what is taught in academic writing courses are mistaken regarding writing development. Content faculty have to “build on”/“expand” students’ knowledge of writing.
5. The university is about writing ... If knowledge is not made in writing in a discipline, it is conveyed in and received through writing in every discipline. As much as a Jamaica may be described as an oral society, we function in systems requiring knowledge-production and demonstration of knowledge in and through writing ...
6. One is never through with learning how to write. Every new situation comes with its unique requirements ... For the majority of Creole-influenced students, the challenge to write in English is



Dr. Vivette Milson-Whyte speaks during the launch of her book, *Academic Writing Instruction for Creole-Influenced Students* during a launch event on the UWI Mona Campus in September 2015.

Dr. Vivette Milson-Whyte has been lecturer in the Faculty of Humanities and Education since 1999. Her book, *Academic Writing Instruction for Creole-Influenced Students* was launched last September 2015, in a ceremony organised by the Department of Language, Linguistics and Philosophy in collaboration with The University of the West Indies (UWI) Press.

Following the traditional review of the book done by Dr. Kathryn Shields Brodber, Dr. Milson-Whyte treated guests to aspects of her literacy journey, beginning in Porus through to Manchester High School, undergraduate and early graduate work at The UWI, Mona and doctoral studies at The University of Arizona. The presentation reflected her own intimate knowledge of Creole, English and



Dr. Vivette Milson-Whyte receives a Research Day Award for Best Research Publication (Book) from Mona Campus Principal, Professor Archibald McDonald

really frustrating because it is as if they are being whipped to wear at all levels of education the same uncomfortable garment they were first shown at the early childhood or primary school level.

7. In the university context, administrators ... have to realise that they have a task to support academics in the provision of writing instruction. One of the aims of the book is to remind all of us in the university, [including] all of the individuals whose work is not actual classroom instruction, of the reasons for the development of this specific institution and other universities and how they can contribute to maintaining excellence and realising social equity.

8. Finally, ... if there is no revaluing of the languages in students’ repertoire, if nothing changes in the system, and [if]

“The challenge to write in English is really frustrating because it is as if they are being whipped to wear at all levels of education the same uncomfortable garment they were first shown at the early childhood or primary school level.”

the target language remains English only, then academics will have to engage in trans-creation to enable the development of many students.

In other words, “we will have to facilitate multiple levels of teaching, facilitate students’ uptake in the Creole language, and their explanations of uptake in the target language – English. This might look like a lot of work, but if we are serious that we want many students not just to succeed but to excel, then there are some sacrifices that we might have to make. In this kind of situation ... sequentially arranged writing courses and writing intensive courses for all levels of a degree programme have to be considered – for continuing the development of students’ metacognitive awareness and academic writing education.” **M**

UWI-CHINA PARTNERSHIP BRINGS NEW IT INSTITUTE

The University of the West Indies (The UWI) is pleased to announce that its collaboration with the Global Institute of Software Technology (GIST) in Suzhou, China will produce a UWI-China Institute of Science and Technology later this year. The Memorandum of Agreement confirming the Institute was signed at The UWI, Cave Hill Campus in Barbados on February 19, 2016. The Institute is expected to open with its first cohort of students reading towards a bachelor's degree in Science and Technology at The UWI, Cave Hill in September 2016.

The Global Institute of Software Technology, Suzhou (GIST), is an innovative institution of higher learning jointly established by Microsoft (China) Co. Ltd., Suzhou

This great project is the first major step of UWI moving into the global space. We have had relationships with hundreds of universities all over the world over several decades, but this is the first occasion that The UWI is partnering with another university to establish a new university.

Science and Technology Town and Global EduTech Management (Suzhou) Co. Ltd. The institute gives prominence to software technology and foreign language application abilities, and aims to cultivate high-quality, internationally-oriented professionals with practical skills as well as



(l-r): Professor Sir Hilary Beckles, Vice-Chancellor of The University of the West Indies (The UWI); the Honourable Ronald Thwaites, Jamaica's Minister of Education; Dr. Wang Bin Tai, Executive Chairman of the Global Institute of Software Technology, Suzhou, China; and Professor Archibald McDonald, Principal, UWI Mona campus, following the press conference at The UWI Regional Headquarters on February 20, 2016 to announce the establishment of the UWI-China Institute of Science and Technology.


innovative spirit in urgent need for software and service outsourcing industries.

Speaking at the post-MOA signing press conference, hosted at The UWI Regional Headquarters in Jamaica on February 20, 2016, UWI Vice-Chancellor, Professor Sir Hilary Beckles noted, "This great project is the first major step of UWI moving into the global space. We have had relationships with hundreds of universities all over the world over several decades, but this is the first occasion that The UWI is partnering with another university to establish a new university."

According to Vice-Chancellor Beckles, "Establishing strong linkages with partner institutions, especially those with similar strategic thrusts as ours, augurs well for enabling the level of economic turnaround and wealth generation that the Caribbean so desperately needs". He added, "One of the largest nations of the

world has now partnered with one of the smallest nations. This is truly significant!"

Executive Chairman of GIST, Dr. Wang Bin Tai, said he hopes the Institute would serve to mutually increase knowledge about and appreciation for the history and culture of the people of the Caribbean and China, noting that the Institute will "...develop a platform for change between the young people in China and the Caribbean." He also stated "Caribbean students who complete their degrees in China, will enjoy all the privileges that Chinese students do, including bursaries, scholarships and internships."

Students of the Institute will be taught using state-of-the-art software engineering, training and research and development. There is also provision for a mandatory student internship in China as well as faculty exchanges and collaboration as part of the programmes. 

UWI TEAM WINS 'COMMUNICATING CHEMISTRY: CARIBBEAN CUISINE' INTERNATIONAL COMPETITION



(L-R): Rajeve Brooks, Mr Jason Knibb, Executive Chef, Nine-Ten Restaurant and Bar (one of the judges) Nadine Whyte, Mario Christie and Shorna Smith.

A team comprising four students from the Department of Chemistry at The UWI, Mona Campus placed first in a unique student competition: 'Communicating Chemistry: Caribbean Cuisine (C4),' held at the 251st ACS National Meeting & Exposition in San Diego, CA. Participating students were Rajeve Brooks, Nadine Whyte, Mario Christie and Shorna Smith.


The event was hosted by the Agricultural and Food Chemistry Division (AGFD) of the American Chemical Society (ACS). The selection of the Caribbean as a theme for the 2016 competition was in honour of the newly chartered International Student Chapter at The UWI, Mona from which many members are active

participants in the AGFD division. The goal of the competition was to increase STEM literacy among the general public and to demonstrate how chemistry, in particular, relates to food and culture. The competition also gave students a chance to learn to communicate complex ideas to an audience without a formal scientific background.

Teams were required to show a relationship between a concept in chemistry and an aspect of Caribbean cuisine, which was open to broad interpretation. Members of the winning team prepared Caribbean dishes – jerk chicken, ackee and saltfish, gizzada and pelau – and used these dishes to illustrate chemical changes that occur in food during preparation/cooking.

Three finalist teams (including the UWI team) were selected on the basis of the following criteria: scientific merit; clarity; entertainment/fun value; and connection of theme to broader chemical topics.

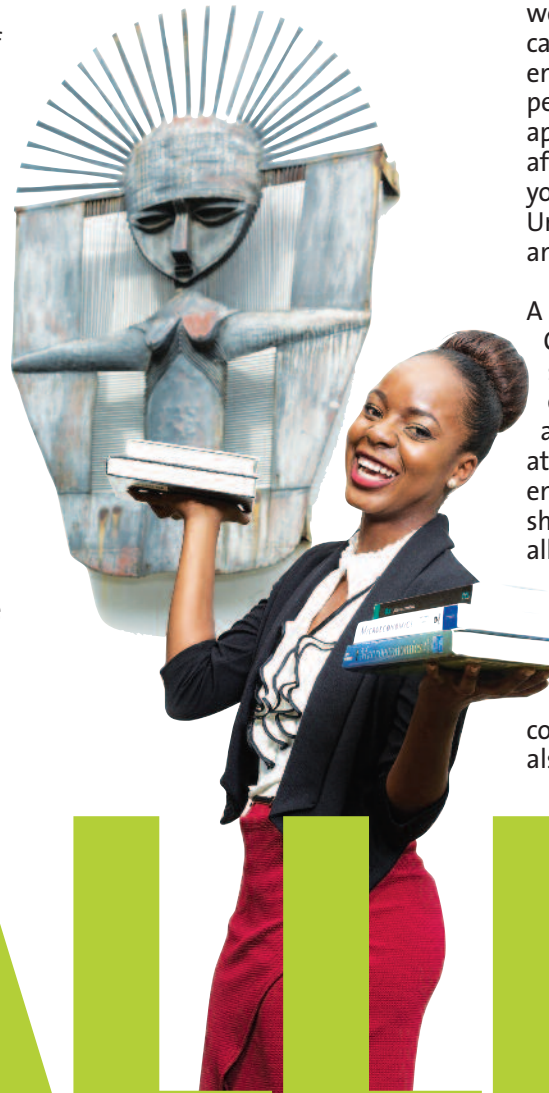
The final competition took place on Tuesday, March 15, 2016 at the San Diego Wine & Culinary Event Center. The finalist teams prepared live, interactive presentations on their topics, as well as a display modeled after a science fair.

Judges included Jason Knibb (Executive Chef, Nine-Ten Restaurant and Bar), Terry Acree (Professor of Food Science, Cornell University), and Sally Mitchell (STEM Educator and Albert Einstein Fellow). 

