

FACULTY OF HUMANITIES AND EDUCATION MONA

Year ending July 31, 2012



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Overview

To sustain competitiveness in a globally dynamic tertiary educational environment, and to also produce culturally sensitive work-ready graduates for a rapidly changing global marketplace, the Faculty of Humanities and Education strove for excellence, innovation and transformation in the following very critical areas that underscore the overall position of the University of the West Indies as a globally competitive tertiary education provider in the Caribbean: nurturing a student-centered learning environment; promoting the use of ICT in teaching delivery to enhance the learning experience at both the undergraduate and graduate levels; fostering a culture of routine curriculum review while also designing, whenever necessary and appropriate, scholastically current and relevant new courses and programs; undertaking research for the general advancement of scholarship as well as for cultural and socioeconomic development; motivating faculty to contribute to nation-building through public service and regional outreach activities; and forming institutional linkages with international partners for mutually rewarding research, teaching and learning engagements. Our endeavors and achievements during this academic year represent a thread of continuity with the recent past, and are fully expressive of our commitment to fulfill the University's strategic goals and objectives. These endeavors and achievements, structured around the theme of teaching and learning, are equally expressive of our robust determination to demonstrate the relevance of the Faculty's academic offerings and research outputs to the advancement of the Caribbean, and humanity generally, in the twenty-first century.

Teaching and Learning: Curriculum Review and Design in Undergraduate Offerings

Several existing courses, drawn across the various Departments and disciplines, were reviewed by the Faculty's Quality Assurance Committee for, among other things, their bibliographical and thematic currencies, teaching and assessment methodologies, and measurable learning outcomes. Thus, for example, the following courses from the Department of History and Archaeology were reassessed and approved during the year in review: *Politics and Society in Europe since 1945* (HIST 2406), *War and Conflict in Europe 1870-1945* (HIST2405), and *Continuity and Change in Early Modern Europe Since the 1930* (HIST1407). In addition to these routine reviews, every Department sought to enrich and enhance its offerings by introducing new courses that are intellectually sound, market responsive, as well as being culturally relevant to the Caribbean society. These two examples, drawn from the Institute of Caribbean Studies (ICS) are quite instructive: *The Production of Popular Music* (MUSC 3001), and *Recorded Sound in Jamaican Popular Music* (MUSC 2002). The Department of Literatures in English also added these new courses to its curriculum: *Reggae Films: Screening Jamaica* (LITS 2806), and *Popular Film and Ideology* (LITS 3806). These new courses, and others, will eventually form the basis for a proposed Minor in Film Studies to be launched by the Department before very long in collaboration with the institute of Caribbean Studies and the Department of Modern Languages and Literatures.

Interdepartmental collaboration, which draws on available resources across disciplines within the Faculty, is being emphasized to enhance the employability of our graduates while also maximizing available scarce resources. The humanities-based departments are now operating many joint programs with the School of Education. There is the joint BA program in Literature and Language Education operated by the Department of Literatures in English and the School of Education. The Faculty, in addition, has recorded some achievements through inter-Faculty collaboration in recent times. Those in the BA History Major program can now elect to do a Minor in Law from 2012/13. This program follows an earlier collaborative endeavor that has allowed those in the same program to do a Minor in International Relations from the Faculty of

Social Sciences. Plans are also quite advanced to enable students in Tourism Management, which is delivered through the Management Studies Department, to take up courses in Heritage Studies delivered through the Department of History and Archaeology.

On top of all these the Faculty, through the pertinent Departments, sponsored two key curriculum development initiatives that could be of immense transformational value across the entire University of the West Indies. The Faculty, like the other Faculties across the entire University, has been concerned about the communicative competencies of our students and graduates. The Department of Language, Linguistics and Philosophy, with support from the Mona Campus Principal, Professor Gordon Shirley, and the Faculty's Quality Assurance Committee, has successfully put forward a proposal, the "Communicative Competencies Proposal," aimed at addressing this problem. This proposal, which has received broad support from the Academic Boards of all the four Campuses, was also approved by the Board for Undergraduate Studies (BUS) for implementation in the next academic year. The Department of Modern Languages and Literatures also put forward an initiative to allow students to select a foreign language course as an alternative Foundation Course. This initiative, "Expanding the Teaching of Foreign Languages in the UWI," was overwhelmingly endorsed by the other Faculties, and also approved by BUS, because of its perceived significance for graduates who might have to operate and compete for jobs in multi-lingual global marketplaces.

The Department of Library and Information Studies, under the auspices of the Board of Undergraduate Studies, went through an external quality review exercise from February 20-24, 2012. In preparation for that exercise the Department undertook an extensive self-assessment of its academic programs, teaching staff and research agenda, among other things. The external review team, which was led by Professor Vicki Gregory of the University of South Florida in the United States, recommended the merging of the two masters programs currently delivered by the Department, including the introduction of a doctoral program to promote research activities among staff and graduate students.

