



UWI



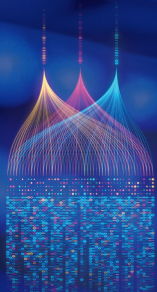
THE UWI QUALITY CIRCLE

Vol. 25, October 2024



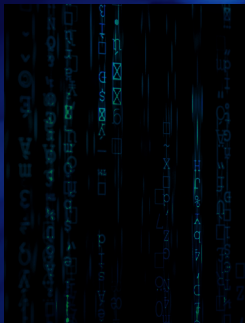
Quality, Artificial Intelligence and Data Protection at The UWI

CONTENT



04

EDITORIAL
Quality, Artificial
Intelligence and Data
Protection at The UWI



06

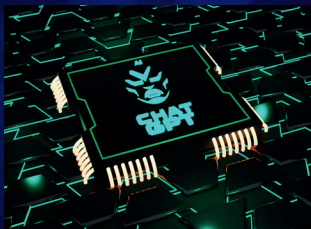
**QUALITY & ARTIFICIAL
INTELLIGENCE**
A natural progression of
the technological digital
revolution

09

**PROTECTING EMPLOYEE DATA:
THE ROLE OF THE UNIVERSITY
REGISTRAR**
Protecting employee data is of utmost
importance

10

AI & DATA PROTECTION
The seismic impact of AI
on society



14

**ARTIFICIAL INTELLIGENCE (AI)
ASSISTANCE (ALSO KNOWN AS
RENEE) AT THE GLOBAL CAMPUS**
Protecting employee data is of utmost
importance



18

**STUDENT PERSPECTIVES: LEARNING
MATHEMATICS USING CHATGPT**

21

DEVELOPMENTS IN AI AT THE UWI
UWI Media Release: The UWI launches
a new Cluster on generative ai for good
research

24

**WORLD QUALITY WEEK 2023
AT THE FIC**
The seismic impact of AI on society



28

**AI'S POTENTIAL TO RESHAPE
GRADUATE EDUCATION**
Improving student engagement with the
course content



30

**THE UWI FIVE ISLANDS
CAMPUS
AI CONFERENCE**
Improving student
engagement with the
course content

34

**ACADEMIC INTEGRITY
WORKSHOP 1**

36

**ACADEMIC INTREGRITY
WORKSHOP 2**

38

**QUALITY ASSURANCE UNIT
ACTIVITIES**

42

QUALITY GEMS
Words of wisdom from the
Quality Assurance Unit

46

WORD-O-GRAM

47

**ON THE BOOKSHELF:
PUBLICATIONS YOU SHOULD KNOW**

54

CONFERENCE HIGHLIGHTS
CANQATE celebrates 20
years

57

**WORD-O-GRAM
ANSWERS**

58

**UPCOMING QUALITY REVIEWS AND
EVALUATIONS**

Editorial



Kay Hinds-Thompson | Anna Kasafi Perkins | June Wheatley Holness | Patrick Anglin

Generative artificial intelligence emerged and catapulted our consciousness into heightened awareness of both its promise and its peril. More than ever, what is “ours” and how we create “it” are in doubt, how we maintain and protect it are debatable, and how we define breaches and penalties requires a paradigm shift to stay within legal and sometimes ethical boundaries.

The authenticity that we build into critical quality enhancement ethos and practices for The UWI and its affiliated entities largely shapes our responses and outcomes. Fittingly, therefore, this edition of The UWI Quality Circle (QC) examines “Quality, Artificial Intelligence and Data Protection at The UWI”. Obviously, the term “artificial intelligence” (AI) has become oxymoronic in the modern era when rapid advances in the use of AI so closely mirror what can be produced by the most emotionally grounded and smartest human brain. The UWI is keenly aware of the importance of proactivity in its approach at the policy level. This awareness acknowledges that on the ground, preparation for this

new era is fledgling, and individuals are still seeking to fully understand the capability of generative AI and its implications for teaching, learning, research and outreach. This volume of the QC advances both the needed debate, and the key practical considerations.

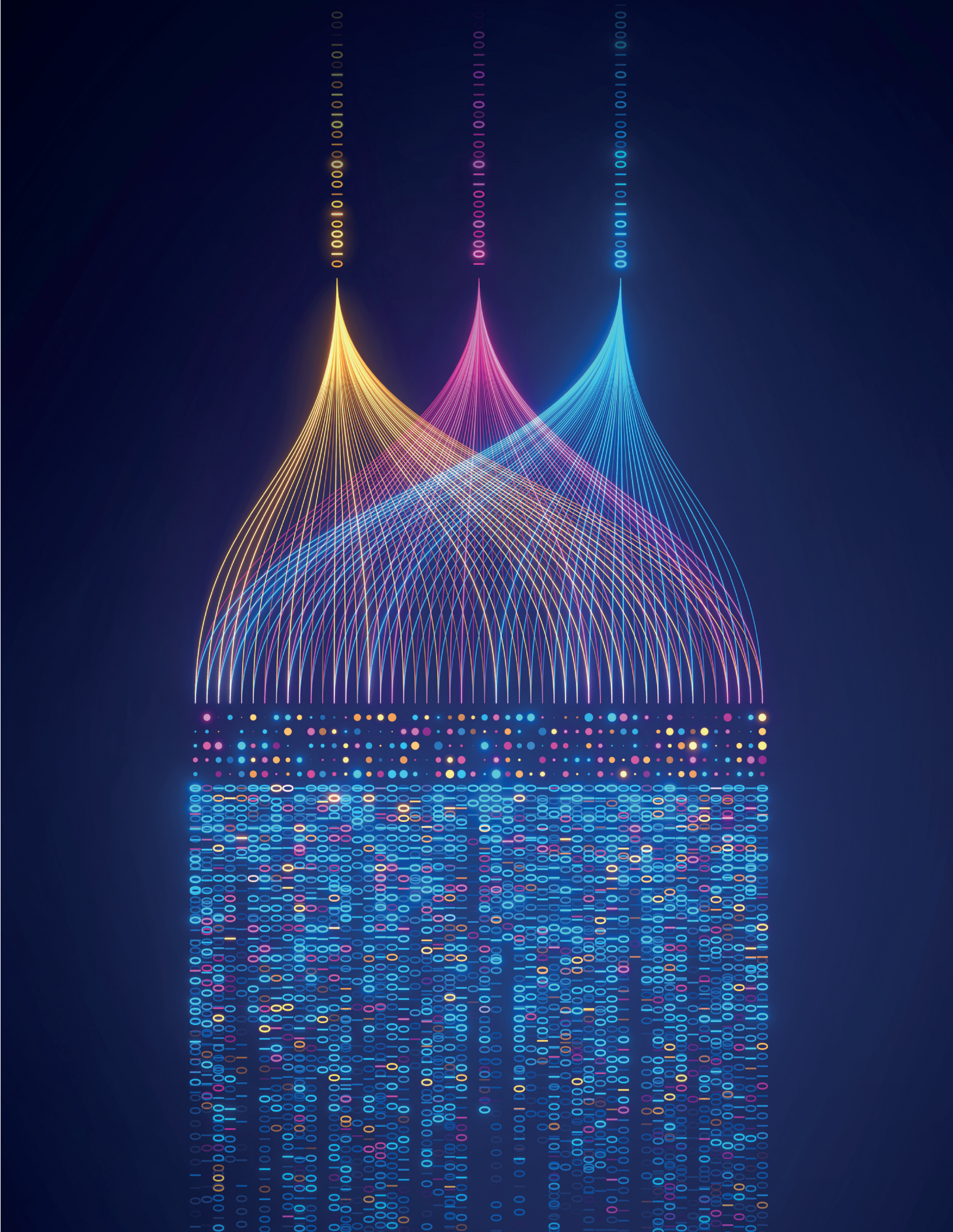
Leadership is very important in the race to enhance the benefits and increase the constructive learning from AI as it relates to University data protection. Hence, in this volume, senior administrators share insights, plans and practical applications used to engage AI data processes to The UWI’s benefit. Dedicated, competent working groups have examined the broader issues surrounding Academic Integrity and the subset of Artificial Intelligence. The UWI thereby produced policy initiatives and guidelines that are helping to shape our response to this multifaceted existential reality.

This volume of the QC presents digestible summaries and analyses of factors that seek to ringfence and harmonise how we tackle the attending issues efficiently. Several stakeholders, from students to faculty to our own QAU and OBUS

members, share their views and experiences, yes, and some concerns and fears. However, the QC provides a great opportunity to broaden our understanding and locate the AI phenomenon within the broader perspectives of quality and scholarship. As an inclusive publication, The QC invites colleagues to share words of wisdom; information on past, current and proposed initiatives; and, work in progress. We do hope that you are enlightened, enriched, stimulated and engaged further in the discussion and the responses required from each of us. The QC shows that we are privileged to be in an organic environment that gives us a place at the table for decisions that will affect us well into the future. Let us know what you think as we, too, learn and grow through producing this medium.

The QAU welcomes Professor Canute Thompson, who assumes the role of PVC BUS on October 1, 2024.

We thank Professor Derek Chadee for his fine leadership as PVC BUS during the 2023-2024 Academic Year, and wish him well in his new role as Deputy Campus Principal, St Augustine.



Quality & Artificial Intelligence

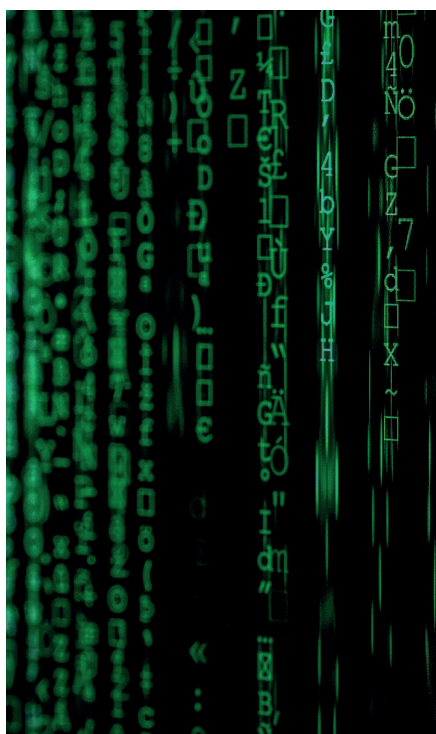


Professor Derek Chadee | Pro Vice Chancellor | Board for Undergraduate Studies 2023-2024

I remembered viewing the 2001 Steven Spielberg's movie, A.I. Artificial Intelligence, based on a 1969 book about an AI child. In fact, it was only about fifteen years prior to the 1969 book that the term artificial intelligence was coined for a Dartmouth College, New Hampshire 1956 summer research project meeting. However, as stimulating and entertaining was the movie, there were a number of ethical issues raised on the use of AI. Over the last four years AI technology has come to the fore with multifaceted positive implications for the benefit of humanity including educational institutions. But as with the movie, there are some concerns.