MONA MAY 2016

The sky is NOT the limit. Sherona Forrester, recipient of the prestigious Rhodes Scholarship for 2016 lives by this concept. She believes that we often create a barrier to realizing our true potential. "It's amazing what you can achieve when you try to break barriers or to push boundaries and that's what you should strive to do". At 24 years old, Sherona Forrester has broken several barriers and continues to do so; she is an acclaimed academic, a multi-talented athlete and a consummate performer of the arts.

Forrester recently graduated with distinction, from The UWI, Mona with a Master of Science Degree in Economics. Prior to that, she pursued a double major in Economics and Statistics, where she was awarded a First-Class Honours undergraduate degree in 2013. While at The UWI, she developed her childhood love for sports through her extensive participation in football, netball and



would take place. She enjoyed the camaraderie and it gave her a chance to entertain the group through her artistic performances. She also expressed her appreciation for the opportunities afforded to her to impact the lives of younger people through visits to the Under-17 girls' national football team and a rural primary school in St Ann.

A member of the New Testament Church of God, Forrester has been singing on choirs since childhood. Not only did she sing in church, but also at various events throughout her years at Mineral Heights Primary School. Upon entering her second year of high school, she became a part of the "internationally acclaimed" Glenmuir High School Concert Choir, where she sang classical music. While in sixth form, she was called to be a part of the Jamaica Youth Chorale (JYC) where she continues to hone her vocal skills. She also expanded her repertoire through

BALLER

MEET SHERONA FORRESTER 2016 RHODES SCHOLAR

basketball. Always the leader, she captained the netball team and co-captained the basketball team. It was no surprise then, when in 2013, at the end of the first year of her Gore Development funded Masters programme, that she was called to play for the Reggae Girlz, Jamaica's national senior football team.

"Being a part of the National Team was an amazing experience, it reminded me that I love to travel and impact the life of many persons," she said.

While on tour for their World Cup bid, Forrester recalled the daily devotions, gatherings, and competitions that

Forrester's ultimate goal is to become a philanthropist, helping persons in need and creating change in the lives of others, especially young girls in sports.

learning to sing all genres of music, as well as developing her skill of dancing. JYC also provided her with the opportunity to travel extensively, impacting people through her powerful performances.

Forrester's ultimate goal is to become a philanthropist, helping persons in need and creating change in the lives of others, especially young girls in sports, "I really believe in just giving. I tell people all the time, if there is no heaven or hell, what is wrong with just being kind and loving, what is wrong with just living [amicably] with people?" She jokes that she was not born rich or an heir, and therefore she would need to work hard in order to realize her dream. She says

that Economics is the means to this end, it is a practical course of study that she enjoys and it is one that will financially equip her as she seeks to realize her philanthropic aspirations.

When questioned about the secret to her successes, in addition to parental support, Forrester credited mentorship and her faith in God. She made mention of Dr. Peter-John Gordon, Sidney Bartley and her long-time mentor and friend Doreen O'Connor.

O'Connor, a past teacher and Forrester's past choir master at Glenmuir High School, was the first person that encouraged her to apply for the Rhodes scholarship. She said that O'Connor regularly provides her with "words of wisdom and advice" via media such as Skype and emails.

Having been a baptized Christian from the age of eleven, Forrester is resolute in her faith: "You have to believe in something. I believe that the lessons you learn through Christianity and religion about giving and how receiving will be reciprocated is so true. I have lived a life of giving and I am just always receiving ... God has a way of blessing me and I think I have been faithful to Him and He in turn gives back his favour".

In addition to being a professional footballer and performer with the JYC, Forrester is a Resident Advisor on the A.Z. Preston Hall and an adjunct lecturer at The UWI, Mona.

She starts her tenure at the University of Oxford (where her Rhodes Scholarship is tenable), in October 2016. **M**

Right: Sherona Forrester wears the colours of the Reggae Girlz, Jamaica's national senior football team.



MONA MAY 2016

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UWI ROBOTICS TEAM EXCELS IN INTERNATIONAL COMPETITION!

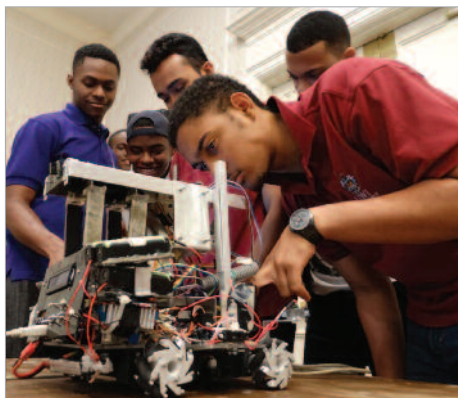


A nine member team from The University of the West Indies (UWI) Mona, brought home the third-place trophy from the 2016 Institute of Electrical and Electronics Engineers (IEEE) Southeast Conference Robotics Competition, held in Norfolk, Virginia on Saturday, April 2, 2016.

The UWI Mona also fielded a team in the software competition where they placed 6th of 23 schools. The two placements are the highest ever by a UWI team in the annual Southeast Conference competitions.

Team members were: Yekini Wallen-Bryan, team captain; Paulo Williams, Richard Harris, Aisha Robinson, Khalid Sharpe, Sean McBean, Jason Brown, Locksley Murray, Kriston Kong and Dane Miller, with UWI Lecturer Mr. Lindon Falconer as team advisor. They competed against 46 universities from the IEEE region in the Southeast USA in the competition which was based on shipping terminal tasks.

Participants were required to build a robot which would navigate a course and identify colored blocks simulating shipping containers. The blocks were to be collected and placed in various positions on the court. After three (3) rounds the UWI team had amassed enough points to take them into the final round with three other teams. At the finals, Florida Institute of Technology placed



Robotics team leader Yekini Wallen-Bryan (above, left and top, holding trophy) examines their prizewinning entry at the 2016 Institute of Electrical and Electronics Engineers (IEEE) Southeast Conference Robotics Competition in the USA.

first, Murray State University was second and The UWI, Mona successfully placed ahead of Virginia Military, to take the third position.


The team of 2nd year Electronics Engineering, Computer Systems Engineering and Physics students overcame great odds to finish in the top 3, having had parts of the robot destroyed due to poor handling during the flight from Miami to Virginia. The members worked through the night and well into the following day to restore the robot to some semblance of functioning.

In the words of team captain Yekini Wallen-Bryan, "the entire project was a roller coaster of emotions. We faced so many roadblocks on the way, even up to

a few days before the competition itself. We had checked in our robot since it was too large to fit into any of our carry-ons. The chest in which the robot was placed was stuffed with padding and bubble wrap and covered with 'Fragile' and 'This Side Up' stickers. However, when we arrived at the hotel and opened the chest we found that major parts of Cortez (the Robot) had been destroyed."

The entire team was devastated. Eventually they pulled themselves together and started coming up with solutions and thinking of different ways to make the robot work. They formed two smaller teams: one team worked through the night on the hardware and the other team woke up early and worked on the wiring and the coding.

"We arrived on Thursday at 1:00 AM and finished the salvage of what we could of the robot on the Friday which took up a lot of the time we had planned to use for testing. Not only that, but some gears were permanently damaged", says Wallen-Bryan.

"Through hard work, sleepless nights and determination, we managed to salvage just enough to get into the final four schools, after which, we placed 3rd. Had the Robot not gotten damaged or had the gear not been worn out, would we have won? Who knows? I strongly believe so though," he concludes, smiling. 

RESEARCH DAYS 2016



Some of the outstanding researchers who were recognised at the Awards ceremony.

Research Days 2016 took place February 17-19, 2016 with the theme '*UWI Mona Driving Development through Research and Innovation*'. The annual staging included an exhibition, lectures, seminars and book launches. The three-day event culminated with the Principal's Annual Research Days Awards Ceremony to recognise some 50 outstanding researchers with the presentation of awards in various categories. Mona captures highlights of the event.



Senior Lecturer in the Department of Chemistry, Dr. Winklet Gallimore, demonstrates the model of a new molecule discovered in Jamaican populations of the marine plant *stypopodium zonale* as former Governor General, Sir Kenneth Hall looks on with interest. The molecule has been found to kill breast cancer cells in laboratory assays.



The Research Project with the Greatest Business/Economic /Development Impact in the Faculty of Medical Sciences was entitled: "The Programme for the Reduction of Maternal and Child Mortality for Jamaica" (PROMAC). Researchers (l-r) Faculty Dean, Professor Horace Fletcher; Professor Minerva Thame, Department of Child & Adolescent Health and Dr. Jasneeth Mullings Dean's Office, stand with the Principal.



Chair of the Research Days Planning Committee, Professor Denise Eldemire-Shearer, highlights plants being used in research into the medicinal properties of marijuana (*cannabis sativa*).



The award for the Best Research Publication in the Faculty of Law, went to Lecturer, Tracy Robinson, for her book *Fundamentals of Caribbean Constitutional Law*.

UWI APPOINTS 7 NEW PROFESSORS

The University of the West Indies, Mona is pleased to announce the promotion of seven members of staff to the rank of Professor: Senior Lecturer and Academic Director of the DBA Programme, Mona School of Business and Management, **Dr. Lou Ann Barclay**; Senior Lecturer in the Department of Government, Faculty of Social Sciences, **Dr. Jessica Byron-Reid**; Senior Lecturer in the Department of Chemistry, Faculty of Science & Technology, **Dr. Daniel Coore**; Senior Lecturer in the Tropical Medicine Research Institute, **Dr. Jennifer Knight-Madden**; Senior Lecturer in the Department of Sociology, Psychology & Social Work, Faculty of Social Sciences, **Dr. Garth Lipps**; Senior Lecturer in the School of Humanities & Education, **Dr. Halden Morris** and Senior Lecturer in the Department of Life Sciences, **Dr. Mona Webber**.