The team also expressed “concern with the increasing difficulty in recruiting students due to increased competition” from other tertiary education providers within and outside of the country. This is an explicit call for the Department to be more competitive in order to remain viable. The Philosophy Unit within the Department of Language, Linguistics and Philosophy also went through a similar external quality review led by Professor Charles Mills of Northwestern University, Michigan, USA. Whilst acknowledging the achievements of the Unit, given its limited resources and constraints, the review team strongly drew attention to the consequences of inadequate staffing for quality teaching and graduate research supervision. As they put it: “[T]he programme is approaching (if it is not already there) a crisis point, where it is either going to collapse altogether or at least fall seriously below the standards of quality appropriate for an institution with an international reputation like UWI. This danger is most clearly manifest in the graduate programmes, but it is likely to affect the undergraduate programme also.” These internal and external quality control exercises, by highlighting those areas that require strengthening, have contributed immensely to the overall process of curriculum management and standardization as we seek to preserve the UWI’s reputation as a globally competitive provider of tertiary education in the Caribbean.

Teaching and Learning: Curriculum Review and Design in Postgraduate Offerings

The Faculty’s subcommittee, among other things, is responsible for the vetting of new graduate courses and programs before their submission to the Board for Graduate Studies and Research through the Campus Office of Graduate Studies and Research. At the request of the latter, the Faculty’s subcommittee considered and endorsed two proposals intended to enhance quality control in graduate studies: an “Independent Reading/Research Course (RETH 9007),” and the exclusion of supervisors from examining theses submitted by their supervisees. On the request of the School of Education, the subcommittee also considered and recommended the following programs to the Campus Office of Graduate

Studies and Research for approval: M.ED in Principalship, and a Masters in Teaching with Music Option.

In addition to vetting new courses and programs, all preexisting graduate programs across departments and disciplines are also subjected to periodic mandatory reviews by the subcommittee for intellectual currency and relevance. The need for these mandatory periodic reviews was recently heightened by the insistence of the Board for Graduate Studies and Research that all taught graduate programs must have a minimum of 36 credits. The Department of History and Archaeology, working in conjunction with the subcommittee, has revised both the MA Heritage Studies Program as well as the MA History Program to achieve the required credit weighting.

The Faculty continued its age-old annual practice of organizing workshops targeted specifically at addressing problems in the learning, research supervision, and thesis writing experiences of postgraduate students. The net benefit of this practice has resulted in a steady increase in the throughput rate since 2009. During the academic year under review ten (10) PhD candidates submitted their dissertations for examination. Without exception the various Departments, through the weekly staff/postgraduate seminars and other out-of-classroom learning activities, also contributed immensely to the experiences of postgraduate students within the Faculty. The School of Education, just to take one example, organized two seminars specifically for Year One M.ED students on “Induction into Postgraduate Scholarship with a Focus on Writing.” These seminars were intended, among other things, to introduce the various academic and social components, including time-management skills, needed for success in a graduate program. Finally, graduate students across disciplines and departments were encouraged and financially assisted to attend local and overseas conferences with a view to enriching their research and academic writing experiences.

Teaching and Learning: Improvements to the ICT Infrastructure and the Learning Environment

Available evidence, drawn from students' assessment of courses and the pedagogical skills of academic staff, indicates that the Faculty's reputation for high quality teaching is being maintained. In the students' assessment exercises, conducted during the first and second semesters of this academic year, about 80 percent of academic faculty had scored an enviable average of 4 on a 5 point rating scale. This achievement, which is in sync with one of the strategic goals of the Faculty to become an example for best practices in the teaching and learning process within the Mona Campus, entailed investing in two key areas. First, colleagues were encouraged and facilitated to take advantage of the training sessions put on by the Instructional Development Unit (IDU) to sharpen and update their pedagogical skills using up-to-date e-learning technologies. Secondly, in order to accelerate the process of using multimode and multisite deliveries to suit the varying needs of our local, regional and international clientele, we successfully constructed and launched a video and teleconferencing center. That facility, including the Faculty's existing network infrastructure, had to be protected from damages due to power outages and lightning storms by being connected to "a 3KVA UPS with extended battery module and TVSS." These improvements – the conference center and the "UPS solution" – constitute a tremendous boost to the pool of technological resources for teaching and learning, including related administrative support services, within the Faculty.

