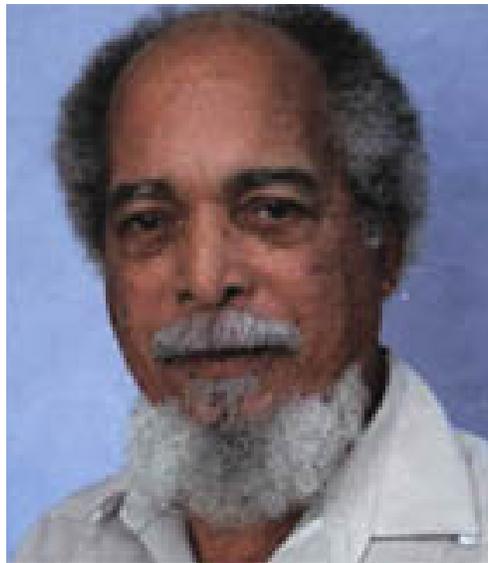


**FACULTY OF HUMANITIES  
AND  
EDUCATION  
MONA**

**Year ending July 31, 2006**



**Professor Aggrey Brown, CD, BA *Hamline*, MA, PhD *Princeton*  
– Dean**

# Overview

## Introduction

The Faculty's focus during the 2005/2006 academic year was on consolidating initiatives taken to realize the strategic objectives of greater student centeredness and this was in keeping with both the Campus and Faculty's strategic objectives.

## Producing Students of Quality:

For the Faculty of Humanities and Education, producing students of quality begins with the recruitment process since it is our collective view that the quality of students who are admitted to the Faculty to a large extent determines the quality of our output. As a result, the faculty continued to be directly involved with the Admissions Section in its annual school visits. Members of academic staff as well as the Faculty's Administrator visited a number of high schools in Jamaica, and in the case of the latter, as well as Belize in an attempt to encourage students to make the Mona Campus their first choice and within the Campus, the Faculty of Humanities and Education.

It was the intention of the Faculty to limit the intake of students for the academic year in keeping with the budgetary constraints. The intake of students was marginally higher than the 2004/2005 academic year. Part of the explanation for this is that the Faculty, in its attempt to recruit the "brightest and the best", innovated by making early firm offers to students whose performance at the CXC level was outstanding. This, on the assumption that they would maintain their performance standards at Advanced and CAPE levels. While based on empirical evidence it is too early to say whether or not this assumption holds, we are confident that our ability to match competing institutions in terms of the time that offers are made to our students contributed to the Faculty being able to recruit more of the "brightest and the best".

The Faculty also continued to pay increasing attention to the student advising function by, among other things, recruiting six (6) senior students to assist during registration week. This turned out to be an appreciated innovation especially by new students confronting what for them initially is a most perplexing and confusing process. While we have not yet achieved the level of responsiveness that we would wish, the Faculty also continued to provide students at departmental level with personal advisors. Students however have not been as eager to take advantage of this service as we would wish and it is an area that we believe will need further intervention on the part of Faculty members as well as the student leadership for the advisory function to work as efficiently and to be as useful to our students as we would wish.

In producing students of quality, the Faculty also continued to maintain its teaching standards as measured by the students' evaluations. The average mean score for lecturers was set from the 2002/2003 academic year at '4' on a 5-point scale. For the year under review, the average mean score across the Faculty was 4.1.

Out of classroom activities also played an important role in the Faculty's attempt to consolidate efforts at producing students of quality. In this connection, CARIMAC, the Department of Language, Linguistics and Philosophy and the Department of Educational Studies stand out. They all continued to provide students with meaningful practical experiences in their various fields. In the case of CARIMAC, requiring all students to undertake an internship in a media house comprising at least 75 hours – this across all media specializations.

The Department of Language, Linguistics and Philosophy continued to make a field trip experience to Guyana available to its senior students, providing them not only with the opportunity to experience at a very practical level, the significance of their theoretical knowledge but also providing them with an opportunity to experience the culture and live in a sister Caribbean country.

While a number of students in the Department of Educational Studies, especially those entering from Teachers' Colleges, are critical of the teaching practice experience demanded of them, the majority of students find the experience useful. However, based on feedback from a number of more mature students, the Department of Educational Studies has committed to undertaking a thorough review of its curriculum during the period leading up to the 2007/2008 academic year with a view to having a new curriculum in place for implementation then.