PROF. LOU ANNE BARCLAY

Lou Ann Barclay holds a Bachelor of Science Degree (1984) and the Master of Science Degree Economics (1990) from The UWI, St. Augustine as well as a Doctor of Philosophy in International Business (1998) from Warwick Business School, The University of Warwick, United Kingdom.

She joined the staff of The University of the West Indies, Mona in 2002 as a Lecturer and was appointed Senior Lecturer in 2006. Prior to joining the staff, she was an Assistant Professor, Department of Strategy, Maastricht University, The Netherlands.

Lou Anne Barclay has distinguished herself in the areas of teaching, research, publication and administration. As Academic Director of the DBA Programme, she has introduced several activities to enhance the efficiency and quality of the Programme. These include quarterly progress reporting sessions for both students and supervisory committees, and the online delivery of the programme to two regionally-based students. Also, during her tenure at The UWI, Mona she has taught six courses; two of which were at the undergraduate level. She has supervised a doctoral thesis from the Institute of Caribbean Studies, Faculty of Humanities and Education, which was awarded high commendations by the external examiner. She has served as an examiner of MSc, MPhil, PhD and DBA theses, locally and internationally.

Professor Barclay also has an impressive record of research focusing on the areas of Economic Development, Foreign Direct Investment (FDI), Resource-based development, Competitive Strategy and Entrepreneurship. Her research explicitly focuses on Developing Countries, especially the Small Island States of the Caribbean and more recently, the South American members of the Caribbean Community (CARICOM). Her most recent work examines the critical role of natural resource industries such as bauxite/aluminium and the role of public

policy in extracting the greatest benefits from FDI for the host country, especially as the global trading and FDI have become more liberal.

Lou Anne Barclay's publications include three books, six book chapters, twelve journal articles, sixteen peer-reviewed conference/scientific papers and three technical reports. Her work has been published in prestigious peer-reviewed journals as diverse as *Oxford Development Studies*, *European Journal of Development*, *Africa Development Review* and *Management International Review*. Her work was awarded The Principal's Research Award for the Most Outstanding Researcher, Faculty of Social Sciences in 2006. This award, however, was not the first public recognition of her research abilities. Her work has been described as "setting new standards for research work on economics of developing nations" by the esteemed Professor Alan Rugman. She has also participated in conferences at the Harvard Business School, the United Nations Council for Trade and Development and other leading institutes.

The newly appointed professor has also contributed significantly to the life of the University, providing leadership and support by serving on a number of committees at the Faculty and Campus levels. She was a member of the Mona School of Business and Management, Internal Quality Review Committee for the UWI/NCB Sponsored Research Project and is currently a member of its Assessment and Promotion Committee. She chaired the International Business Unit and the Research Income Generating Committees.

Professor Barclay has an outstanding record of public service. She has served as a member of the Ministry of Investment, Industry and Commerce Steering Committee for the Modernisation of the said ministry and was an executive member of the University Council of Jamaica. Professor Barclay is currently a member of the executive board of the Academy



of International Business, Latin American Chapter and the Pan African Enterprise Research Council.

PROF. JESSICA BYRON-REID

Jessica Byron-Reid completed a BA in French and Spanish at The UWI, Cave Hill Campus, Barbados, followed by a postgraduate Diploma in International Relations from The UWI, St. Augustine Campus, Trinidad & Tobago. She went on to complete her Doctor of Philosophy (PhD) degree in Political Science (International Relations) at the University of Geneva, Switzerland.

Dr. Byron-Reid is a highly respected academic who has made a profound contribution to her field in the area of regionalism as well as on foreign policy and diplomacy of small developing states in the Caribbean. Her work is recognized across the English, French, Spanish and Dutch-speaking Caribbean, and further afield.

Dr. Byron-Reid's scholarly profile is characterized by consistent, high calibre research and scholarly productivity; active service to her discipline and related scholarly and professional communities, and performance and promise relative to service to The University of the West Indies, to the Caribbean and to the international community.

Her scholarship covers several disciplinary categories: International Relations, Security Studies and Caribbean Area studies. She has a distinguished record of publication and research, with 53 current or forthcoming publications published in three different languages, which include 16 refereed journal articles, 13 book chapters, three book reviews and seven technical reports, among other publications. In recognition of her outstanding record, she was recipient of the Principal's Award for best research publication in 2008 and is recipient of the Principal's Award for Most Outstanding Researcher in the UWI Mona Faculty of Social Sciences for 2015.

As an academic, Dr. Byron has redeveloped and taught several core courses and electives in the International Relations undergraduate degree programme as well as three courses in the Master's degree programme in International Relations. She led the development of the Department's offerings on Latin American comparative



politics. In addition, Dr. Byron was very instrumental in the development and coordination of the jointly taught BSc/MSc programme in Politics and International Cooperation, delivered in partnership with the Universities of Bordeaux IV and Antilles-Guyane (Martinique). Launched in 2007, this programme has recruited nine cohorts of approximately sixty students and has fostered scholarly exchanges among the staff of the three institutions. As a result, Dr. Byron was awarded the *Chevalier de L'Ordre Nationale du Merite* by the Government of France for her role in the development and coordination of this programme.

In her contribution to University life, Dr. Byron has played a leading administrative role in curriculum development, programme reviews, departmental and graduate research seminars as well as scholarly collaboration with international and regional partners. She has mentored and supervised more than 50 local, regional and international students and managed the administrative portfolio of the department in the capacities of Unit Coordinator for International Relations, Graduate Coordinator for the department as well as head of the Department of Government from 2010 – 2013 and UWI Coordinator for the MSc Programme in Politics and International Cooperation. She is currently seconded to SALISES Mona as a Senior Research Fellow and serves as Coordinator for the SALISES M.Phil/PhD programme.

Dr. Byron has enhanced the reputation of The UWI by serving on several national, regional and international boards/committees and has produced several technical reports that have been critical to the advancement of Caribbean regionalism as well as Caribbean and Latin American/Caribbean and European relations. More specifically, Dr. Byron has served on consultancy teams that produced technical reports for the Caribbean Regional Negotiating machinery, the OECS Secretariat, ECLAC/CDCC, the UNDP, the International Centre for Trade and Sustainable Development, the Commonwealth Secretariat and One World Action.

She has been invited to present at international projects and programmes such as the UN Special Committee on Decolonization, the SIDS Unit of the UN Department for Economic and Social Affairs and the ACP/CARIFORUM. Dr. Byron has also served on the PSJO Trade Committee

and on the Ministry of Foreign Affairs and Foreign Trade JTAT Committee.

PROF. DANIEL COORE

Daniel Coore holds the Bachelor of Science degree in Computer Science and Engineering, the Master of Science in Electrical Engineering and Computer Science as well as the Doctor of Philosophy in Computer Science degrees from Massachusetts Institute of Technology (MIT), Cambridge, Massachusetts.

He joined the staff of The UWI, Mona in 1999 as Lecturer in the then Department of Mathematics and Computer Science and was promoted to Senior Lecturer in 2006. He served in several key positions in the department including being Head of Department.

Dr. Coore is an outstanding researcher with a focus on two main areas – Amorphous Computing and the UWI Cardiac Surgery Simulator – and has had success leading a research group at UWI, as well as in his previous work at MIT. He is a pioneer in the field of amorphous computing, producing the first PhD thesis in that area and continuing that work at Mona. The results of this work are internationally recognized and highly influential having been cited over 600 times.

His work on the UWI cardiac surgery simulator is technically impressive and has had substantial impact on cardiac surgery training in the USA. That work also informed the licensing strategies that were used to provide opportunities for commercialization. Indeed, he participated on the negotiating team to license the patent rights of the UWI Cardiac Surgery Simulator to a startup company based in North Carolina, USA, marking the first instance of commercialisation of a patent by The UWI, Mona.

The cardiac surgery simulator is designed to train cardiac surgery residents in certain open-heart procedures, similar to the way in which flight simulators are used to train pilots. As a result of his groundbreaking work in this field, Dr. Coore was named recipient of the Principal's Award for Innovation in 2012. He also received the Innovation awards in Science and



Cont'd on page 30

Campus Council Convenes

Mona Principal, Professor Archibald McDonald, delivers his report on developments at the Campus over the past year to members of the governing Campus Council.



The UWI, Mona Campus in collaboration with the Indian High Commission hosted the inaugural 'Mona Debates' on April 14, 2016. The moot for the debate was "Marginalized Jamaicans have benefited from Independence". Above, H.E. Pratap Singh, Indian High Commissioner to Jamaica, welcomes members of the audience.



Student Outreach and Recruitment Officer, Primrose Brown, offers guidance on application procedures to Papine High School student Denzil Garrison at the Information Session organised by the Marketing, Recruitment & Communications Office to provide parents and students of Grades 11 and 12 with requisite information needed to enter the various programmes at The UWI, Mona.

NEW HALL OF RESIDENCE

The UWI Mona Campus officially opened its newest hall of residence on Friday April 22 and named the hall after its first Principal Professor Leslie Robinson. This latest housing development is being facilitated through a Public Private Partnership between the University and 138 Student Living Jamaica Limited which has developed and operates the facility. The project involves the construction of 11 buildings each providing 144 rooms.

So far, 504 units have been completed and are operational and another 432 will be operational for the start of the 2016/2017 academic year. In the photo, the plaque is unveiled by his son Anthony, watched by the Principal, sisters Drs. Elise and Janice Robinson and other members of the Robinson family and the university community.