A natural progression of the technological digital revolution was the emergence of big data, machine learning (ML), large language models and the concomitant product of generative artificial intelligence

(GAI). A major outcome of ML and GAI is the synthesizing of data to inform analyses and decision making in many sectors including the education among others. The vast apparent access to some emerging popularized forms of AI technology has allowed many to benefit from GAI in its early incarnation. The UNESCO (2023) document titled Guidance for Generative



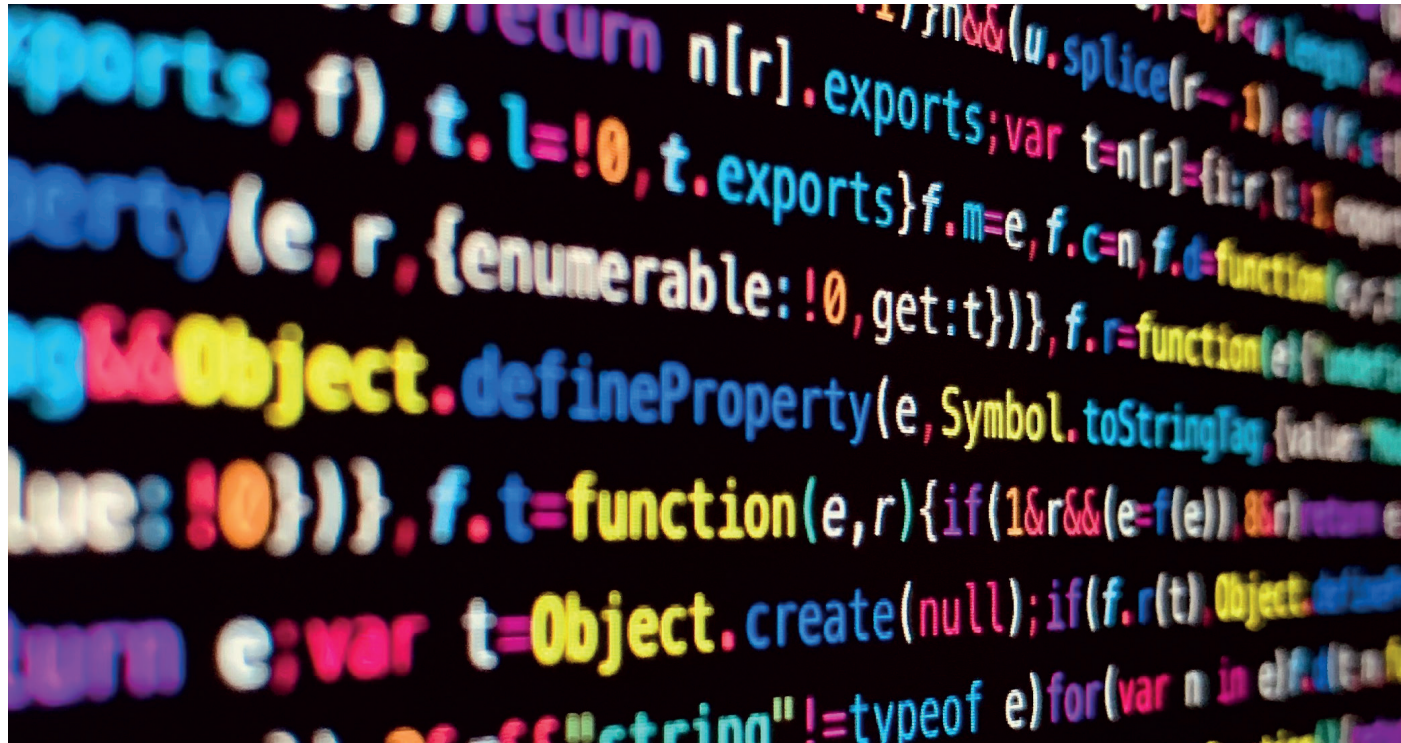
AI in Education and Research embraced GAI but encouraged the international community to reflect on the implications of AI for knowledge, teaching, learning and assessment, and cautioned the adoption of hallucinations, GAI false information, by unguided young learners.

The augmented technological advantage of AI to stakeholders including students' experience and workplace preparation, if systematically curated by administrators, will facilitate the realization of many of the strategic goals of universities. However, with changes there are new engagements that, for the unprepared, can emerge as challenges. These will include changing pedagogical relationships between Higher Educational Institutions (HEI) and stakeholders including students. Greater accessibility to knowledge allows students to have instantaneous access to vast amounts of information from

multiple sources. Such information is tailored to the needs and preferences of the student, in ways previously not experienced. The immensity of the knowledge can be of more span and depth than offered in a conventional lecture. HE classroom interaction and engagement must, therefore, sooner than later plan for and accommodate for this new relationship encouraging student's knowledge accessibility to GAI. Embracing the change can move classroom teaching to a new format of higher order and critical thinking utilizing GAI to discuss relevant models and problems solving approaches.

AI technologies are driven by innovators, researchers, entrepreneurs and engineers to mention a few. Many of the AI technologies are adopted by the HEIs rather than specifically created for or by these institutions. Therefore, as an imperative, HE institutions should jointly collaborate with shared resources on innovative projects to design AI technology specific to the needs of HE. These innovations must include administrative needs and other services to the benefit of all stakeholders. The issues of data protection, human rights including privacy, equity and equality and the replication of inherent biases by AI creators are not going to dissipate but there will





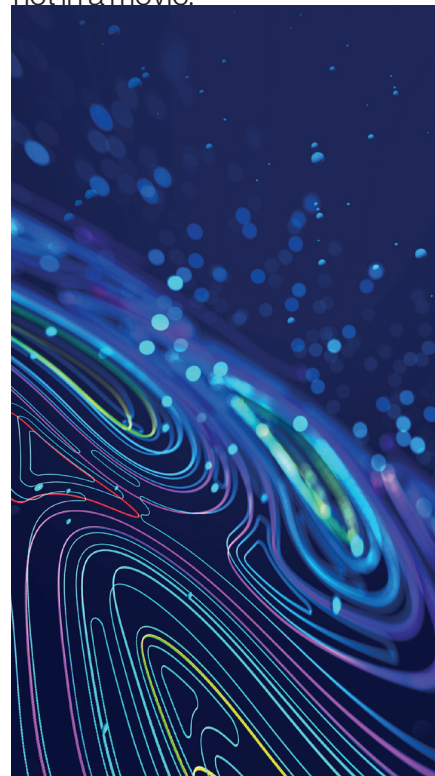
be enhanced debates around these and other problems. As GAI evolves the application to educational systems should be a natural extension. In fact, the UNESCO (2023) document refers to the emergence of an AI EdGPT specific for educational purposes.

As AI technology exponentially catalyse, the educational sector must adopt, adapt and bridge the gap between technological advancement and HE responsiveness ensuring technological preparedness and accessibility. As a result of a number of restraints and constraints HE institutions were slower to respond in the late 1990s and early 2000s to the a first massive wave of the digital

revolution. As HE's institutions embrace the AI wave, AI literacy will be core to every corner of educational institutions including their programmes. The demands of the workplace will require that HE students, regardless of field, be AI literate. Therefore, the necessary hardware, software and IT infrastructure will be crucial to the advantageous positioning and visioning of AI toward HE full benefit. With any technological revolution there will be displacements, opportunities and creation. Therefore, strategies must ensure that these factors are considered in planning forward.

As HEIs embrace the AI revolution, what is certain in the uncertainty of AI growth, is the need to re-evaluate our

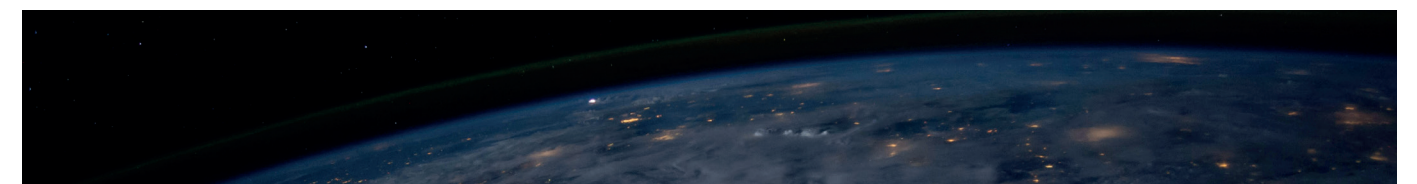
epistemological understanding of knowledge creation, propagation and pedagogies as the AI child evolves. And remember, we are not in a movie.



Protecting Employee Data: The Role of the University Registrar



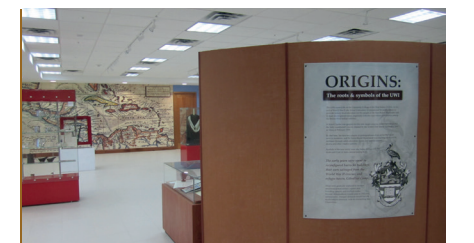
Dr Maurice Smith | University Registrar/ Chief Administrative Officer



Protecting employee data is of utmost importance for The UWI. Staff data encompasses a wide range of personal information which includes but is not limited to names, addresses, contact details, financial and medical records which if mishandled or compromised, will have far reaching consequences.

The University's Data Protection Policy aims to safeguard personal data. As Chair of the implementation committee, the University Registrar ensures its effective enforcement via collaboration with stakeholders. Some key current areas of focus include the formulation of Privacy Statements, Data Management Procedures, Awareness Training and Support, and Compliance Audits.

The committee works through functional groups, namely Legal, Human Resources, Archives and Records Management, Information Technology, Marketing and Communications and Registry Operations.



AI & Data Protection

Dr Patrick Anglin | University Data Protection Officer

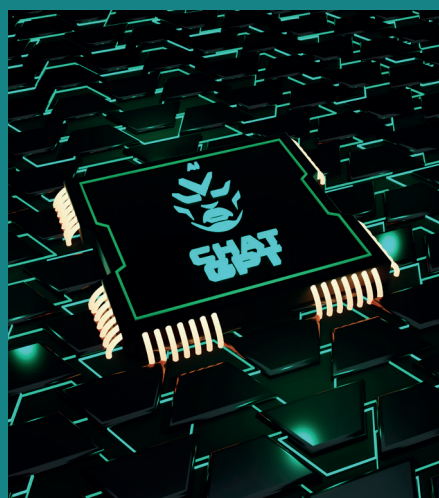


According to Edquist and Henrekson (2006), the ICT revolution, one of several in human history, has impacted how people lead their lives as well as produce goods and services. Edquist and Henrickson compare the impact of the ICT revolution to the invention of the steam engine and electricity. They note that ICT took a shorter time, roughly 40-50 years, to impact productivity than the steam engine did (140 years). However, the ICT revolution's impact on productivity was similar to that of electricity.

Similar to the thinking of Edquist and Henrekson, those of us who recognise, and are actively experiencing, the seismic (not just potential) impact AI is having on society today, are wondering how long it will take for AI to drastically impact, in a positive way, productivity. When future

scholars write about AI, I wonder how many years they will indicate and how those will compare to the steam engine, electricity and IT. The phrase “there’s an App for that” can now perhaps be replaced by “there’s an AI for that”. And “that” means almost anything.

I posed the following question (prompt) to ChatGPT 3.5, on May 1, 2024 – “What AI tools now exist?” Here’s a part of the response I received:



AI tools have proliferated across a variety of domains, offering solutions for tasks ranging from text generation and image recognition to data analysis and robotics. Here’s a list of notable AI tools and platforms across different areas:

Natural Language Processing (NLP) and Text Generation:

- OpenAI GPT Series: Models like GPT-3.5 and GPT-4 for text generation, conversation, and content creation.
- Google BERT and Transformer-based Models: For understanding and processing natural language.
- Hugging Face Transformers: A library providing a wide range of pre-trained NLP models.
- SpaCy: An NLP library for entity recognition, dependency parsing, and more.
- Rasa: A platform for building conversational AI and chatbots.

Machine Learning and Data Analysis:

- TensorFlow: A comprehensive ML framework by Google for deep learning and neural networks.
- PyTorch: A flexible ML framework developed by Facebook, popular in research and production.
- Scikit-learn: A library with a vast collection of traditional machine learning algorithms.
- Pandas: For data manipulation and analysis.
- Jupyter Notebooks: A web-based interactive computing platform for data science and ML.

Computer Vision and Image Recognition:

- OpenCV: A library for computer vision tasks like image processing and object detection.
- YOLO (You Only Look Once): A popular object detection framework.
- TensorFlow Object Detection API: Tools for building object detection models.
- Detectron2: Facebook’s platform for object detection and segmentation.

Robotics and Automation:

- ROS (Robot Operating

System): A framework for robot programming and control.

- AWS RoboMaker: A cloud-based service for building and deploying robotics applications.
- OpenAI Gym: An environment for developing and testing reinforcement learning algorithms.

AI Development Platforms and Services:

- Google Cloud AI Platform: Offers various AI and ML tools in the cloud.
- Amazon SageMaker: AWS’s platform for building, training, and deploying ML models.
- Microsoft Azure Machine Learning: A cloud-based ML platform.
- IBM Watson: A set of enterprise AI services for NLP, visual recognition, and more.