### **Responsiveness to Students:**

The Department of Educational Studies review exercise was but one example of the Faculty's attempt to be more responsive to the reasonable demands of its students during the year under review. Another example of this was the implementation of the new Liberal Studies Degree which was offered to students for the first time in 2005/2006. This degree was introduced in response to the desire of many students who wished to pursue more than a single discipline at the undergraduate level but who largely do not know with certainty what their career objectives might be. While the number of takers for the degree was not as large as expected, this could be explained by the fact that the degree was not publicized with sufficient lead time for entering students to take advantage of it. We anticipate that the number of students selecting Liberal Studies as an option will increase significantly in the 2006/2008 academic year in keeping with initiatives that will be taken during the recruitment drive to publicize it.

The use of Consultative Committees across departments also contributed to the Faculty's efforts to be more responsive to students during the year under review. This together with frequent consultations between the Students' Guild Representative and the Faculty also contributed to mutual understanding as well as the Faculty's capacity to be more responsive to its students. It must be observed, however, that in this particular, the quality of student leadership (which was outstanding during the year under review) had much to do with the Faculty's capacity to be responsive.

### **Improved Research Output and Impact**

Two (2) major activities were undertaken and realized during the 2005/2006 academic year to improve research output and impact. The first was an Agreement with the Ministry of Education, Youth and Culture of Jamaica to collaborate on the development of a research agenda as well as on the undertaking of research by postgraduate students in the School of Education. An agreement to this effect had been reached in the 2004/2005 academic year at the request of the Minister of Education and the first set of presentations by postgraduate students to members of the academic community as well as the Ministry of Education, Youth and Culture officials was made. The success of this initiative is already evident since the students undertaking the research not only reported their findings to Ministry personnel who have inputs into the policy making process but also will impact the process directly since the students are

themselves Ministry personnel who will be returning to their substantive posts following graduation. This particular initiative is likely to continue for some time since the research agenda developed between the Ministry and the School of Education was quite substantial and will take some time to be exhausted by researchers.

The second major initiative was completion of Guidelines for assessment and promotions of academics in the Faculty. The process for developing the Guidelines was started in the 2003/2004 academic year and brought to a point of a satisfactory draft during the year under review. While some additional work will need to be done to hone the guidelines, it is hoped that they will be piloted for use during the 2006/2007 Annual Review.

The development of the Guidelines was in response to the perennial concerns expressed by members of Faculty for more objective criteria to be used in the assessment and promotions process. These concerns were collectively shared by the Faculty and we are satisfied that with further honing, they will in the short run effectively satisfy and address the concerns for greater transparency and even-handedness in the assessment process.

### **Process Improvement and Efficiency**

Among the initiatives that were further consolidated during the 2005/2006 academic year with a view to consolidating efficiency gains made in administration processes were:

- 1) The work of the Faculty's Quality Assurance Committee headed by a Deputy Dean
- 2) The Annual Retreat of Heads of Department of the Faculty
- 3) The Structure of Faculty Board Meetings
- 4) The Appointment of Associate Deans

One of the responsibilities delegated to one of the Deputy Deans has been that of quality assurance. All new undergraduate courses, programmes and examiners reports are reviewed and assessed by the Faculty's Quality Assurance Committee. The Committee, whose membership is comprised of a representative from each department, continued to meet on an as needs basis, undertaking careful review and scrutiny of all new undergraduate courses and programmes prior to submission to Faculty Board for ratification. This has resulted in improvement both in the quality of new courses and programmes as well as the freeing-up of time in

Faculty Board meetings for other purposes. More than half the time in Faculty Board meetings is now spent on discussion of substantive policy matters as well as intellectual activities such as presentations to the Faculty by colleagues of research work being undertaken at both individual and departmental levels.

Efficiency gains were also achieved during the 2005/2006 academic year with the appointment of two (2) Associate Deans of the Faculty – one with responsibilities for postgraduate matters in the School of Education and one with responsibilities for undergraduate matters in the School of Education. These appointments have already resulted in improved efficiencies in the operations of the Faculty, some of which have resulted in positive comments from students.

### **Marketing and Outreach**

This report has already made reference to voluntary efforts of members of the academic staff to assist in the recruitment process of students to the Faculty in collaboration with the Admissions Section as one aspect of marketing and outreach work of the Faculty.

During the year under review, Faculty members were also integrally involved in the work of the Caribbean Examinations Council in virtually all of the humanities disciplines examined by the Council, either as Chief Examiners or members of subject discipline teams. A number of more high profile members of the Faculty was also involved in other public service activities such as membership of various government boards as well as undertaking public lectures nationally and regionally. Reference will be made to this in individual departmental reports. Members of the Faculty also participated in the Public Relations Office's monthly slot on one of the country's major national radio services.