The University of the West Indies (UWI), Mona Campus hosted its annual Homecoming celebrations in February 2016, maintaining its tradition of celebrating the founding of the institution, celebrating high achievers and engendering a greater sense of belonging and pride among staff, students and alumni.



The annual University Parade drew participants from the various Hall Queens, country associations, clubs and societies

The 2016 celebrations were staged in honour of Professor Elsa Leo-Rhynie, the first female to serve as both Deputy Principal and Principal of the Mona Campus.

Thousands of students turned out for the annual University Parade held on Thursday, February 4. The Parade was followed by a Flag Raising ceremony, involving




Students from Pembroke Hall High School demonstrated pride and colourful support for member countries of the regional University

nationals from the Caribbean countries which contribute to the institution. The Elsa Leo-Rhynie Hall copped the Parade Champion title for Halls of Residence, Barbados won the Parade Champion title for Country Associations while the UWI Marketing Association and the University Dramatic Arts Society (UDAS) shared the Parade Champion title for Clubs & Societies.

The celebrations continued on Friday, February 5, with the Caribbean Day Festival of Food and Culture, featuring cuisine, displays and cultural performances by story teller Amina Blackwood Meeks, "the kriativ aktivis" Randy McLaren as well as various student groups. The Bahamas won the Best Dish and Best Booth competition.

Later that day, Professor Leo-Rhynie delivered a well-received Homecoming lecture, *Change & Transformation at UWI 1992 - 2007: Back on the Periphery, Looking Back*.

On Saturday, February 6, UWI's Peliboyz defeated the UTECH Knights 4-1 in a rivalry match at the Mona Bowl for Sporting Excellence.

The celebrations ended on Sunday, February 7, with the annual Commemoration and Homecoming Service at the University Chapel. 



The UWI Marketing Association (shown here) shared the Homecoming Parade Champion trophy for Clubs & Societies with the University Dramatic Arts Society.

CHANGE & TRANSFORMATION AT UWI 1992-2007

Back on the Periphery, Looking Back



From the Commemoration/Homecoming Lecture delivered by Elsa Leo-Rhynie, 2015 Homecoming Honouree

Our Founding Fathers saw fit to give this institution the motto *Oriens Ex Occidente Lux*; a Light Rising from the West. I have often wondered if those who selected this motto hoped or expected that this university would be as revolutionary, as innovative, as progressive, as unexpected and as disruptive as an actual light rising from the West, rather than the East, would be!

Periods of change and transformation are frequently heralded by markers, which serve as symbols of the shift from what had been to what was to come. The establishment of the Centre for Gender and Development Studies (CGDS) in 1993 was one such marker. Establishing the CGDS, now the Institute for Gender and Development Studies (IGDS), was controversial, it represented a significant shift from mainstream academic offerings, it insisted on being established as an interdisciplinary Centre, unattached to a Faculty, and so was a major departure from the traditional structure and offerings of the UWI. Surely this was almost as controversial as a light rising from the West would be!



Honouree Elsa Leo-Rhynie delivers the 2016 Homecoming Lecture

Before the CGDS was established, Hurricane Gilbert in 1988 followed by Hurricane Alister (McIntyre) blew strong winds of change throughout the university – the first creating major damage, the second initiating a process of restoration and reconstruction. For example, committees were set up to see to the implementation of the “semester system” and “Grade Point Average” ... significant departures from year-long courses and an established grading system. Separation of regional and campus responsibilities decentralised a number of management functions, thus granting greater autonomy to each campus; this meant that the Vice Chancellor would no longer also be Principal of the Mona Campus, and in 1990, Pro Vice Chancellor Professor Leslie Robinson became the first Mona Campus Principal.

Following his retirement in 1991, he was succeeded by Pro Vice Chancellor Professor Gerald Lalor. In 1991 also, the first female Pro Vice Chancellor and first female Deputy Principal in the university's history, Professor Marlene Hamilton, was appointed, and in 1992, Mrs. Gloria Barrett-Sobers, the only female University Registrar to date, assumed office. Finally, women had earned a place in the institution's Executive Management and in the Chancellor's Procession!

In the 1990s the institution would undergo a major transformation. In 1994, The UWI, under the guidance of Sir Shridath Ramphal, received a report entitled: *A New Structure: The Regional University in the 1990s and Beyond: Report of the Chancellor's Commission on the Governance of UWI*. Implementation of the recommendations of the Chancellor's Report began in 1996, with the establishment of a new structure – with regional Boards: for Undergraduate Studies, Graduate Studies and Research, for Non-Campus Countries (as they were called at the time) and Distance Education. In 2004, the newly appointed Chancellor, Sir George Alleyne, appointed a team to revisit the 1994 Chancellor's Report. This review resulted in changes in the structure, composition and functions of some of the governing Boards and Committees, including Council.

Despite the urgency of change, the major elements which were considered, planned for and given priority were strikingly familiar. Three elements / issues have been persistent and compelling: Access, Resources and Quality.

ACCESS

Gender equity has been a core value of our university from the outset. The 1945



Professor Leo-Rhynie greets retirees, former Pro Vice-Chancellor, Professor Marlene Hamilton, (left) and former University Registrar, Gloria Barrett-Sobers.

Irvine Report envisioned a University of both men and women: The University should be open to women on precisely the same terms and conditions as are applicable to men. Similarly, no restriction should be imposed on grounds of race or creed.

The UWI Charter states: Men and women shall be eligible for admission to and as students of the University, and for appointment to any Authority, office or employment of or under the University. (Clause 4)

The first cohort of UWI students consisted of 23 men and 10 women – the trailblazing 33 medical students. In 1963/1964, the year in which I first graduated from this institution, among the last batch of London-UCWI students, the number of students enrolled exceeded 2000 for the first time; there were 1465 male and 722 female students registered across three campuses. This number had increased six-fold and the male/female ratio had changed by the time the CGDS was established thirty years later in 1993 when there was an enrolment of 13,996 students: 5938 men and 8058 women.

Despite this significant increase in enrolment, the numbers reflected a fairly low percentage of the school leaving population. The priority being given to tertiary and higher education in the 1990s was worldwide and countries impressed by the economic advantage which education gave to countries such as Japan, proposed significant increases in tertiary education enrolment. In line with this global trend, in 1998 Caribbean governments indicated that their expectation was that by 2005, tertiary level capacity and output would be double what it was in 1997 when only



Dr. Keith McKenzie, one of the 33 members of the original Class of 1948 medical students, and his wife Dr. Venice Guntley-McKenzie, came out to support the honouree.

The increased access created by newly established educational institutions meant that UWI had to face active competition for students in a higher education environment where it had held a monopoly for almost 50 years.

7.8% of school graduates were enrolled in tertiary level education.

This created immediate demand for increased access to tertiary education and resulted in major changes in the tertiary level landscape in Jamaica and the Caribbean, many of which were controversial, as the resulting “massification” was seen as a threat to quality. The demand for access also resulted in increased involvement of the private sector, as well as of a variety of providers external to the region, offering undergraduate and postgraduate degrees using a variety of delivery modes.

The increased access created by newly established educational institutions meant that UWI had to face active competition for students in a higher education environment where it had held a monopoly for almost 50 years. Also, as more and more students demanded access to tertiary education, the population became more diverse and their varying expectations had to be taken into account.



Professor Leo-Rhynie with retirees, former Mona Campus Librarian, Stephney Ferguson, and former St. Augustine Campus Librarian, Dr. Marion Rouse-Jones.

Responsiveness and relevance, always important, became even more vital. Existing linkages with tertiary institutions had to be nurtured and maintained, and new internal and external networks had to be created. The formation of the Association of Caribbean Tertiary Institutions (ACTI) brainchild of Sir Alister McIntyre, and the Association of Caribbean Higher Education Administrators (ACHEA) initiated by Mrs Gloria Barrett-Sobers, were two such networks. UWI had to consolidate its presence and impact in the Eastern Caribbean countries, as the competition from other external higher education providers was strong. Expanded curricular offerings, new schedules for delivery of programmes, part time and on weekends, increased the options for study by potential students.

Improved access was also evident in the changing profiles of Caribbean Heads of Government, Executive management of Caribbean institutions - as well as UWI - as more and more graduates of UWI assumed leadership roles. For the first time, a UWI alumnus was appointed as guardian of that light rising in the West: Professor Rex Nettleford, as Vice Chancellor in 1998.

RESOURCES

Access in the academic sphere and the expansion of enrolment increased the demand on the physical resources and support services for the diverse student body. On the Mona Campus additional on-campus accommodation was provided in the form of the Aston Preston Hall (1995/1996) the Rex Nettleford Hall (2002) and the Gerald Lalor Flats (1995) to house graduate students.

The large majority of the burgeoning

student population consisted of commuting students, and a Commuting Students' Lounge was established in 2002.

Much of the significant change in the physical infrastructure of the Mona Campus was spearheaded by Pro Vice Chancellor and Principal, Professor Kenneth Hall, who assumed office in 1996. I was appointed Deputy Principal at the same time and the changes which had to be implemented and which transformed the Campus were not all welcome.

In 1996, two way traffic as well as parking were allowed on the Ring Road. This was untenable as the Ring Road literally became a parking lot with traffic snarls and delays. A Traffic and Parking Committee gave oversight to the introduction of one way traffic on the Ring Road, making it a no-parking zone and establishing the large parking lot behind Mary Seacole Hall. Construction of more attractive entryways at the Post Office and Irvine Hall Gates, separation of incoming traffic between the main Gate and the Post Office Gate and in 2006, installation of traffic lights at the Main gate, greatly improved the traffic flow on the Campus. Paving and defining walkways across the campus lawns was almost "sacrilege" but was critical for the preservation of green spaces.