The foregoing are just some of the AI tools available. These tools ‘learn’ from data provided to them, or from data ‘scraped’ from the wider internet. It is therefore important, and becoming critical, that we begin to ask the question – “Where are these AI (large language models or LLMs) getting their training data from?” Have you wondered if your personal data – information that can be used, whether by itself or combined with

other information to identify you – is in the possession of these AI tools. Have you ever thought about what they can generate about you, credibly (or via hallucination – which is another issue) from the personal data which is ‘out there’?

Although several governments around the globe – 157 of the 193 UN member states – have enacted legislation to protect the privacy rights of their citizens (Greenleaf, 2023), AI and the attendant tools are evolving so rapidly that even tech savvy individuals, much less governments, are playing catch up. Jennifer King and Caroline Meinhart, of Stanford University’s Institute for Human-Centred AI, in their February 2024 White Paper “Rethinking Privacy in the AI Era – Policy Provocations for a Data-Centric World” observe that AI poses some unique risks to privacy. AI systems require massive amounts of data for training purposes. “It is this need for data that we predict will fuel an even greater race for data acquisition than we’ve witnessed over the last decades of the ‘Big Data’ era. This need will in turn impact both individual and societal information privacy – not just through the demand for data, but also by the impacts this need will have on specific issues such as consent, provenance, and the entire data supply pipeline and life cycle more generally.” (p.5)

I share the concerns raised by King and Meinhardt (2024) and would like to add one of my own, which is also shared by Ahmed (2021). Although many people do not publicise personal information that can make them directly identifiable, by using techniques such as removing identifiers or using pseudonyms, AI can effectively combine data from several disparate and, seemingly, unrelated sources to identify or re-identify individuals. Although data protection is relatively new, especially in Caribbean jurisdictions, some

advances have been, and are still being, made. However, with the advancements in AI - and I am not saying or insinuating that AI does not have tremendous benefits - the rights guaranteed by existing legislation, albeit still being concretised, are jeopardised by emergent technologies such as generative AI. I end with another consideration from "Rethinking Privacy..." [My emphasis] "*In addition to increasing the demand for data, AI systems also create new avenues for privacy harm through novel approaches to*

data collection and output. Existing regulations and frameworks also do not consider the ways in which privacy risks and harms from data can be relational and social in nature. Data can implicate individual privacy through inferences made through others' data, and through known or inferred relationships. And widespread data collection and surveillance can present societal level risks and harms that individually focused regulations simply cannot address."



References

- Ahmed, H. (2021). "Challenges of AI and Data Privacy – And How to Solve Them". ISACA Newsletters 2021, Vol. 32. <https://www.isaca.org/resources/news-and-trends/newsletters/atisaca/2021/volume-32/challenges-of-ai-and-data-privacy-and-how-to-solve-them>
- Edquist, H. and Henrekson, M. (2006), "Technological Breakthroughs and Productivity Growth", Field, A.J., Clark, G. and Sundstrom, W.A. (Ed.) Research in Economic History (Research in Economic History, Vol. 24), Emerald Group Publishing Limited, Leeds, pp. 1-53. [https://doi.org/10.1016/S0363-3268\(06\)24001-1](https://doi.org/10.1016/S0363-3268(06)24001-1).
- Greenleaf, G. (2023). "Global Tables of Data Privacy Laws and Bills (8th Ed.)". Greenleaf, Graham, Global Tables of Data Privacy Laws and Bills (8th Ed.) 2023 (May 9, 2023). Available at SSRN: <https://ssrn.com/abstract=4405514>.
- King, J. and Meinhardt, C. (2024), "Rethinking Privacy in the AI Era – Policy Provocations for a Data-Centric World" [White paper]. Stanford University Human-Centred Artificial Intelligence. <https://hai.stanford.edu/sites/default/files/2024-02/White-Paper-Rethinking-Privacy-AI-Era.pdf>.



Artificial Intelligence (AI) Assistance (also known as Renee) at the Global Campus



Dr Glenda Gay | Appointed Director (Ag) Academic Programming and Delivery Division | The UWI Global Campus



As Artificial Intelligence and advanced technologies, including ChatGPT, were launched in 2022, concerns were raised about academic integrity, AI-assisted cheating and “where these tools fit in the academic space”. The UWI subsequently held a virtual Vice-Chancellor’s Forum on Artificial Intelligence (AI): A Blessing or Curse for Higher Education on May 9, 2023, where senior academics and industry experts discussed the unfolding issues (<https://sta.uwi.edu/news/releases/release.asp?id=22618>).

At the Global Campus, however, the innovation of AI was being evaluated for another purpose – to better cater to its strictly online students and interest by stakeholders regarding the inclusion of these emerging technologies –

- How effectively could AI be infused in its local, regional, or internationally advertised online courses?
- How could it provide 24/7 assistance for students across various time zones?
- How would the implementation of AI be accepted by regional students who were accustomed to the social interaction of an instructor or a live helpdesk team?

AI Assistant

An opportunity arose during the Summer 2022-2023 semester, when the campus sought to integrate an Artificial Intelligence (AI) Teaching Assistant in 25 courses that had:

1. traditionally had low student registrations (less than 15 students), and
2. difficulty in securing the services of instructors to manage these courses.

The purpose of an AI Teaching Assistant was to provide authentic responses to students’ specific queries on course content. The Assistant was able to use the content to build a ‘conversation flow’

with the student thus responding to content-specific questions, provide quizzes on various topics, and thus simulate actual human interaction. As students progressed through a course, they benefited from the increased complexity of questions that built on prior units. This was intended to improve student engagement with the course content.

Through the integration of an AI Assistant in these online courses, the campus was also able to offer 24-hr support and therefore timely responses to these students, while reducing (not eliminating) the number of instructors contracted. Other academic and technical support was maintained for quality assurance purposes. There is evidence to suggest that the AI Assistant has the potential to reduce instructors’ workload in certain areas. One outcome would be the ability to better monitor students’ progression through their courses and identify students at risk.

Benefits and challenges

At the end of the summer semester 2022-2023, the following benefits and challenges were noted:

Benefits

- Increased Efficiency
 - » Opportunity to address students’ questions on course material immediately
 - » Students received immediate answers to

course related questions rather than wait 24-48 hrs for a response from an adjunct.

- Improved Accuracy
 - » Students were provided with accurate information since responses were taken directly from course content.
- Assessment (Multiple Choice and Short Answer)
 - » The Assistant was able to generate practice and final assessment questions
 - » Rubric comparison grading was also available; however, the campus did not use it during the pilot.
- Unanswered questions were catalogued by the Assistant. These questions would be answered by a content expert assigned to the course. The responses would also become part of the course’s knowledge base for students’ benefit.
- Data Analysis and Insights on student performance could be obtained during the semester.



Hi there! 🐦
I am Renee, your chat buddy.

Challenges

The main challenge identified was

the initial hesitation by students as they became familiar with the features of the AI Assistant.

Preliminary results

The average marks of each of the

25 AI enhanced courses in Summer 2022–2023 were compared with the same courses offered in the previous year, Summer 2021–2022. Tables 1, 2 and 3 show the results for the 12 courses at level 1, seven at level 2, and six at level 3, respectively.

One notable finding is that five courses that could not be offered in Summer 2021–2022 were offered in Summer 2022–2023 with the AI Assistant.

Table 1. Comparison of average marks of 12 level-one courses typically during Summer.

Course Code	Course Name	Number of Students		Average Grades	
		Summer 2022-2023 AI Assistant	Summer 2021-2022	Summer 2022-2023 AI Assistant	Summer 2021-2022
ECON1009	Introduction to International Trade & Foreign Business	11	9	61	63
EDPS1003	Psychological Issues in the Classroom	2	0	62	*
HOTL0300	Resort Operations	4	5	69	84
LITS1002	Introduction to Prose Fiction	5	0	64	*
MGMT030	Employee Law	13	11	70	77
MGMT0301	Labour Relations	12	11	74	78
SOCI1007	Introduction to the Social Sciences	1	5	87	81
SOWK0901	Principles and Practices of Social Work II	4	3	68	83
SOWK0903	Understanding Human Behaviour and the Social Environment	2	0	84	*
SOWK0905	Intro to Caribbean Social Policy and Social Services	3	5	81	95
SOWK1003	Theory and Practice of Social Work	4	5	79	90
		4	5	73	68
Overall Average Grade of Level 1 Courses				73	80

* denotes courses not offered due to low enrolment or instructor unavailable

Table 2. Comparison of average marks of 7 level-two courses typically during Summer.

Course Code	Course Name	Number of Students		Average Grades	
		Summer 2022-2023 AI Assistant	Summer 2021-2022	Summer 2022-2023 AI Assistant	Summer 2021-2022
EDLA2105	Language Structure Content of English	2	11	67	81
EDME2201	Introductory Calculus	5	0	88	*
EDPS2003	Motivation and the Teacher	1	14	67	51
EDTL2807	Adults as Learners	4	6	69	88
LITS2503	West Indian Poetry	3	9	64	58
MGMT2007	Introduction to E-Commerce	9	0	77	*
MGMT2008	Organisational Behaviour	11	7	74	81
Overall Average Grade of Level 1 Courses				72	72

Table 3. Comparison of average marks of 6 level-two courses typically during Summer.

Course Code	Course Name	Number of Students		Average Grades	
		Summer 2022-2023 AI Assistant	Summer 2021-2022	Summer 2022-2023 AI Assistant	Summer 2021-2022
EDLA3110	Writing in the Secondary School	9	10	61	58
EDMA3217	Pedagogical Issues in the Teaching of Mathematics	5	17	89	85
EDME3201	Linear Algebra	5	19	59	80
GOVT3048	Contemporary International Relations of the Caribbean	8	4	60	71
MGMT3017	Human Resource Management	11	15	83	86
MGMT3110	Corporate Entrepreneurial Management	11	6	63	64
Overall Average Grade of Level 1 Courses					72

Students’ Perspectives: Learning Mathematics using ChatGPT

Compiled by Dr. Andrew Hunte | Five Islands Campus



This semester, I integrated ChatGPT into my weekly mathematics learning routine. Understanding mathematics relies heavily on practice, so utilizing ChatGPT helped me generate practice questions. Moreover, ChatGPT provided answers, enabling me to check my work and identify any mistakes or omitted steps. Using ChatGPT also proved beneficial for generating practice exercises in other subjects this semester.

One particularly interesting exercise involved our instructor using an error analysis question generated by ChatGPT on a quiz (See Figure 1). The question presented a worked solution with an intentional error in solving exponential equations. This AI-generated error analysis question was highly effective in assessing my understanding and prompted me to think critically about explaining the necessary steps to solve the problem.

Success Otens
1st Year Student
School of Business and Management,
The UWI FIC

1. Consider the following question
Solve $5^{x-1} = 7^x$

[5 marks]

Your classmate is solving this problem and writes the following:
 $5^{x-1} = 7^x$

Taking ln of both sides we get
 $\ln 5^{x-1} = \ln 7^x$

$(x-1)\ln 5 = x\ln 7$
 $x\ln 5 - \ln 5 = x\ln 7$
 $x\ln 5 + x\ln 7 = -\ln 5$
 $x(\ln 5 + \ln 7) = -\ln 5$
 $x(\ln 35) = -\ln 5$
 $x = \ln 5^{-1} / \ln 35$

Analyze the solution and identify any errors if they exist and explain what needs to be done and then write the correct solution

Figure 1: An Error Analysis Question generated by ChatGPT



I frequently used ChatGPT for my mathematics course. I found it to be an invaluable additional resource for practicing and solving mathematical problems. While the error analysis question was challenging, approaching it with a clear mind allowed me to identify and correct the error, enhancing my understanding of the topic.

Gail Lewis
1st Year Student
The UWI FIC

I think it helps to explain concepts that you do not understand and find more examples of questions in a topic for further practice. Additionally the error analysis question generated by Chat Gpt was a great question to show how well we students understood and remembered the steps to solving the problem on exponents and logarithms.

Ashley Francis





In my opinion, it is a very useful tool when learning different concepts and topics. I personally use it to create questions, and practice for upcoming quizzes etc. It also provides simple and broken down explanations for topics that may have been challenging for me.