Finally, aside from annually refurbishing the existing physical plant to enhance its aesthetic appeal, two things were added to the learning environment outside of the classroom to make it more user-friendly and inviting. First, directional signs were constructed and put in place to facilitate those seeking to access the various teaching and learning venues, including staff and administrative offices. Secondly, through the assistance of the India High Commission in Kingston, the statue of Mahatma Gandhi has been added to the pieces of iconic sculptures that adorn the Faculty's quadrangle. This statue, given the iconoclastic values that Gandhi represented both within India and globally, is indeed a

symbolically befitting addition to the Faculty that seeks to promote scholarship grounded in critical thinking.

Teaching and Learning: Research, Conferences, and Key Publications

Mona Campus Funded Research

It is one of our key objectives to increase the use of research outputs for the development of new courses and programs as well as curriculum review and reform. The Faculty, through the various Departments, is therefore committed to building and sustaining an enabling environment to support, foster and increase quality research and innovation among faculty working individually or in groups. The following colleagues, during the year under review, secured grants from the Mona Campus Fellowship Committee, or the New Initiative Grant Committee, to undertake research.

Dr Monica Taylor	Department of Language, Linguistics and Philosophy	The Role of Writing in National Development: A survey of the Use and Impact of Writing in the Public and Private Sectors in Jamaica
Dr Donna Hope	Institute of Caribbean Studies	Strengthening Jamaica’s Cultural and Creative Industries: A Case Study
Dr Stephen Lenik	Department of History and Archaeology	Feasibility of Handheld X-ray Fluorescence and Gamma Ray Spectrometry as Non-Destructive Techniques for Identifying Construction Phases of Concrete Buildings
Dr Yee Han Joong	School of Education	Integration of Environmental Education in Mathematics and English language in Jamaican Schools
Dr Deon Edwards-Kerr	School of Education	An Evaluation of the Impacts of Interventions Related to Safety, Security and Violence in Jamaican Schools

Regarding group or collaborative research, the School of Education is leading the way in the Faculty. Within its current revised organizational structure, for example, colleagues have been grouped into four discipline-based research and teaching clusters: communication and arts,

foundation of teaching and learning, science and technology, and social science education, leadership and policy. These groups, over time, are expected be the main drivers of problem-solving research agendas in education. Dr. Deon Edwards-Kerr, it is instructive to note, competed for the Mona Campus research grant under the auspices of one of these clusters.

Conferences, Symposia, and Lectures

In addition to attending and presenting papers locally and internationally on invitation, the Faculty, as indicated by the few examples given below, hosted numerous public lectures, seminars, symposia and conferences through the various Departments that attracted participants from far and wide.

School of Education	UWI/UNESCO Caribbean Conference on TVET, March 7-9, 2012 at Montego Bay, One significant outcome, with policy implications for the development of TVET, was the “Montego bay Declaration on TVET in the Caribbean.”
Department of Literatures in English	Earl Lovelace, “Reclaiming Rebellion,” 13th Nov., 2011, Center for the Creative Arts, Mona Campus. This was the 5th Edward Baugh Distinguished Lecture.
Department of History and Archaeology	Emeritus Professor Carl Campbell, “The Education Landscapes of the Greater Antilles (Cuba, Puerto Rico, the Dominican Republic, Haiti and Jamaica) in Historical Perspective,” 27th march, 2012, Center for the Creative Arts, Mona Campus. This was the 27th Annual Elsa Goveia Memorial Lecture.
Department of Language, Linguistics and Philosophy	Professor Charles Mills, “Racial Justice,” 24th Nov., 2011, at the New Education Lecture Theatre. Mona Campus. This was a public lecture.
Department of Library and Information Studies Library and Information Studies & The Library and Information Association of Jamaica (LIAJA)	Professor Vicki Gregory, “Library and Information Science Education and its Changing Nature,” 23rd February, 2012, Multifunctional Room of the Mona Campus Library. This was a public Lecture. The IASL 40th Annual Conference & 15th International Forum on Research in School Librarianship, August 7-11, 2011, Mona Campus.

Caribbean Institute of Media and Communication (CARIMAC)	Mr. Mike Fennell, “Media and National Development,” Undercroft-Senate Building, Mona Campus. This was the 2nd CARIMAC/Aggrey Brown Distinguished Lecture.
Department of Modern Languages and Literatures	Professor Antonio Tillis, “‘Everybody can Cross it’: Border Crossing and the Study of Foreign Languages,” 25th Nov., 2011, Neville Hall Lecture Theatre, Mona Campus. This was a public lecture.
Institute of Caribbean Studies (ICS)	Professor Mike Alleyne, “For the Record: Bob Marley’s Island Albums and the 40th Anniversary of ‘Catch a Fire,’” 16th February, 2012, Neville Hall Lecture Theatre, Mona Campus. This was the 15th Annual Bob Marley Lecture.