Introduction of "commercial" eating areas on the Campus was also a vexed issue: KFC was first and this was objected to strenuously as it represented abandonment of tradition by occupying what had been Chancellor Hall's dining room. Other important changes were welcome; these included refurbishing of the lecture rooms and installing equipment to allow for use of technology to enhance teaching; expansion and renovation of the Health Centre; refurbishing of the Students' Union; conversion of the Computer Centre into Mona Information Technology Services (MITS); refurbishing of one part and transformation of the other part of the Senior Common Room into the Mona Visitors' Lodge and Conference Centre; establishment of the Heads of Government Park. Demolition of the Gibraltar Camp Huts, which constituted a health hazard, elicited strong emotional objections, as it was felt that the history and heritage of the campus and university were being destroyed. Construction of the Founders' Park on the site of the huts and recording the historical milestones of the university only partially pacified the objectors.

In the early 1990s, a new approach to student development had been introduced by Professor Marlene Hamilton and a team of staff members who identified with, and gave support to, this new thrust. They introduced student focussed programmes such as the Mentorship programme (Dr. Angela Gordon-Stair), the Quality Leadership programme (Dr. Thelora Reynolds) and a programme of Financial Assistance for needy students (Ms. Joy Dickenson). Arguments that such activities ought not to be the business of the University did not deter private sector partners like IBM, Shell, Terra Nova Hotel and Ashtrom from contributing to the success of these initiatives. In 1996, Dr. Thelora Reynolds was appointed Director of Student Services and her office had a budget, which allowed for continuation of the programmes and nurturing of the partnerships, as well as the development of service learning based in the Halls of Residence, and an Interpersonal Skills programme. Other staff members were very involved, for example, in Career development programmes (Mrs Merrit Henry) and programmes implemented for students with special needs, with provisions made for those who were visually or hearing impaired (Professor Mark Figueroa and Mr Peter O'Sullivan). In 2007, as a result of partnership with the UWI Mona Lions Club, the Centre for Students with Special Needs was established.

An important change was the Office of Student Financing, a formalisation of the Financial Assistance for Needy Students initiative, to provide financial advice and assistance to students, and to compile and share relevant financial information with the administration.

The Sports programme was expanded and an annual student exchange programme was established with Florida State University. Later, the First Year Experience (FYE) was introduced to assist incoming students in their personal and academic development through involvement in a range of social, cultural, academic and citizenship activities as well as community service.

Participation in co-curricular activities was encouraged but the introduction of a co-curricular transcript and the granting of credits for involvement in co-curricular pursuits, which documented students' involvement in out-of-classroom learning experiences were not universally accepted. The annual Student Awards Ceremony recognised students who had excelled

academically and highlighted outstanding student performance in co-curricular activities, service and leadership.

In 1994, the UWI gained access to the Internet, and the transformation which this triggered was welcome. Acquisition of hardware and expansion of the fibre optic network increased possibilities for research, teaching and learning especially via distance mode. Another outcome was the building of capacity within the institution - development of staff expertise in the use of technology in their work, as well as facilitation of the purchase of computers, which provided the stimulus for exploring possibilities of new and creative ways of communicating with students and overcoming some of the learning difficulties they experienced.

One of the most dramatic and welcome changes which resulted from internet access was the shift from manual to the convenience of on-line registration.

The establishment of the Business Development Office (BDO), in 1997, was designed to develop the entrepreneurial potential of the Campus so that income could be generated to provide financial support for research and resources. The Natural Products Institute and the Mona Institute of Applied Sciences (MIAS) were launched in 2000 and 2001 respectively, followed by Mona Geoinformatics (GIS) and The Mona Geoinformatics Institute (MGI). Over time, new commercial ventures were attracted to the Campus - an additional Bank, a variety of eating establishments, a travel agency, and other potential income generating initiatives such as:

- (i) Mona Digital & Offset Limited, formerly the University Printery;
- (ii) Mona Institute of Medical Sciences (MIMS) (providing rentable office premises for doctors employed by the UWI and the University Hospital to offer services to patients who wish to access these services privately;
- (iii) News Talk 93 FM (formerly Radio Mona).

Several private sector companies partner with the institution to provide scholarship support, research grants as well as infrastructure development.

The Institute of Business (now the Mona School of Business and Management (MSBM)) introduced self-financing graduate programmes in 1989. The Executive



Mona Campus Principal, Professor Archibald McDonald presents a special token to the 2016 UWI Mona Homecoming Honouree, Hon. Elsa Leo-Rhynie.

Masters in Business Administration (EMBA) was first offered in that year in association with Penn State University.

Professor Gordon Shirley initiated construction of The Sir Alister McIntyre building with its aesthetically pleasing design of study spaces, ponds and fountains; initially erected to house the Mona School of Business, it was later expanded to accommodate other departments of the Faculty of Social Sciences as well as the Institute for Gender and Development Studies. Increasingly, new academic programmes, especially those at the Master's level, had to be "self-financing", in that students had to pay the full economic cost and not just a percentage of the tuition fee.

QUALITY

The resistance, controversy and contention surrounding the aspects of change and transformation in the 1992-2007 period were attributed, in almost all instances, to concerns about ensuring and maintaining quality.

Quality is a multidimensional issue in an educational setting, incorporating

concepts of relevance, efficiency, effectiveness and, of course, strategic use of resources. The demand has been, and continues to be, for institutional quality; programme quality; input, process and output quality, and particularly the quality of the graduates produced.

Establishing a system of Quality Assurance in the university to ensure 'academic quality control' became the primary mandate of the new Board for Undergraduate Studies. The first Pro Vice Chancellor to assume that portfolio, Professor Marlene Hamilton, undertook the significant challenge of formalizing quality assurance initiatives already introduced at faculty level, and more importantly, carrying out the mandate handed to BUS which was to transform UWI into a quality-driven institution.

The UWI always had internal quality assurance measures for its programmes, including regulations governing course and programme approval, use and approval of first and second examiners, university and external examiners. The new, insistent demand for quality was based on the need to ensure that UWI's first degrees met international standards

and the importance of demonstrating UWI's commitment to the international concern about measuring and ensuring quality in higher education.

The change process was initiated in 1996 when a formal process of both internal and external quality assurance was developed and implemented; Professor Hamilton was succeeded by Professor Hilary Beckles in 1998, and a Quality Assurance Unit was established in 2001. Independent, external quality reviews are now carried out on a departmental basis on a five- to seven-year cycle.

Quality assurance procedures and practices have now become an accepted part of the culture of the institution.

Other initiatives which resulted from the Quality Assurance thrust included:

1. Staff Development: Instructional Development Units (now renamed the Centres for Excellence in Teaching and Learning), were established on each campus Course and programme approval: Course approval as well as other functions related to quality in research, scholarship and practice were undertaken at Mona by the newly established Academic Quality Assurance Committee (AQAC), now replicated on the other Campuses.
2. Matriculation: changes introduced to facilitate new qualifications associate degrees and the International Baccalaureate were allowed to matriculate under the 'or equivalent' phrase.
3. Examinations: In 2006 a specially convened Task Force reviewed the existing examination system and recommended important changes to various aspects.
4. Grade Point System: Introduction of the GPA.
5. Library: improvements in technology allowed students to access to and make effective use of learning resources such as on-line databases. A 24-hour reading room was introduced.
6. Student Services: Offices of Student Services (later renamed Student Services and Development) were established on all three campuses to promoted the affective learning of students.
7. Quality Audits, Surveys of key stakeholder perceptions, Student evaluation of teaching, as well as of services, all fed into the change process so as to improve the



Members of the Elsa Leo-Rhynie Hall Choir performing at the Lecture

quality of the learning environment and impact the quality of the UWI graduate. 8. Student support: There was also increased focus on providing personal support for students in the form of academic advising and counselling.

ACCREDITATION

Quality in education has become almost synonymous with accreditation, which is valuable to graduates who use it as a 'passport' to employment regionally and overseas, as well as for further study. When notice was given that the functioning of the United Kingdom General Medical Council (GMC) as an accreditation body for medical schools in Commonwealth countries would end in 2003, this external change forced an immediate response which was critical in ensuring that the quality of the medical programme was endorsed by a reputable accreditation body. The UWI spearheaded a successful initiative which was approved by CARICOM, and the Caribbean Accreditation Authority for Education in Medicine

The globalization of education is well underway: universities are establishing campuses overseas or forming partnerships with overseas universities to offer joint degrees.

and other Health Professions (CAAM-HP) is now functional, active and well respected.

Two events which have become part of the Mona Campus tradition are Research Day, introduced in 1998, and the Mona Academic Conference, first held in 1999. Both were primarily intended to showcase the quality of the Campus's research work and demonstrate its commitment

to providing relevant and innovative responses and solutions to national and regional issues.

A major highlight of the Research Days has been the Principal's Awards ceremony. The research work of faculty members is subjected to rigorous scrutiny by their peers as they compete for the awards which are given for various achievements. Several research projects undertaken by the academic staff are sponsored and funded by overseas foundations and other entities. The Office of Sponsored Research (OSR) – now re-named the Mona Office of Research and Innovation – has responsibility for coordinating externally sponsored research and handles matters pertaining to licensing, patents and joint ventures. In recognition of the primacy of quality in the university, the Office of the Mona Campus Principal established an Office of Planning and Institutional Research (OPAIR) to support of the Campus's strategic planning activities, policy formulation, decision-making, assessment, and compliance reporting.