Regarding the Error analysis question generated by ChatGPT, I think it was a good and smart way for us to cement the material in

our heads, because it gave us the opportunity to identify what we weren't familiar with, and also made us aware of what we knew and didn't know.

Jahdidah Pelle

Developments in AI at The UWI





THE UNIVERSITY OF THE WEST INDIES

MEDIA RELEASE

For further information, please contact the University Marketing and Communications Office
via email at unimarkcom@uwi.edu

For Immediate Release

The UWI launches a new Research Cluster on Generative AI for Good Research

The UWI, Regional Headquarters, Jamaica. Friday, April 19, 2024—The increased use of Artificial Intelligence (AI) comes with challenges such as ethics, societal impact, regulatory uncertainty, data privacy, and labour displacement, yet AI has potential for societal good, such as increased efficiency, improved healthcare, and advancement in research and science. To explore the myriad challenges and opportunities for the Caribbean, the School for Graduate Studies and Research at The University of the West Indies (The UWI) has established a network of researchers focused on fostering interdisciplinary collaboration among academicians, researchers, industry leaders, and policymakers to ensure AI brings good to the region.

The network, known as a research cluster is expected to develop cutting-edge, globally competitive postgraduate programs that enhance understanding and skills in AI and its use. Speaking at the cluster's launch event held on April 5, Pro Vice-Chancellor, Graduate Studies and Research, Professor Aldrie Henry-Lee noted that the initiative is strategic for the University in pursuing its mission of advancing learning, creating knowledge, and fostering innovation for positive transformation in the Caribbean and the wider world. She assured that The UWI promotes AI for good and promotes its ethical and equitable use; beneficial to all, especially the most vulnerable in the society.

Led by Academic Director of The UWI Five Islands Campus in Antigua, Dr. Curtis Charles, the management of the cluster is supported by Professor Patrick Hosein of the St. Augustine Campus, Professor Ian Hambelton of Cave Hill Campus, and Professor Maurice McNaughton of Mona Campus. At the launch, Dr. Charles explained that the principle of the operation of the cluster is to initiate a strategic alliance among the five campuses dedicated to harnessing the transformative power of generative artificial intelligence. He noted that the design intended is a network effect with each campus having an AI lab comprising experts focused on cutting-edge research and interdisciplinary collaboration. It will also provide a broad structure to incorporate a variety of stakeholders across the Caribbean community and showcase the expertise of The UWI system to generate financial activity.

Among the next steps over the next two years include establishing a website and supporting digital presence, hosting and participating in research seminars and workshops, and from July 8-10, the Five Islands Campus in Antigua & Barbuda will host the University's first international artificial intelligence conference, themed "Reimagining the Digital Transformation of the Caribbean in an Age of Regenerative AI and the Fifth Industrial Revolution". Interested persons are invited to learn more and register at fiveislandsaiconference.com. Early bird discount ends April 30. <https://fiveislandsaiconference.com/>

END.

Photo caption: Network diagram of proposed 'One UWI' AI Labs in the new Research Cluster on Generative AI for Good Research

About The University of the West Indies

The UWI has been and continues to be a pivotal force in every aspect of Caribbean development, residing at the center of all efforts to improve the well-being of people across the region for over 75 years.

From a university college of London in Jamaica with 33 medical students in 1948, The UWI is today an internationally respected, global university with nearly 50,000 students and five campuses: [Mona in Jamaica](#), [St. Augustine in Trinidad and Tobago](#), [Cave Hill in Barbados](#), [Five Islands in Antigua and Barbuda](#) and its [Global Campus](#), and global centres in partnership with universities in North America, Latin America, Asia, Africa, and Europe.

The UWI offers over [1000 certificate, diploma, undergraduate and postgraduate degree options](#) in Culture, Creative and Performing Arts, Food and Agriculture, Engineering, Humanities and Education, Law, Medical Sciences, Science and Technology, Social Sciences, and Sport. As the Caribbean's leading university, it possesses the largest pool of Caribbean intellect and expertise committed to confronting the critical issues of our region and the wider world.

The UWI has been consistently ranked among the best in the world by the most reputable ranking agency, [Times Higher Education \(THE\)](#). Since The UWI's 2018 debut in THE's rankings, it has performed well in multiple schemes—among them including World University Rankings, Golden Age University Rankings (between 50 and 80 years old), Latin America Rankings, and the Impact Rankings for its response to the world's biggest concerns, outlined in the 17 United Nations Sustainable Development Goals (SDGs), including Good Health and Well-being; Gender Equality and Climate Action.

Learn more at www.uwi.edu

World Quality

Week 2023 at FIC



Oshane Grant | Office of the Principal | Five Islands Campus

World Quality Week 2023, under the theme “Quality: Realising Your Competitive Potential”, saw the campus buzzing with activities, including a workshop on data protection, presentations and a student debate titled, “Be it resolved that institutions should prioritize realising competitive potential over continuous quality improvement measures”.

The sessions were very informative and interactive. Colleagues remained engaged during the week because the style of delivery was more about sharing and learning from each other. While the quality and data protection officers are the experts in the field, they found unique ways to allow the voice of the participants



PVC & Principal Justin Robinson speak on Improving competitiveness through accreditation/ranking

to be heard and, at times, played the role of knowledge keepers.

The week allowed for great reflexivity, where staff not only focused on the way they will handle data going forward but also looked back at previous actions and saw where a different decision could have been made. A few of the sessions welcomed the participation of our key stakeholder, our students. We found that the students shared similar concerns to those of the staff at FIC and the wider UWI in relation to quality assurance and data protection.

The highlight of the week was the students’ debate, which marked the first time the campus witnessed students’ strong interest in competitive debate. This interaction led to the emergence of The UWI FIC Debating Society.



World Quality Week was celebrated November 7-8, 2023. The Theme for the year was “Quality: Realising Your Competitive Potential”. In keeping with the theme, the FIC held a two-day workshop exploring ways of realising UWI’s competitive edge in areas as varied as accreditation/ranking, data protection and continuous improvement. Some sessions were live streamed to allow other campuses to benefit. Highlights of the activities are shown.





Dr. Perkins interacting with FIC Staff



Dr. Curtis Charles shares a thought



FIC students actively participating in WQQ 2023

FIC Students Debate during Quality Week

Moot: “Be it resolved that institutions should prioritize realising competitive potential over continuous quality improvement measures”



AI’s Potential to Reshape Graduate Education

Peter Chami PhD FRSS(Lond) | Director, Graduate Studies and Research | Cave Hill Campus



Artificial Intelligence (AI) is revolutionizing the landscape of graduate education and higher education in several profound ways, offering both opportunities and challenges. One of the most significant impacts of AI in this sector is the personalization of learning. AI-driven platforms can analyze vast amounts of data on individual students' learning habits, strengths, and weaknesses, enabling educators to tailor the educational experience to meet



each student's unique needs. This personalization extends beyond adaptive learning systems; it includes the use of AI tutors that provide real-time feedback and support, allowing for a more engaging and effective learning process.

Furthermore, AI is reshaping research methodologies within higher education. Graduate students and researchers now leverage AI tools for data analysis, predictive modeling, and even in the generation of research topics. This not only enhances the efficiency and depth of research but also opens new frontiers in disciplines

where AI can provide insights that were previously unattainable due to computational limitations.

However, the integration of AI in graduate education raises concerns about ethical implications, including data privacy, the digital divide, and the potential loss of critical thinking skills as reliance on AI tools increases. Universities and colleges are thus faced with the challenge of integrating AI technologies in a way that enhances educational outcomes while also addressing these ethical considerations. This balance is crucial for ensuring that AI acts as a tool for empowerment and innovation in higher education, rather than a source of inequity or depersonalization.

The UWI Five Islands Campus AI Conference

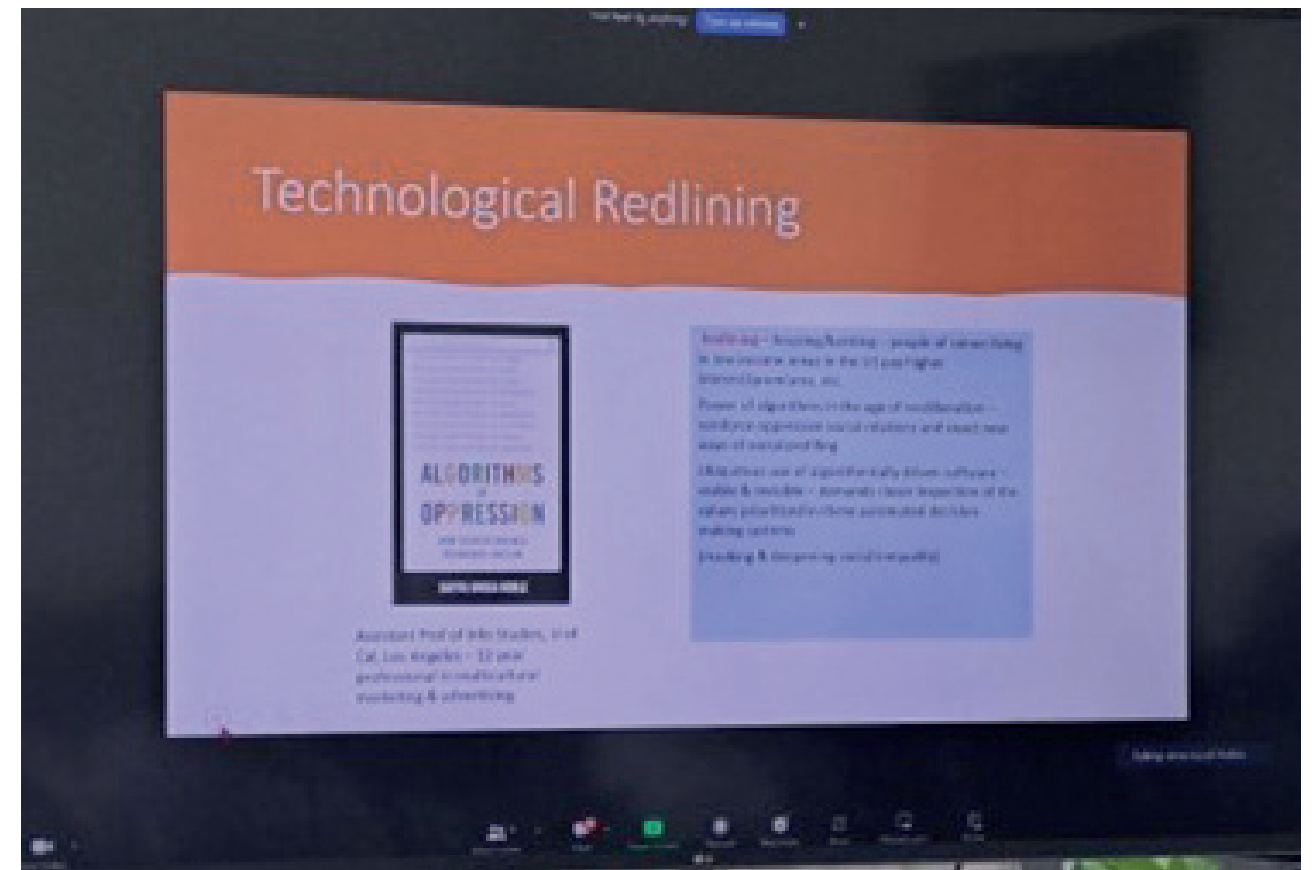
June Wheatley-Holness | Programme Officer | Five Islands Campus



From July 8-10, 2024, The UWI Five Islands Campus hosted its inaugural conference and the first Artificial

Intelligence conference in the Caribbean, titled “*Reimagining the Digital Transformation of the Caribbean in an Age of Regenerative AI and the Fifth*

Industrial Revolution.” The event brought together leading experts, researchers, and practitioners from the Caribbean and around the world to discuss



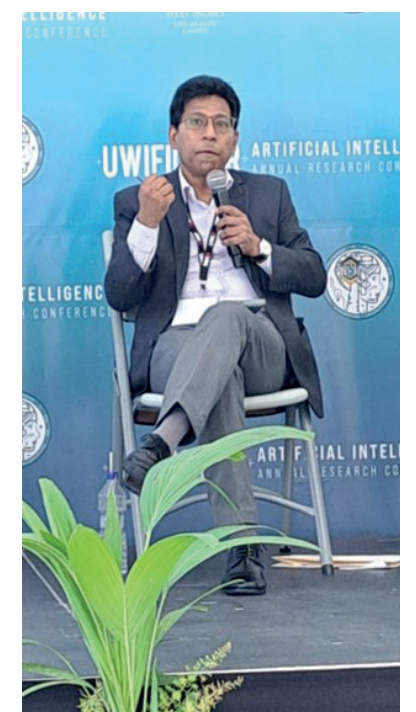
A slide by Dr. Perkins focusing on Digital or Technological Redlining

the latest developments in artificial intelligence and chart a path forward for the region.