The vibrant intellectual culture within the Faculty, as demonstrated by these conferences, lectures and symposia, was further energized and nourished with the elevation of two colleagues, Drs Beverley Bryan and Veront Satchell, to the rank of full Professorship in recognition of their research outputs, including teaching, and other contributions to the University and the wider society. An inaugural professorial lecture - “English is an Arena not a Subject: Language, Teaching and Learning in Post-Independence Jamaica” – has since be given by Dr. Bryan to further highlight her theoretical contributions to the scholarly debate on language teaching and learning in a Creole-speaking environment such as Jamaica.

Select Publications/ Awards

The publications here represent just a small sample of what was actually produced by colleagues across the various disciplines and Departments in the Faculty. Aside from the first item listed below, the rest had won prizes at the Mona Research Day Award Ceremony in January, 2012.

- Professor Veront Satchell, Hope Transformed: A Historical Sketch of the Hope Landscape, St Andrew, Jamaica, 1660-1960 (Kingston: University of the West Indies Press, 2012)
- Professor Beverley Bryan received the Principal’s Award for the Best Book Publication in the Faculty entitled Between Two Grammars: Language Learning and Teaching in a Creole-Speaking Context (Kingston: Ian Randle Publishers, 2010)

- Drs Matthew Smith and Maiti Villoria, who tied on points during the scoring of their respective articles, received the Principal's Award for Best Article in the Faculty. These are their respective titles: D. Smith, "H.G. and Haiti: An Analysis of Herbert G. DeLisser's Land of Revolutions," *Journal of Caribbean History*, 44:2 (2010) 1-18; and M. Villoria, "Columbia's Drug Trafficking Subculture: Its Literary Representation in *La Virgen de Los Sicarios* and *Rosario Tijeras*."

National and Regional Engagement through Public Service

The Faculty, through the expert skills and specializations available to it, has been contributing to the development of public institutions of national import outside of the University. These are some public institutions that benefited from the expertise of staff drawn from the Faculty during the year under review:

- National Council on Education (Jamaica)
- Jamaica Teaching Council
- Board of the University of Jamaica
- Jamaica Library Board
- Jamaican Office of Disaster Management
- Caribbean Disaster Emergency Management Agency

The School of Education, through the SMIT (Science, Mathematics and Information Technology Center), expanded the "Mathematics Problem Solving Competition," which was usually organized for grade 9 students, to include two other problem solving competitions: "Productivity Tools" for grade 10, and "Computer Programming" for grade 11. Over 30 schools registered for the first, while the latter two recorded 10 and 12 entries, respectively. The School of Education, to secure prizes for all three competitions, partnered with the IT Company, Digicel of Jamaica. As an extension of the same public outreach thrust, that is calculated at promoting teaching and learning in the nation's secondary schools, the

Departments of Modern Languages and Literatures, History and Archaeology, and Literatures in English, organized workshops at different times to assist students preparing for the Caribbean Advanced Proficiency Examination (CAPE). Each of these workshops attracted over 200 participants across Jamaica. On top of all this colleagues in the Faculty have continued to render public service to the Caribbean Examination Council in two main areas: as examiners on Subject Panels in the Council's CSEC and CAPE examinations, and as Chief or Assistant Chief Examiners in their respective disciplines.

International Partnerships

The Faculty, through the various Departments, has always sought to enrich the process of research, teaching and learning through negotiated partnerships and linkages with other universities and institutions of higher learning across the globe. During the academic year under review the following accomplishments were recorded under the ongoing five-year collaborative agreement between the School of Education and the University of Reading in the United Kingdom.

- As part of a six-week study-visit to the UWI, Dr Geoff Tennant, Senior Lecturer at the University of Reading, conducted workshops for graduate students in the Mathematics Education program. Thereafter, in conjunction with another colleague in the School of Education, Dr Yee Han Joong, another workshop for Mathematics teachers in the Montego Bay region of Jamaica was also conducted.
- In the aftermath of that visit the Principal of the Mona Campus funded two graduate students from the School of Education – one from Mathematics and the other from Science – on a study-tour to the University of Reading in June 2012.

The Department of Literatures in English is also a beneficiary of an ongoing Staff Exchange Program with a sister department at the Malmo University, USA. However, because it is going to expire at the end of the 2012/13 academic year, both departments have started to negotiate “new

modes of collaboration to replace the existing one.” Under that Program Drs Asko Kauppinen and Petra Ragnestam visited the Department from April 12-22, 2012. Finally, the existing collaboration between the Department of Library and Information Studies and UNESCO/UNITWIN has enabled the former to continue its role as coordinator of the “UWI’s initiative in the Media and Information Intercultural Dialogue.”