THE LIGHT STILL RISES

Much progress is evident. The University has a fully operational 4th Campus ... the Open Campus – the Mona Campus has a satellite campus in Western Jamaica, the orange grove across the road from the main gate has been replaced by the grand new Regional Headquarters, Faculty buildings for Law and Medical Sciences (now offering dentistry as well), The Mary Seivwright building incorporating the School of Nursing, the expanded University Bookshop, new Halls of Residence – have all dramatically transformed the campus.

The globalization of education is well underway: universities are establishing campuses overseas or forming partnerships with overseas universities to offer joint degrees. Associated with this global trend is the importance of being able to communicate well, with diverse cultural groups and in at least one foreign language.

The UWI has offered the more traditional foreign languages for decades; more recently Japanese was added and now the Confucius Institute is home to knowledge about China, Chinese culture and languages.

In terms of relevance and responsiveness, debate and controversy surround the value of vocational vs. academic programmes - the employability factor is a critical variable as employers demand competencies from their employees that are closely linked to the needs of the workplace; the value of interdisciplinary vs disciplinary learning – ensuring that the curriculum is sufficiently flexible and the teaching methods such as to allow for interpreting and carrying out analysis and synthesis of ideas and concepts, which are vitally important in ensuring an understanding of the "connectedness of knowledge" as well as expanding the existing boundaries of knowledge.

All of this places a mammoth responsibility on educators to be open to change in order to provide the quality education which will allow students to be the problem solvers of the future, by developing now the critical thinking skills needed to function in that world. Crucial literacies for 21st Century learners are: creativity and innovation; critical thinking and problem-solving; communication; collaboration. We note particularly the 6Cs of Education for the future: Think CRITICALLY, COMMUNICATE Clearly, Work COLLABORATIVELY, Embrace CULTURE,

Develop CREATIVITY and Utilize CONNECTIVITY.

At UWI there are exciting indicators of technology change: I was literally blown away by the presentation of the honorary doctorate to Professor Godfrey Palmer at Graduation 2015. Although he was in Scotland, the computer linkup made it appear as though he was right on stage at Mona.

But our three issues remain paramount:

- Access: We need to continue to attract and retain the best talent in our country and the region (students as well as faculty and staff). We must engage in the curricular transformation needed to ensure attraction and production of the graduate whose total educational experience is an integrated learning one, and whose needs are met, regardless of whether they are gifted, or specially challenged. Young, bright faculty and staff need to be nurtured so that future guardians of that special light rising in the West are identified.

- Resources: The cost/affordability balance remains paramount. Who will foot the bill to permit access for as many as seek, and are qualified to receive? Initiatives which reduce dependence on government funding are crucial.

- Quality: Remaining responsive and relevant, effective and accountable – this is the quality imperative.

Also, 23 years after the CGDS came into being, the gender discourse remains contentious and controversial. Enrolment at UWI now totals 52,032 with a gender distribution of 31.8% male to 68.2% female students. Currently, the most important issue relating to gender seems to be what is being termed male underachievement.

Calls are being made to address this as a priority, placing other concerns such as gender based violence, sexual abuse of children (mostly girls), human trafficking (mostly girls and women) on the back burner.

I accept that the situation of boys must be addressed. As Professor Stephen Vasciannie recently commented to a group of school principals:

Many of our boys find aspects of school boring, or as the late Rex Nettleford once said, "boringly irrelevant". Various explanations have been offered for the relative underperformance of high school boys in the competitive bid to enter university. We need to develop systemic methods

of addressing this problem, without compromising either standards of quality or principles of fairness towards girls.

Bearing in mind the last five words of Vasciannie's comment: "principles of fairness towards girls", however, I want to share a few statements from the article written by Steven Jackson in the Jamaica Gleaner of Dec 9, 2015 where he is reporting the findings of the Global Gender Gap Report (2015) published late November by the World Economic Forum (WEFORUM), a non-aligned Europe-based intellectual group, in which data from 145 countries were analysed.

- For every \$100 made by a man in Jamaica, a woman earns around \$60 on average.


- The overall rank of 65 (Jamaica) equates to one of the worst in the Caribbean. Barbados topped the region at 24, Cuba at 29 and Trinidad & Tobago at 46.

- The pay-gap report, now in its 10th edition, indicated that Jamaica continues to worsen from its peak ranking of 25 among 115 countries in 2006, then dipping to 52 in 2014, before free-falling this year.

- Interestingly, Jamaica scored the best in the world in the sub-rank index of females enrolled in tertiary education. Based on these data, it would seem that male "underachievement" in formal education converts into much greater economic advantage for these men!! The complexities of the gender issue in our societies will, I am sure, remain a priority area of research and controversy.

Preparation of the Strategic Plan for 2017-2022 is probably already underway, contemplating strategic modification or extensive transformation of the institution's functioning as the environment throws up new challenges.

Vitaly important, however, in the midst of revolutionary thinking, controversial proposals and contentious methodologies, which will probably generate creative rupture and transformation, is holding fast to the enduring values and maintenance of the institution's integrity by ensuring a certain degree of continuity.

May God continue to guide all who lead, work and study here - now and in the future – you all are the guardians of that light! 

7 NEW PROFESSORS from page 19

Technology for the cardiac surgery simulator and the Morris Joseph Levin Memorial Award for best presentation of his Master's thesis work in the semi-annual MIT EECS Master Works Oral Presentations.

Daniel Coore has been an active member of his Department and the University, taking on a number of administrative roles and undertaking teaching activities. He lectures in both the undergraduate and graduate programmes in the Department of Computing and is an active member of the department's curriculum sub-committee. He has also served on a number of campus- and university-level committees, including Council, and is a Fellow and Director at the Mona Geoinformatics Institute.

His public service includes participation on the UCJ Board of Studies for Computing (formerly IT), which is responsible for defining standards for tertiary level degree programmes in Computing related fields. He was appointed Chairman of that Board in 2015. Dr. Coore has also given invited talks at various conferences (e.g. Caribbean Growth Forum, Association of Higher Education Administrators (ACHEA), ICT4D), and is an advocate for the use of Free and Open Source Software (FOSS).

Dr. Coore has published regularly in peer-reviewed conference proceedings and is the author of the book *The Growing Point Language: A Developmental Approach to Generating Interconnect Topologies on an Amorphous Computer*. He has also published book chapters, short monographs and journal articles. He is a member of the Association for Computing Machinery (ACM), the Institute of Electrical and Electronics Engineers (IEEE) and the Caribbean Academy of Science.

PROF. JENNIFER KNIGHT MADDEN

Jennifer Knight-Madden holds the Bachelor of Medicine, Bachelor of Surgery (MBBS) degree with Honours in Community Health from The University of the West Indies, Mona, the Master of Science in Biometry from Duke University Medical College and the Doctor of Philosophy degree from King's College, University of London. She is Board Certified in Pediatrics (1993) and Pediatric Pulmonology (1997) by the American Board in

Pediatrics and is a fellow of the Royal College of Physicians and Surgeons of Canada (Pediatrics, 1994).

Dr. Knight-Madden joined the staff of the Sickle Cell Unit, Jamaica (MRC, UK) in 1997 and the Tropical Medicine Research Institute in 1999 as Lecturer/Research Fellow and was promoted to Senior Lecturer in 2007. She was appointed Director of the Sickle Cell Unit in 2013.

Jennifer Knight-Madden has developed a strong clinical and research specialty in sickle cell disease and particularly the effects of the disease on the lung. She is recognized internationally as sickle cell disease expert, particularly regarding the pulmonary complications of sickle cell disease, including Acute Chest Syndrome and wheezing/asthma.

As a researcher, she has a substantial body of original work, with some 42 articles in peer-reviewed journals including the *British Medical Journal*, *Thorax*, *Chest* and the *Cochrane Database Systemic Reviews*. These papers have been cited at least 700 times in the medical literature, a testament to the high quality of the journals in which they have appeared. She also has two chapters in highly regarded books. Professor Knight-Madden has also presented her research work at several academic regional and international conferences and was invited to speak at a plenary session at the 2012 American Thoracic Society Annual Research Meeting. One of her presentations was recognized by the Principal's Award for the Best Publication in the Faculty of Medical Sciences in 2006.

As a teacher, Professor Knight-Madden has contributed to teaching and the clinical supervision of DM candidates and leads the pulmonology section of the paediatric curriculum. She has participated actively in the teaching of medical, nursing and physiotherapy students as part of their exposure to sickle cell disease.

Her professional and scholarly activity includes leadership roles in the Caribbean Association for Researchers in Sickle Cell Disease and Thalassemia and the Sick Kids Caribbean Initiative. She has also served as President of the Caribbean Allergy and Respiratory Association. Other professional activities have included membership in the Sickle Cell Technical Working



Group (Jamaica), the Pan African Bioinformatics Network for H3African Sickle Cell Ontology Working Group and the Advisory Council of the Shikuri Project (Kenya). Her service to the University community includes membership on the UWI/UHWI Ethics Committee since 2010 and the Training and Strategy Committees of the Tropical Medicine Research Institute.

She has served as the principal investigator on several grants and secured a large number of grants from local and international agencies.

PROF. GARTH LIPPS

Garth Lipps holds the Bachelor of Arts (Honours) degree in Psychology from Simon Fraser University (1984), the Master of Arts in Clinical Psychology from the University of New Brunswick (1986) and the Doctor of Philosophy (PhD) degree in Applied Social Psychology from the University of Saskatchewan, (1994) in Canada.