The Pro Vice-Chancellor, BUS, Professor Derek Chadee, along with Dr. Anna Kasafi Perkins (participating online), contributed to the discussions. Dr. Perkins presented during a session on “Ethical Horizons: Navigating the Moral Landscape of AI and 5IR Technologies,” which featured Mrs. Laleta Davis-Mattis, General Counsel, UWI; Dr. Tania Martin-Mercado, CEO of Phronetik (Dominican Republic); and Andrea A. Jacobs, JD, Attorney.

The panel delved into the ethical considerations surrounding AI, addressing issues such as biases, privacy, digital inequality, and societal impacts. Dr. Perkins specifically examined biases in technology, focusing on the concept of “technological redlining.” She emphasized how algorithms, in the context of neoliberalism, have the power to reinforce oppressive social relations and create new forms of social profiling.

Pro Vice-Chancellor of the Board for Undergraduate Studies and Professor of Social



Professor Chadee speaks on how to leverage AI to prevent and solve crime

Psychology, Professor Derek Chadee, presented at the session titled “Securing the Caribbean: Innovating Crime Prevention and the Impact of AI on National Security.” The session, which also included Louisa Quashie, Police Superintendent of Antigua and Barbuda, explored the transformative role of AI in enhancing regional safety.

Professor Chadee discussed the profound effects of crime and violence on society, emphasizing that violence is not only a public health issue but also a factor that hinders economic growth. He explored how AI can be leveraged to prevent and solve crimes, citing real-life examples such as “Spotlight,” a web-based app used to search the dark web for missing persons. Professor Chadee stressed that the future for the Caribbean lies in being both creators and users of AI technologies.



Registrar and CEO of Caribbean Examinations Council (CXC), Dr Wayne Wesley speaks on repositioning CXC in response AI.



Academic Integrity Workshop 1

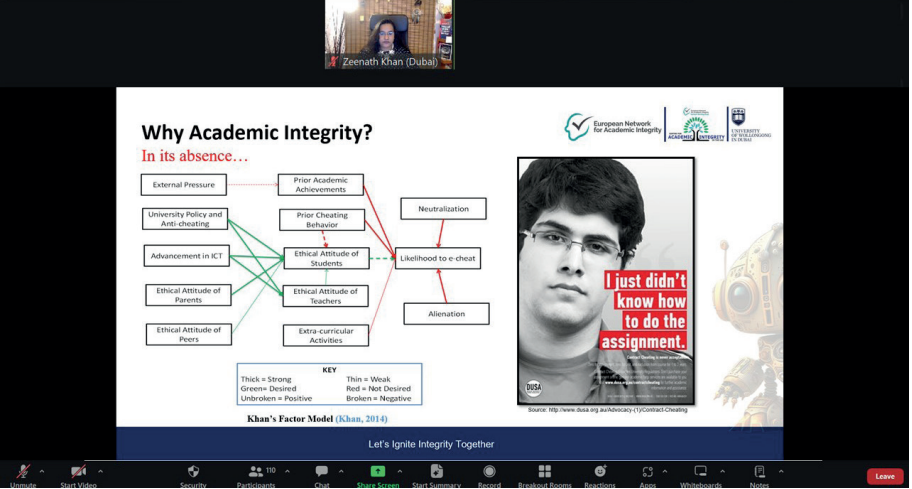


Ruth Baker-Gardner | Department of Library and Information Studies | Mona Campus



Academic integrity is an important element of quality education, and attention to it has significant benefits for both institutions and students. Any institution that is serious about its quality mandate has to focus on its academic integrity systems and structures by developing academic integrity competencies and responding to changes in the environment as they arise. As the number one university in the Caribbean, The UWI is expected to lead the region in developing and implementing effective practices and to exemplify and model these.

Given this mandate, The Department of Library and Information Studies partnered with the European Network for Academic Integrity (ENAI) and organized and

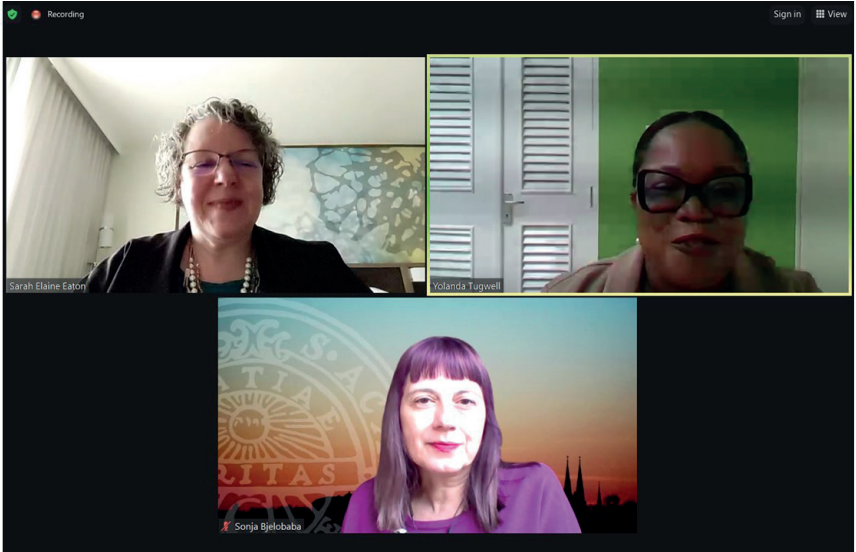


A slide from the presentation titled “What is Academic Integrity” done by Dr. Zeenath Reza Khan (Associate Professor of Computer Science, University of Wollongong, Dubai)

Academic integrity is an important element of quality education, and attention to it has significant benefits for both institutions and students. Any institution that is serious about its quality mandate has to focus on its academic integrity systems and structures by developing academic integrity competencies and responding

to changes in the environment as they arise. As the number one university in the Caribbean, The UWI is expected to lead the region in developing and implementing effective practices and to exemplify and model these.

Given this mandate, The Department of Library and



Presenter Dr. Sarah Elaine Eaton (Associate Professor at the University of Calgary, Canada) with Moderator Miss Yolanda Tugwell (Librarian, UWI, Mona) and Presenter Dr. Sonja Bjelobaba (Senior Lecturer in Research Ethics Uppsala University in Sweden)

Information Studies partnered with the European Network for Academic Integrity (ENAI) and organized and hosted two (2) three and a half hour workshops on academic integrity and artificial intelligence. These were held on Thursday, April 18, 2024 and Thursday, May 16, 2024. The first series of workshops focused on developing participants’ knowledge of academic integrity in a context where the focus has been academic misconduct, primarily plagiarism. Topics for this session included: What is academic integrity; Elements of an academic integrity policy; Components of an academic integrity programme; and Stages in developing a culture of academic integrity.



Academic Integrity Workshop 2



Ruth Baker-Gardner | Department of Library and Information Studies | Mona Campus

The second series of workshop focused on the emergence and use of generative artificial intelligence tools. It examined the use of these tools in education, the implications for academic integrity if we continue to teach and assess in the current mode, and the adjustments needed in teaching and learning practices to maximise the use of the tools while ensuring academic

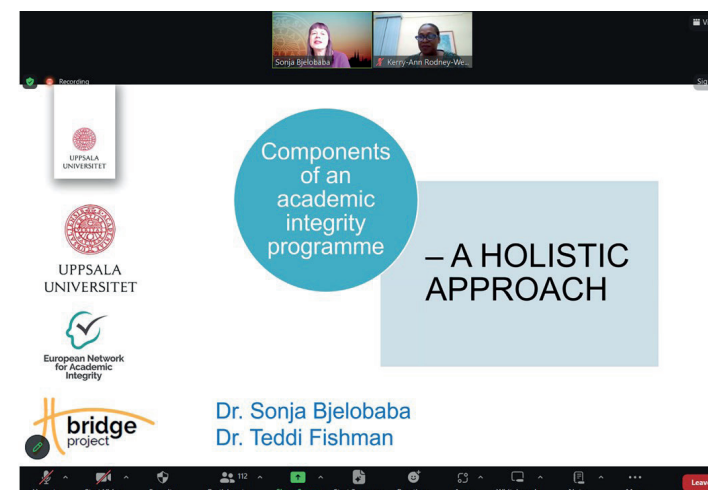
integrity is not compromised. Two of the presenters shared on the academic integrity programmes at their university, so that participants could get an idea of what effective academic integrity looked and sounded like. What is clear is there is a need for the Caribbean to be able to do two things simultaneously: respond quickly and adequately to the presence and use of

generative artificial intelligence tools to improve the process and outcome of education; and develop academic integrity programmes which are responsive to the changing environment.

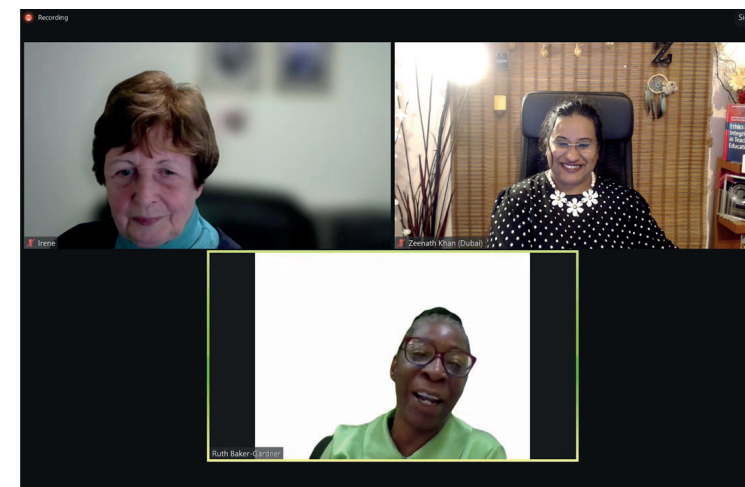
The presenters of the workshop are global experts in the field of academic integrity, and they willingly volunteered to be part

of this project. They were: Drs. Zeenath Khan, Sarah Eaton; Irene Glendinning; Teddi Fishman; Sonja Bjelobaba; Mike Reddy; Shivadas Sivasubramaniam; Lorna Waddington; Salim Razi, Violeta Morari and Ms. Maryam Salari. The workshops were attended by 245 participants from higher education institutions from Jamaica, Barbados, Guyana, St. Kitts and Nevis, Trinidad and Tobago and the Cayman Islands. Attendees included college presidents, deputy presidents, registrars, librarians, administrative officers, research officers, examinations officers and faculty members. Sessions were hosted by members of the local library fraternity. The workshop evaluations revealed that participants welcomed these sessions and had learnt information that would be useful to their institutional practices going forward.

The workshops are a component of Dr. Ruth Baker-Gardner's initiative to cultivate an academic integrity culture in the Caribbean. The invitation was sent to various institutions throughout the Caribbean which were previously invited to participate in a research that evaluated the readiness of their academic integrity programmes and activities to cope with the potential challenges of the use of generative artificial intelligence. As a part of the ongoing initiative to develop academic integrity in the region, an Academic Integrity listserv was started.



Dr. Sonja Bjelobaba with moderator Mrs Kerry Ann Rodney-Wellington (Librarian - University of Technology, Jamaica) during the question and answer session after the presentation made with Dr. Teddi Fishman (former Director of the International Center for Academic Integrity)



Animated discussion among Dr. Zeenath Reza Khan, Dr. Irene Glendinning (Academic Manager for Student Experience, Coventry University -UK) and Dr. Ruth Baker-Gardner (Training organiser)



Quality Assurance Unit Activities

Dr Kay Thompson at Conference of the Americas on International Education Conference, November 2023.



The presentation was based on a qualitative paper in which Dr. Thompson and Dr. Marshall explore the strengths, challenges, opportunities, and threats encountered as The UWI managed partnerships through franchise and articulation arrangements. The focus was on such UWI partnership links with at least ten sovereign nations across the Anglophone Caribbean over the past decade. The paper aims to shape empirical discussion and share lessons to improve approaches in leading and managing transnational higher education (TNHE) partnerships, especially franchise and articulation agreements. The analysis is based on a desk study of current and archival policy documents, memoranda of agreement, evaluation instruments, evaluation reports and academic audits. The

evaluations conducted to establish and review/renew franchise and articulation agreements provide an important database that has not yet been mined for its comprehensive value to improve partnerships; this study is therefore the first such initiative.

The presenters reported on

1. Conducting a SWOT/SCOT analysis to identify the scope and defining characteristics of The UWI's institutional partnerships for franchise and articulation arrangements with Colleges in the Anglophone Caribbean (purpose, mechanisms for setting up etc.).
2. Determining how challenges and threats have

been reflected in approaches to developing, leading, and managing UWI franchise and articulation institutional partnerships over the past 10 years.

3. Comparing approaches used by The UWI, with best practice tenets in the literature on quality assurance in TNHE institutional partnerships.
4. Recommending strategies for continuous quality improvement in establishing, maintaining, and further developing transnational institutional partnerships.

The paper is being finalised for publication.



CAIE PHOTOS: Dr. Andrea Marshall, Presenter; Dr. Kay Thompson, Presenter, Conference of the Americas on International Education.

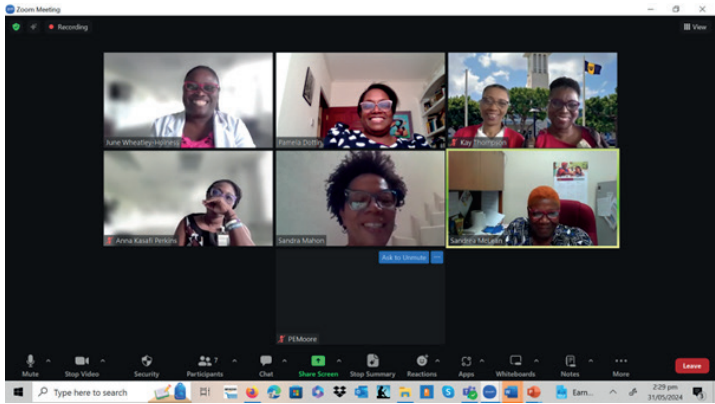
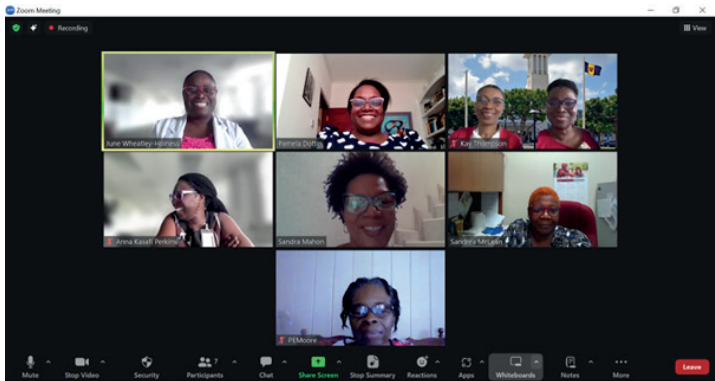
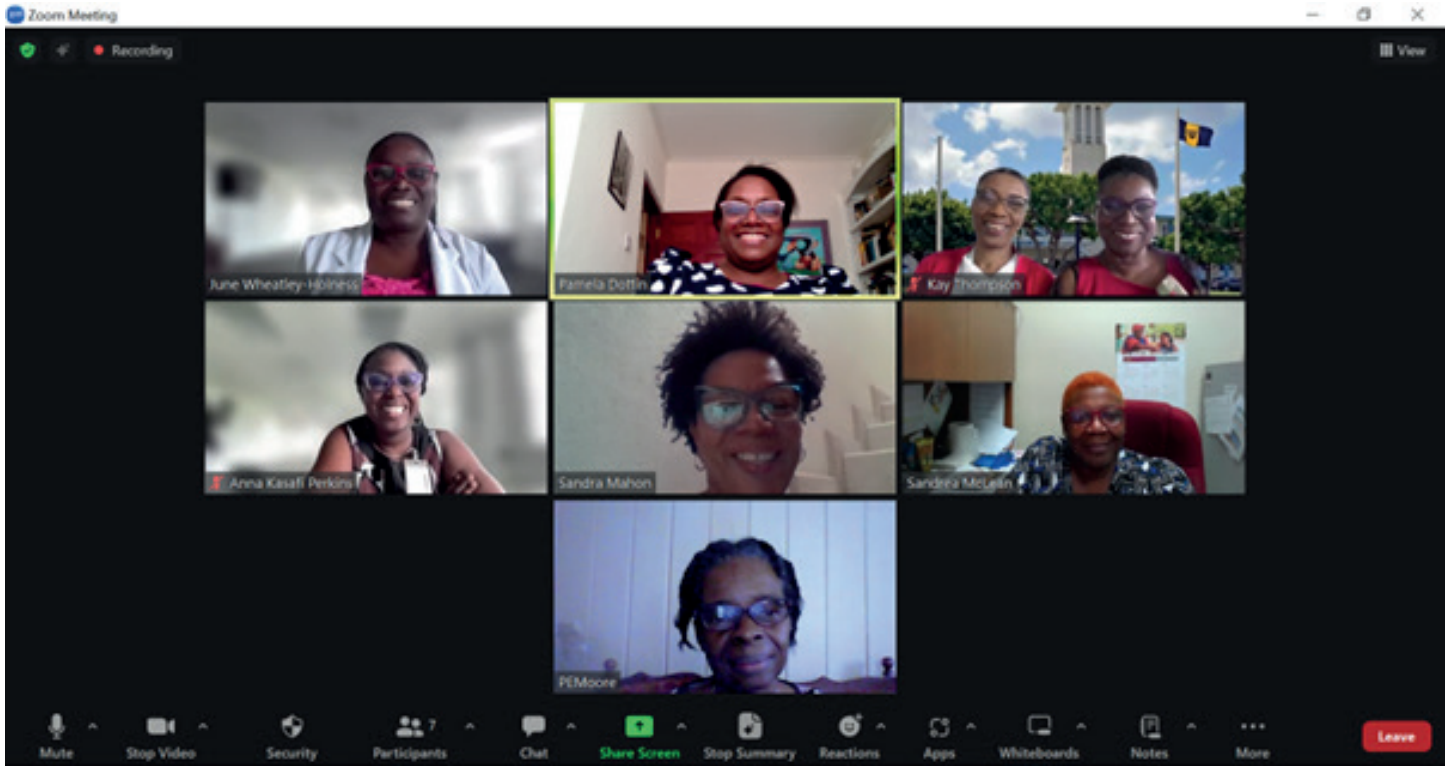
Quality Assurance Review Team at St Augustine



Quality Assurance Review of the Faculty of Law, St. Augustine Campus, November 6-10, 2023

In photo, top left Madam Justice Annette Sealey (National Professional), Professor Mary Condon (Team Leader), Professor Duraisamy Saravanakumar, Director, School for Graduate Studies & Research, and Dr Christopher Malcolm (Internal Academic)

QAU hybrid Meeting at FIC and via Zoom, May 30, 2024



The QAU undertook a retreat during the week of cross-campus meetings, May 29 and 31, 2024. Quality Assurance Officers were hosted by FIC. The retreat was the opportunity to:

- 1. Thoughtfully interrogate the effectiveness and appropriateness of the current quality assurance practices overseen by the QAU;
- 2. Articulate mechanisms to support the quality assurance of The University's stance on generative artificial intelligence; and
- 3. Plan for the upcoming quality assurance review of the QAU.

They met with stakeholders including, Yolanda Paul, director of the Diversity, Equity and Inclusion Unit at the Mona Campus.

Quality Gems

Words of Wisdom from the Quality Assurance Unit



Sandra Mahon

During a recent online meeting, a colleague and I noted that a particular report was detailed and contained “everything including the kitchen sink” - a Bajan saying. The generated AI summary said that we were discussing kitchen appliances. Conclusion: AI is good if we manage it, but bad if we blindly let it manage us.



Sadhana Lochan

Quality assurance in higher education has become increasingly important in the age of AI, as institutions strive to ensure the integrity and validity of their academic programs. By embracing AI in quality assurance, higher education institutions can maintain their reputation, enhance student outcomes, and stay ahead of the curve in an increasingly competitive global market.



Dianne Thurab-Nkhosi

AI and the possibilities for QA too often AI is associated with cheating. We need to see the possibilities of AI for planning, implementing, and monitoring in higher education. For example, AI can be used to track metrics. Virtual assistants can be used in implementation of teaching and learning, and learning analytics can be used in monitoring, to determine at-risk students.



Deniece St Louis

The choice to integrate AI into quality assurance procedures and practices, allows higher education institutions to unlock a realm of endless possibilities for enhancement, growth and innovation. This strategic move paves the way for a future where educational excellence is continuously elevated through advanced, data-driven insights and innovative solutions



Kay Hinds-Thompson

It may seem easier to be triggered toward flight, fight, or burying our heads in the sand, but Generative AI is here to stay. I urge constructive engagement based on ethical underpinnings. AI won't make honest teachers, students and scholars out of us, but wrestling with its potential can help affirm why we should be.



Sandra Mclean

Artificial Intelligence is a technology-friendly invention whose use is rapidly gaining momentum. We are in an era where we don't need to move or touch anything to complete a task. Everything can be done at the click of a button or with a voice command. While AI has changed the world generally, its effects have also made a strong impact on quality assurance. These changes come with huge benefits, but also bring obstacles that must be addressed.

Quality Gems

Words of Wisdom from the Quality Assurance Unit



Anna Kasafi Perkins

The Quality Assurance process collects and processes significant amounts of data on students, faculty, and staff in order to provide evidence of mission effectiveness. The integration of AI into these processes raises several key ethical issues, including concerns with Privacy and Data Protection. Ensuring privacy and data protection is crucial to prevent unauthorized access, misuse, or breaches. UWI's establishment of a robust data protection policy, consent mechanisms, and security measures will contribute towards safeguarding personal information without compromising the quality process.



June Wheatley-Holness

Throughout history, innovations have often sparked both excitement and anxiety. Generative artificial intelligence is no exception, inspiring enthusiasm while also raising concerns. In the higher education industry, AI presents an opportunity to enhance quality assurance processes, assessments, and instruction methods. Embracing AI can lead to greater efficiency and improved quality in higher education.