Dr. Lipps joined the staff of The UWI, Mona in 2003 as Lecturer in the Department of Sociology, Psychology & Social Work, with the ability to teach across the clinical and applied psychology programmes. He was promoted to the rank of Senior Lecturer in 2010 and was awarded tenure in 2013. His strong training in statistics and psychometrics and experience as a statistician and programme evaluation specialist were very useful to the wider Department, particularly in its graduate Sociology and Human Resource Development programmes.

Garth Lipps has an impressive research and publications record, with substantial cross-faculty collaborations. His research agenda has focused primarily on depressive symptoms among children, adolescents and adults in the Caribbean, and adults with chronic diseases including HIV. This is an area of Caribbean life that had not been widely studied so that his findings have been useful for policy development. His research has focused on family, school and personal factors that contribute to the health and well-being of Caribbean populations.

In particular, Dr. Lipps has outlined valuable information on parenting styles across the region and the impact of authoritarian and

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2015 Vice-Chancellor's Award for Excellence honourees share a photo moment with Vice-Chancellor Beckles. L-R Professor Byron Wilson, Professor Surendra Arjoon, Professor Hariharan Seetharaman, Dr. Sandra Gift, Professor Sir Hilary Beckles, Professor Patricia Mohammed, Professor Michael Taylor and Dr. Adrian Cashman on behalf of the Centre for Resource Management and Environmental Studies (CERMES).

7 Vice-Chancellor's Awards to Outstanding Academic and Senior Administrative Staff

Seven members of the academic and senior administrative staff of The University of the West Indies, were presented with the annual Vice-Chancellor's Awards for Excellence, at a ceremony held on October 15, 2015 at the Roy Marshall Teaching Complex at the Cave Hill campus in Barbados. Recently appointed Vice Chancellor Professor Sir Hilary Beckles presented the awards to four persons from the St Augustine Campus, two from the Mona Campus and a department at the Cave Hill Campus.

A University tradition for more than 20 years, the awards recognise and reward outstanding performance in Teaching, Research Accomplishments, Service to University Community, Contributions to Public Service, and All-round Excellence in a combination of two or more of these four core areas. In the 2012 to 2013 academic year, a departmental award was added to recognise quality, service and operational excellence.

The 2015 awardees from Mona were

Professor Michael Taylor Head, Department of Physics at Mona, for Outstanding Research Accomplishments and Professor Byron Wilson, Professor, Herpetology & Conservation Ecology, Department of Life Sciences, Mona for All-round Excellence in Research Accomplishments and Public Service.

Professor Taylor's general areas of academic specialisation are environmental physics, climate variability, climatology and climate change. He is well known for undertaking the study of Caribbean climate variability and climate change at a time when studies devoted to the region were largely led by persons outside the region. Among his wide repertoire of publishing accomplishments, is a book authored earlier this year titled, *Why Climate Demands Change*. His UWI grantsmanship record totals several million dollars. In May 2015, he played the lead role in securing a US\$10.4 million grant for the Mona Campus. Although his scholarly work has reached regional and international impact, his personal philosophy is that research is as much about the people whose lives you interact with

in the course of doing so.

While Professor Byron Wilson has a proven record of leadership in research, his efforts to document and conserve Jamaica's biodiversity also constitute an exceptional contribution to public service. Over the last five years, Professor Wilson has displayed outstanding productivity in all categories of research output: authorship of books and journals, special issues, editor/series editor and conference presentations. His research and service activities also positively impact the island's unique biodiversity. Since 2009, he has earned over US\$900,000 in local and international research funding; a total of about US\$1.5 million since joining the Department in 2001.

The other 2015 honourees were Professor Hariharan Seetharaman, Department of Clinical Surgical Sciences at the St Augustine Campus, Trinidad & Tobago for Outstanding Research Accomplishments; Professor Surendra Arjoon, Faculty of Social Sciences, St Augustine Campus for All-round Excellence in

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UWI MONA TO DEVELOP GYMNASTICS PROGRAMME



Japanese Ambassador to Jamaica, Masanori Nakano hands over his government's contribution to Mona Campus Principal, Professor Archibald McDonald, while Campus Registrar Dr. Camille Bell-Hutchinson shows her delight.

The University of the West Indies (UWI), Mona, has received grant funding of US\$90,000 from Japan for the construction of a state of the art gymnasium, which will be used primarily for the development of a gymnastics programme at the institution. Japanese Ambassador to Jamaica, Masanori Nakano handed over his government's contribution to Pro Vice-Chancellor and Mona Campus Principal, Professor Archibald McDonald, at a ceremony held Wednesday, March 2, 2016 in the Council Room at Mona.

In making the presentation, the Ambassador noted that the gymnasium will be built to specifications that will support the training of gymnasts, through collaboration with coaches from Japanese company, Nishida's Gymnastics, which has undertaken to deliver specialized and

The globalization of education is well underway: universities are establishing campuses overseas or forming partnerships with overseas universities to offer joint degrees.

advanced training to students at Mona. He stated that the UWI has regional influence in various areas, and that the grant would assist its endeavours to promote further cross cultural education and sports training for the benefit of the entire Caribbean region.

Speaking at the hand-over ceremony, Professor McDonald, said successful completion of the project would add another critical step in the university's ongoing mandate to diversify the capabilities and programme offerings at the UWI and would support Mona's institutional goal of becoming the academic and practical sports hub of the island.

"Athletics and sports remain a core component to the UWI's ongoing quest to establish ourselves as frontrunners in higher learning," the Principal said, adding that the facility will allow students to train in a gymnasium that is built for the core purpose of developing their talents, sports acumen and capabilities, through the provision of the appropriate space and equipment.

Professor McDonald said the facility will likely encourage more interest in the sport amongst students and the wider public, and from an academic perspective, foster greater interest in physical education. He noted that the facility will also enable the UWI to provide more community development youth sport activities to neighboring communities, thus strengthening the community engagement and development arm of The UWI, Mona.

"Upon its completion, the UWI will be able to boast a comprehensive sports programme that focuses on education, training and developing essential industry practices that will take our country further on the international sporting stage," he said.

Professor McDonald added that the UWI is pleased to be able to strengthen the bonds as a tertiary institution with the government and people of Japan and looked forward to maintaining the strong relationship for the advancement of education in both countries. **M**

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Katherine Wynter, Sportswoman of the Year

The inaugural UWI Sportsman and Sportswoman of the Year Awards for 2016 have been presented to cricketer, Mr. Chadwick Walton and badminton player Ms. Katherine Wynter.

Mr. Walton, who graduated from The UWI, Mona Campus with a Bachelor of Science degree in Management Studies, is currently pursuing an MSc in Sports Sciences at the Faculty of Social Sciences at the Cave Hill Campus in Barbados. He is Captain of The UWI Blackbirds cricket team which, in 2015, captured all three titles in the Barbados Cricket Association's elite division. He has also played on the West Indies A team, the West Indies Senior team and the Jamaica Tallawahs.

Ms. Wynter is a student in the Faculty of Social Sciences, Mona, pursuing a degree in International Relations. She represented Jamaica in her first international tournament at the age of 13. She continued to participate in international matches during her time at secondary school and at The UWI. Most recently she competed

2 RECEIVE INAUGURAL SPORTSMAN & WOMAN OF THE YEAR AWARDS

in the Jamaica International Badminton Tournament where she took home both bronze and gold medals.

The presentations were made at the inaugural vice-Chancellor's Sports Awards ceremony held April 27, 2016 at the Daaga Auditorium on the St. Augustine Campus in Trinidad & Tobago.

Vice-Chancellor Professor Sir Hilary Beckles pointed out that all four campuses offer training from certificate to masters' programmes in the pedagogy of sport.

"No other civilization has produced as many sportsmen and sportswomen per capita as has the Caribbean. The University, he said, has therefore taken on the responsibility to ensure the retention of excellence ..."

He noted that no other civilization has produced as many sportsmen and sportswomen per capita as has the Caribbean. The University, he said, has therefore taken on the responsibility to ensure the retention of excellence and will establish a Faculty of Sport at The UWI. The Faculty of Law is the last faculty established, almost 40 years ago.



Chadwick Walton proudly displays his UWI Sportsman of the Year Award.

These inaugural awards were devised by Vice-Chancellor Beckles to honour top student-athletes for their outstanding performance in academics, athletics, service and leadership. Nominees are registered UWI students from each of The UWI campuses, who were recommended by their coaches and organisations as having excelled at the local and international level. Nominees also had to have a minimum grade point average (GPA) of 2.0. After a screening by campus selection committees, two from each campus went forward for further evaluation at the university level.

The Vice-Chancellor also presented special awards to UWI Alumni Jason Holder, current Captain of the West Indies Test and One-Day International (cricket) team, and Jehue Gordon, track and field athlete and Rio 2016 Olympic hopeful. Cricketers Deandra Dottin and Carlos Brathwaite who represented the West Indies during the recent Women's and Men's World Cup T20 matches also received awards on behalf of their teams. **M**

PESTICIDE LAB from page 5

to be accredited in the region to perform pesticide residue analysis. The Pesticide Research Laboratory, therefore, has an important role to play in the facilitation of trade, not only for Jamaica, but for the whole of CARICOM," he said.

"What a marvellous achievement this is and we look forward to the leadership that the PRL will provide in Jamaica and the wider Caribbean in this important area of pesticide residue analysis," Omar added.