Pamela Dottin

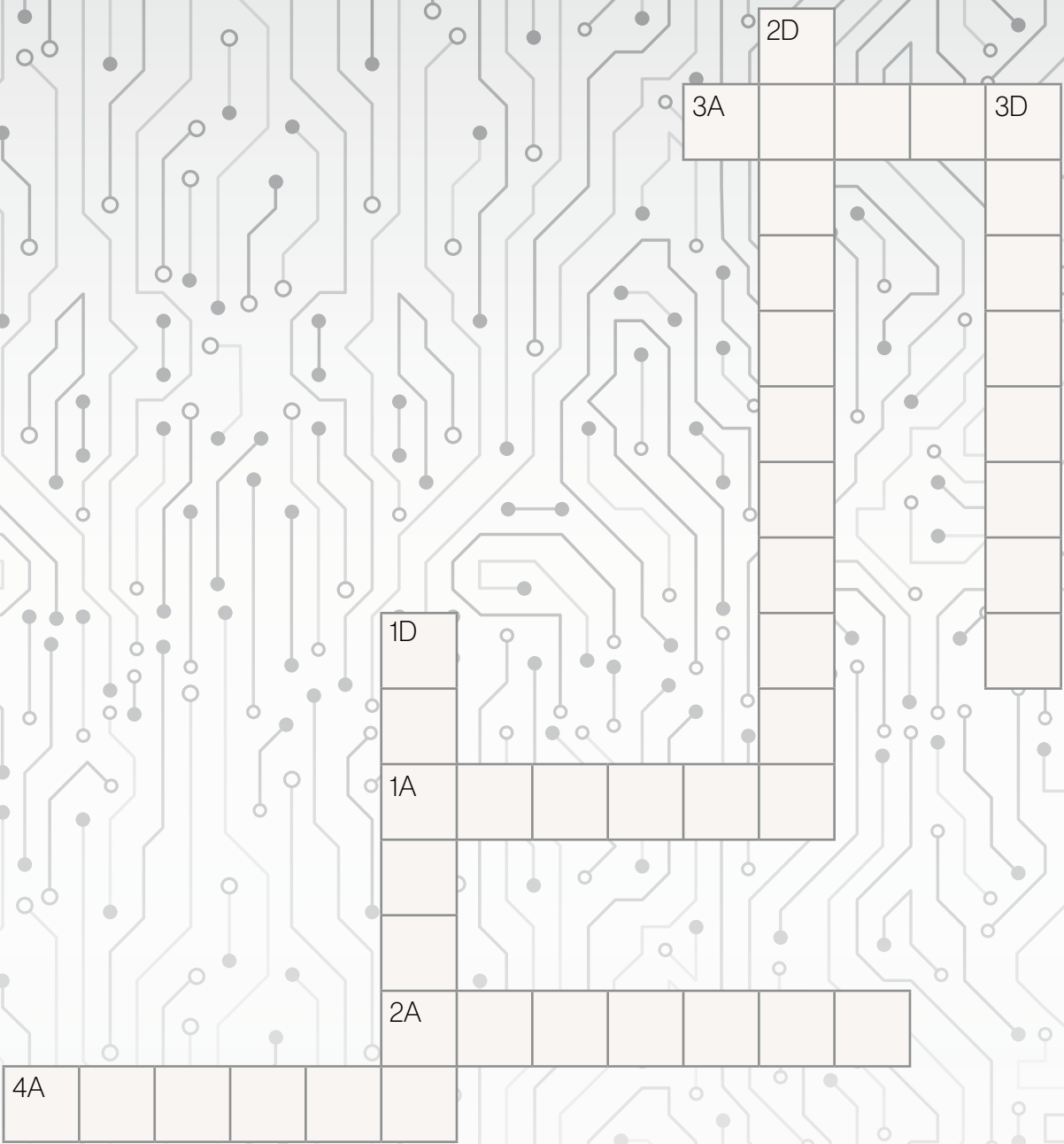
As I reflect on the word 'quality', I cannot help but imagine a world where our treatment of each other is consistently high quality. You see for me 'quality' is not an abstract concept but a way of life. Let us practice quality in our daily action, reactions and interactions.



Pauline Moore

The beauty about humanity is that we can use every opportunity for growth and development. AI is another opportunity to embrace tools that promote growth, particularly for those of us, who are stakeholders in educating future generations, it is however like everything else, it must be used responsibly.

Word-o-Gram



Down

- 1. Best-known Generative AI app (7 letters)
- 2. Data Protection Act is a form of _____ (11 letters)
- 3. Protect _____ data (8 letters)

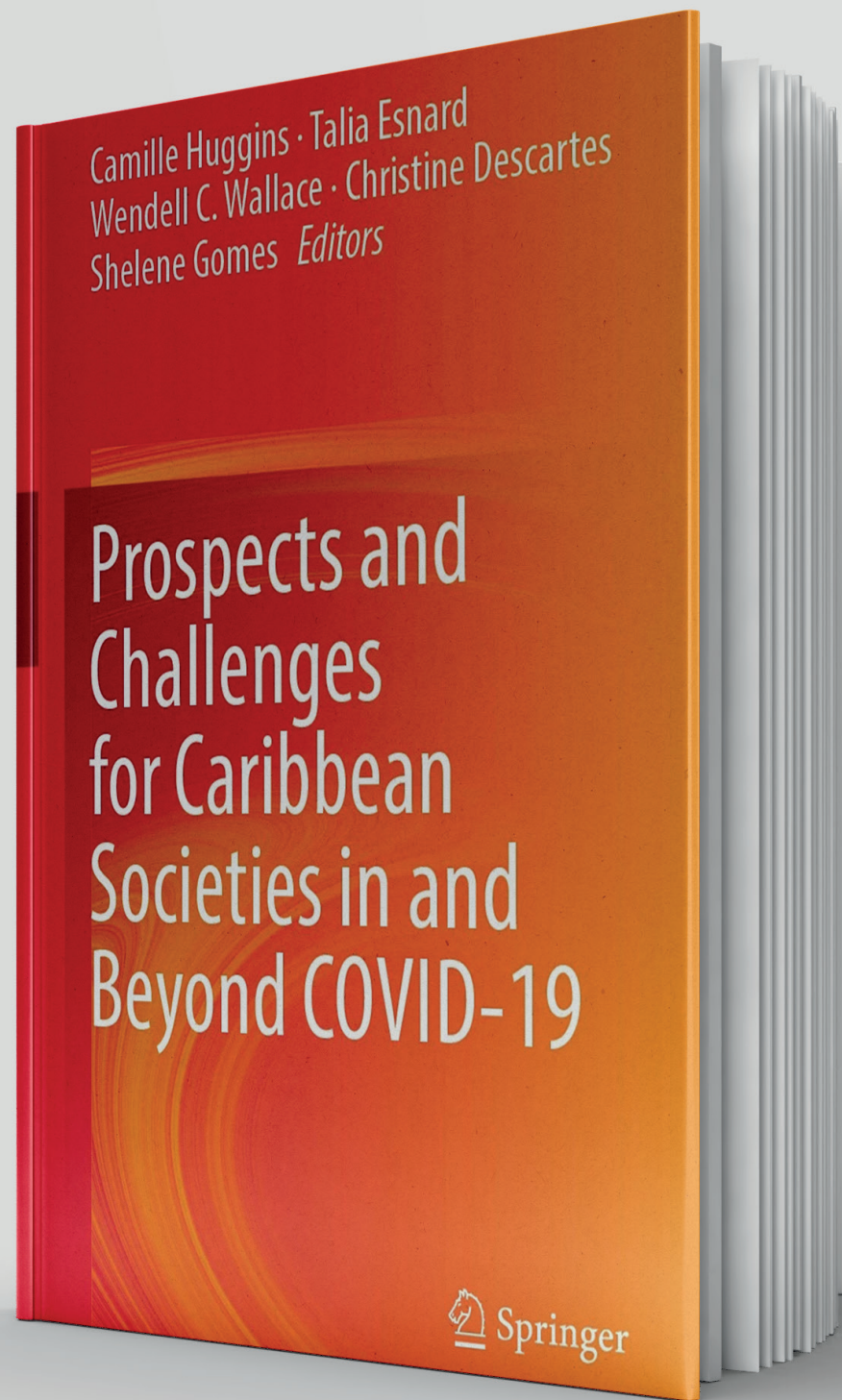
Across

- 1. Who is the UDPO? (6 letters)
- 2. UWI must protect your data _____ according to law (7 letters)
- 3. Artificial Intelligence Assistant at Global Campus (5 letters)
- 4. Golden _____ (6 letters)

Answers will be found on page 57

On the Bookshelf: Publications you should know





Prospects and Challenges for Caribbean Societies in and Beyond COVID-19, edited by Talia Esnard et al. Springer 2024. 367 pp.

Diane Thurab-NKhosi, Rethinking Teaching and Learning in Higher Education: Preparing for the “New Normal”. Chapter 4 First Online: 16 April 2024, 59–70. In Prospects and Challenges for Caribbean Societies in and Beyond COVID-19, edited by Talia Esnard et al. Springer 2024. 367pp.

https://link.springer.com/chapter/10.1007/978-3-031-55293-9_4

Higher education institutions must ensure accessibility, relevance, value for money, and a positive transformative experience for all staff and students. This conceptual chapter explores perspectives on what is considered the new normal. The aim is to promote reflection on the future of teaching and learning in higher education. This chapter will answer the question “What are some key teaching and learning considerations for higher education institutions as they prepare for the new normal in higher education?”



Dr. Dianne Thurab-Nkhosi

Book Review: Academic Integrity under the Microscope

Anna Kasafi Perkins | Senior Programme Officer | Quality Assurance Unit

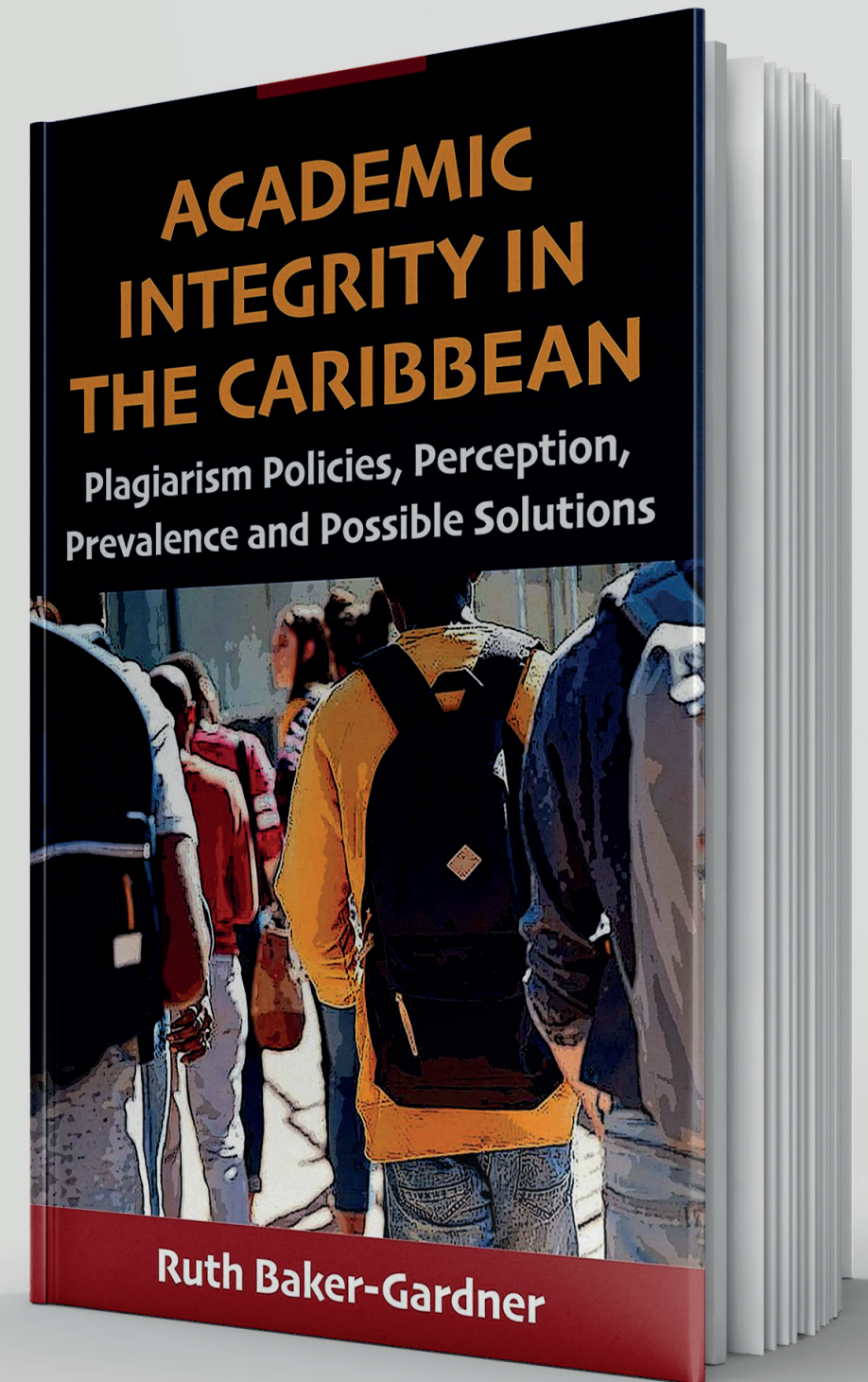


Academic Integrity in the Caribbean: Plagiarism Policies, Perception, Prevalence and Possible Solutions by Ruth Baker-Gardner, School of Education, Mona, provides a well-researched, comprehensive examination of the challenges and solutions related to academic honesty in Caribbean educational institutions. The book is divided into twenty-one chapters, each addressing key issues such as plagiarism, cheating, frameworks for academic integrity as well as education and training for academic integrity. It also discusses the cultural and systemic factors contributing to academic misconduct. One

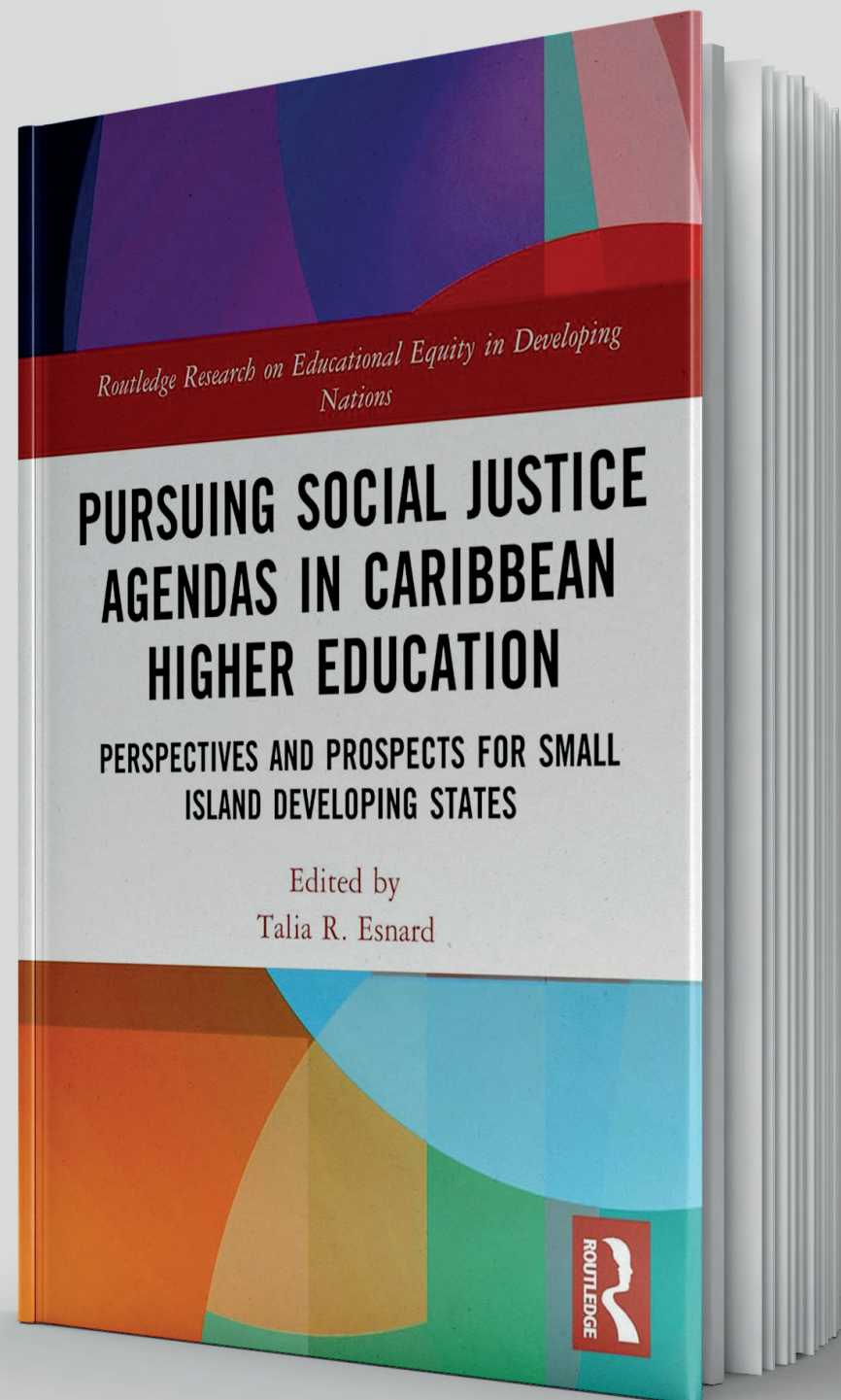
of its two appendices is an intriguing narrative, "Confessions of a Plagiarist," in which a student's unedited story is told with a response from the member of faculty, who had reported the student for plagiarism. Academic integrity and its challenges are real and a very human challenges that cannot be lost amidst a too often punitive approach. Baker-Gardner offers practical strategies for educators, administrators, and policymakers to foster a culture of integrity, including implementing honour codes, improving assessment methods, and providing better support for students. This work is essential for improving academic standards and ethical behaviour in the region's educational landscape.



Dr. Ruth Baker-Gardner



Academic Integrity in the Caribbean: Plagiarism Policies, Perception, Prevalence and Possible Solution, by Ruth Baker-Gardner.
University of the West Indies Press, 2022. 378 pp.



Pursuing Social Justice Agendas in Caribbean Higher Education
(Routledge Research on Educational Equity in Developing Nations) 1st
Edition, by Talia R. Esnard (Editor). Routledge, 2024. 284 pp.



Dr. Talia R. Esnard

Chapter 3: Social Justice and the RTHE Framework: Examining The UWI's Triple A Strategy. Pursuing Social Justice Agendas in Caribbean Higher Education: Perspectives and Prospects for Small Island Developing States, edited by Talia Esnard. Routledge, 44-60.

<https://www.routledge.com/Pursuing-Social-Justice-Agendas-in-Caribbean-Higher-Education-Perspectives-and-Prospects-for-Small-Island-Developing-States/Esnard/p/book/9781032547886>

The right to higher education as part of the right to education and lifelong learning has not received much attention (UNESCO 2022). In this regard, UNESCO has developed the Right to Higher Education (RTHE) Framework (5As – Availability, Accessibility, Acceptability, Adaptability, and Accountability) to set the broader macro-economic framework within which this right can be actioned. There are convergences between this RTHE Framework and the Triple A Strategy of The University of the West Indies (3As – Access, Agility, and Alignment), which is aimed at “wealth creation and [the] reduction of social inequality through greater and more affordable access, efficient and effective alignment with society and economy, and enhanced agility in pursuit of opportunities” (Beckles in The UWI Triple A Strategy). This

convergence between the RTHE and the Triple A Strategy opens up the potential for a conversation between the two, even though the former is aimed primarily at state actors and UWI is a regional higher educational institution. This chapter examines The UWI Triple A Strategy using the RTHE framework to assess how well-suited the Strategy is for ensuring social justice in the provision of higher education in the Caribbean. It proposes that the dimension of Accountability, rooted in a quality culture, perhaps requires deepening and more explicit attention in The UWI Strategy. The paper argues for adapting the RTHE Framework as an assessment tool for higher educational institutions, particularly in Small Island Developing States such as the Caribbean.

Keywords: Right to Higher Education (RTHE), The University of the West Indies, strategic planning, accountability, quality assurance



Dr. Anna Kasafi Perkins

Conference Highlights:

CANQATE Celebrates 20 Years!!!

The 20th Anniversary Conference of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) marks a significant milestone in the region's pursuit of educational excellence. Under the theme "20 Years of Promoting Quality in Higher Education: Development, Impact and Opportunities for a Sustainable Future", this year's conference promises to be a platform for dynamic discussions, reflecting on the past and looking towards the future of quality assurance in education. Higher Education leaders, quality assurance practitioners, and stakeholders will gather to reflect on the achievements of the past two decades while exploring innovative strategies to address emerging trends and challenges. With a focus on shaping a resilient and forward-thinking educational landscape in the Caribbean, this conference is a pivotal moment for collaboration and advancement.

In the lead-up to the 20th Anniversary Conference, CANQATE hosted a webinar on September 25, 2024, titled "Effective Grant Proposal Writing: Avoiding Common Pitfalls", delivered by Dr Stephen L. Boyce, Programme Manager and Communications Coordinator, Delegation of the European Union to the Eastern Caribbean Countries, OECS, and CARICOM/CARIFORUM. This initiative was part of CANQATE's ongoing commitment to add value and build capacity among its members. The webinar provided practical insights into crafting successful grant proposals while highlighting common mistakes to avoid, further equipping participants with the skills needed to secure funding for educational initiatives.



CANQATE WEBINAR SERIES 2024

The Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE)

presents

Effective Grant Proposal Writing: Avoiding Common Pitfalls

September 25, 2024
6pm Ja/7pm EC time via zoom

Presenter:
Dr Stephen L. Boyce



Dr Stephen L. Boyce has nearly 40 years of experience in education, covering teaching, instructional development, research, and leadership. His career spans high school, community college, and university levels, alongside consulting and managing education programs across the Caribbean. He has also collaborated with community groups and youth organizations.

Currently in his 21st year with the Delegation of the European Union to the Eastern Caribbean Countries, OECS, and CARICOM/CARIFORUM, Dr. Boyce oversees education, research, youth, culture, and civil society

Grant writing is crucial in higher education for securing funding for research, conferences, and special projects. Enhance your chances of success by learning how to avoid common pitfalls! This presentation will offer key insights on crafting clear, persuasive proposals that meet funder priorities.

In this webinar, you will learn to:


- Avoid common grant-writing errors
- Align proposals with funder expectations
- Apply practical tips for crafting strong, successful proposals



CANQATE
CONFERENCE | 2024
& ANNUAL GENERAL MEETING

 **JAMAICA PEGASUS HOTEL**
KINGSTON, JAMAICA

DATE:
NOV'
5-7
2024

 (876)-929-7299
 canqate.org



CANQATE
Caribbean Area Network for
Quality Assurance in Tertiary Education

Word-o-Gram

Answers

[illegible]

1. Who is the UDPO?
(6 letters)
2. UWI must protect your data _____ according to law (7 letters)
3. Artificial Intelligence Assistant at Global Campus (5 letters)
4. Golden _____ (6 letters)

UPCOMING QUALITY REVIEWS AND EVALUATIONS

UPCOMING QUALITY ASSURANCE REVIEWS					
Cave Hill	Five Islands	Mona	Global Campus	Graduate Studies and Research	St Augustine
Accounting and Finance	School of Business and Management (SoBM)	Faculty of Law	Political Science	SALISES	Communication Studies
Literatures in English	School of Health and Behavioural Sciences	Faculty of Engineering	Management and Educational Leadership	RCO & IGDS	Clinical Medical Sciences
Economics		Dept of History and Archaeology		Caribbean Centre for Health Systems Research and Development	Mechanical and Manufacturing Engineering
Philosophy		Dept of Computing		Centre for Excellence in Teaching and Learning	Geomatics Engineering and Land Management
Mathematics		Dept of Sociology, Psychology and Social Work		Arthur Lok Jack Global School of Business –	
Centre for Excellence in Teaching and Learning (led by GSR portfolio)		Centre for Excellence in Teaching and Learning (led by GSR portfolio)			
UPCOMING QUALITY ASSURANCE EVALUATIONS					
Cave Hill	Five Islands	Mona	Global Campus	Graduate Studies and Research	St Augustine
Chemistry	Franchised Preliminary Sciences programmes		Library Information Services (LIS) Mona	Mathematics	French
Academic Literacies				Language Unit	Social Work and Mediation Studies
Philosophy				Library and Information Studies	School of Veterinary Medicine
School of Education				School of Education (jointly with Teachers' Colleges of Jamaica)	Chemical Engineering
Social Work				Office of Student Services & Development	
				Management Studies	
				Life Sciences	