Located on the Mona Campus of the University of the West Indies, PRL operates as an independent entity within the Department of Chemistry. It began operations in 1995 through a research grant from the Inter-American Development Bank (IDB) led by Dasgupta, who was then head of the department. PRL's original mandate was to:

- Carry out research on modern aspects of pesticide science through the participation of graduate and post-graduate students – of which there are currently three with another in the process of admission;
- Assist governmental and non-governmental organizations in monitoring pesticide levels in agricultural products and organic pollutants in the environment; and
- Develop human expertise in analytical chemistry. Included in the project being pursued by the lab are:
- Investigation of highly volatile toxic compound, Furan, in Caribbean Foods;
- Identification of neonicotinoids and their metabolites in bees and honey; and
- Analysis of glyphosate in soil and water.

They are also doing analysis of fruits and vegetables for pesticide residue.

Meanwhile, Dasgupta indicated that they have their eyes on developing a "proper marketing" "robust business plan" to boost their operations while "banking on the wide publicity of benefits to the agricultural and health sectors due to our certification".

7 NEW PROFESSORS from page 30

neglectful parenting practices in Caribbean cultural communities. He has also examined the impact that high stakes competency examinations required for entry to high schools have on children's, parents' and teachers' depressive symptoms and anxiety.

Dr. Lipps has demonstrated committed service to the Department and the University. He is a member of the University Senate, sits on the Academic Board and the Finance & General Purposes Committee, Mona as well as on the Campus Academic Quality Assurance Committee. He also serves as Associate Dean for Teaching and Learning in the Faculty of Social Sciences. Since joining the staff of The UWI, Mona, Dr. Lipps has developed seven new courses, each focused on teaching students the theoretical and practical knowledge needed for careers in Applied Psychology, Programme Evaluation and Sociology, as well as serving to increase the research and professional abilities of students.

Dr. Lipps' public service includes assistance to the Government of Jamaica with assessing programme implementation strategies and conducting needs assessments, as well as the provision of training in psychological assessment and career testing.

He further co-developed an innovative method of developing programme evaluation skills in Non-Governmental Organizations which leveraged faculty skills via student practica placements. He serves as a member of the Editorial Board of the *International Psychology Bulletin*, and a reviewer for a number of journals such as the *British Journal of Educational Psychology*, the *Journal of Black Psychology*, the *Journal of Early Adolescence*, *Child and Adolescent Psychiatry and Mental Health*, *West Indian Medical Journal* and the *Educational Quarterly Review*.

PROF. HALDEN MORRIS

holds a diploma in Technical Education from the University of Western Ontario, Canada, the Bachelor of Science (BSc), Hons, in Electrical Technology (1981), the Master of Science (MSc) in Technical Education (Electrical) (1982), and the Doctor of Philosophy (PhD) degree in Occupational Education (1986) from Southern Illinois University, Carbondale, USA.

Since joining the staff of the Institute of Education (now integrated into the School of Education) in 1992, Dr. Morris

has made an outstanding scholarly contribution in his field of expertise, particularly in the area of Technical Vocational Education and Training (TVET) and Workforce Development.

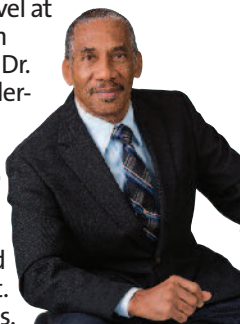
Building on his professional qualifications as an engineer and academic qualities as a researcher, Dr. Morris has produced a steady stream of research outputs that focus on TVET and workforce development in the Caribbean. His work has appeared in well-known journals in the field of technical and vocational education, providing information for a more practitioner-oriented audience and also with strong implications for policy makers and stakeholders involved in programme planning and implementation in the field.

His publications cover a wide spectrum including several peer-reviewed journal articles, chapters in six books, and he is the joint author for the peer-reviewed book, *Fundamentals of Fault Current and Grounding in Electrical Systems*.

He is also the editor of several journals and books including *Issues in Career, Technical Vocational Education and Training: Lessons for the Caribbean*. He has contributed to awareness of the need for greater attention to be given to TVET at all levels of the education system to meet current and future development needs.

Through the Joint Board of Teacher Education (JBTE), Dr. Morris has provided a range of quality assurance and professional development services in TVET to teacher training institutions in Jamaica and the Western Caribbean region. Dr. Morris is also an international quality assurance practitioner. He serves as a PEV (Programme Evaluator) for ABET (Accreditation Board for Engineering Technology) in the USA since 2012.

As an academic, Professor Morris has made a very strong contribution to undergraduate and graduate teaching programmes. He developed and taught the first TVET course at masters level at the Mona Campus in 1995. More recently, Dr. Morris provided leadership in the development of the Master of Arts in Leadership in TVET and Workforce Development which is now offered at both Mona and St. Augustine Campuses.



Dr. Morris has also developed graduate courses for students who wish to pursue TVET research in the MPhil/PhD in Education programme at UWI. He has an impressive record of supervision of research at the graduate level. He has, to date, supervised six candidates to the completion of their PhD and more than 40 Masters in Education candidates to completion of their zresearch projects.

Dr. Morris has also provided wide-ranging service to the University. He has served as Head of the Institute of Education, Chair for the Joint Board of Teacher Education (JBTE) Examinations and Accreditation Committee; Chair of the Mona Energy Conservation Project and member of the Grounds, Buildings & Premises Committees, Appointments and Promotion and the Information and Communication Technology Committees. One of his more outstanding achievements is the organization and management of the first UWI/UNESCO Caribbean Conference in TVET and Human Capacity Development in 2012 which led to his assumption of several key roles in the Third UNESCO-UNEVOC International Congress on TVET held in China in May 2012.

Dr. Morris' public service includes membership of a number of boards of public institutions and organizations. In recognition of his outstanding service to education and TVET in particular, he has received a number of noteworthy awards, among them being the Jamaica Prime Minister's Medal of Appreciation for Service to Education (2009), the Institute of Electrical and Electronics Engineers (IEEE) – USA Professional Service award (2008) and the IEEE-USA Regional Professional Leadership award (2007).

PROF. MONA WEBBER

Mona Webber holds the Bachelor of Science in Marine Zoology and Botany, the Master of Philosophy degree in Marine Zoology, as well as the Doctor of Philosophy degree in Marine Zooplankton, from The UWI, Mona.

She joined the staff of The UWI, Mona in 1990 as Assistant Lecturer in the Department of Life Sciences and was promoted to Senior Lecturer in 2002. She served as Associate Dean, Student Matters for the Faculty of Science and Technology from 2007 to 2010 and Head of the Department of Life Sciences from 2010 to 2013.



Mona Webber has distinguished herself in the areas of teaching, research, publication and administration. She has contributed significantly to the development and delivery of a number of courses both at the undergraduate and graduate levels.

Professor Webber coordinates one of the largest courses in the Department, with over five hundred and fifty students, in addition to teaching two courses at level 3. She was also instrumental in the design of the undergraduate major in Marine Biology and the MSc in Aquatic Sciences: Marine, Estuarine and River Systems. She has supervised or co-supervised thirty five postgraduate students to completion including six MSc, twenty four MPhil and five PhD on a range of biological topics.

Professor Webber has an impressive record of research focusing on Marine Biology. She has developed an innovative model of using marine zooplankton as indicators of environmental health and quality of offshore and inshore areas as well as several Jamaican bays. This started with the exploration and identification of reliable indicators of environmental degradation in mangrove systems and has led to the restoration of mangrove forests and their valuable ecosystem functions. The impact of this research is recognized internationally by her peers.

Dr. Webber has edited one book, published over thirty-two peer reviewed journal articles and one refereed book chapter. She has authored and co-authored nineteen technical reports for the Government of Jamaica, various funding agencies and the Department of Life Sciences.

She has attracted research grants totalling over US\$1,000,000 from external sources and over US\$150,000 from University research grants.

The newly appointed professor has also contributed significantly to the life of the University, providing leadership and support by serving on a number of committees at the Faculty and Campus level. She has served as non-professorial representative to Academic Board, Mona for three consecutive years and non-professorial representative on the Mona Campus Finance and General Purposes Committee (F&GPC) which necessitated serving as Academic Board Representative on Campus Council.

Mona Webber has also managed the

activities of the Port Royal Marine Laboratory since 1995.

Professor Webber has an outstanding record of public service locally and internationally. She has served as the Marine Biologist on the Scientific Authority to the Committee for the International Trade in Endangered Species (CITES), member of the National Ramsar Committee, member of the National Fisheries Policy Steering Committee and UWI representative on the National Protected Area Trust Fund Board.

VICE-CHANCELLOR'S AWARDS from page 31

Teaching and Research Accomplishments; Dr. Sandra Gift, Head of the Quality Assurance Unit, St Augustine Campus, for Service to the University Community; Professor Patricia Mohammed, Campus Coordinator, School for Graduate Studies and Research and Head of the Institute for Gender and Development Studies, St. Augustine Campus for All-round Excellence in Research Accomplishments and Service to the University Community; and the Centre for Resource Management and Environmental Studies (CERMES), Faculty of Science and Technology, Cave Hill Campus which received the the Departmental Award for Excellence.

Commenting on this year's awardees, VC Beckles – who was also the first recipient of inaugural Outstanding Research Accomplishments category – noted, "This event is viewed as the premier celebration of excellence within the wider university community and beyond recognising it does rigorous peer assessment of academic distinction and performance brilliance across the ocean of our academy. Individuals, networks and institutions are identified, reviewed, and recommendations made within a process known and accepted for its scrutiny of submissions and ingenuity of judgment."

Professor Patricia Mohammed spoke on behalf of the 2015 awardees at the award ceremony, noting that "... the institution provides a fertile ground on which excellence can grow and prosper". Common among all the awardees, she said, is a conviction that their work contributes to the collective good. "The goal of regionalism is central among the quest for excellence. As recipients we believe the awards are important to showcase the value and high standards this university sets for achievement".



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