

# FACULTY OF HUMANITIES AND EDUCATION

**Mona**

Year ending July 31, 2016



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**Dean**

# Overview

Within the general context of the major objectives and goals of the 2012–2017 University Strategic Plan, the Faculty of Humanities and Education sustained and, indeed, bolstered its commitment to achieving the specific UWI Strategic Perspectives for 2015–2016. During the year under review the Faculty pursued various initiatives to raise funds, to foster employee engagement and development, to achieve greater efficiency in the internal operational processes via the use of technology, to enhance student learning and development, to nourish the existing culture of routine curricula renewal, to design scholastically current and market-responsive new programmes to grow student enrolment, and to also undertake research for the general advancement of scholarship as well as for the cultural and socioeconomic development of society at large. We also pursued new initiatives aimed at establishing new institutional linkages with international partners as well as took steps to consolidate existing ones for mutually rewarding research, teaching and learning engagements. Finally, efforts aimed at motivating faculty to contribute to nation-building through public service and community outreach activities were expanded. These endeavours were all designed to sustain and promote the competitiveness of the Faculty and the University of the West Indies in a globally dynamic tertiary educational environment; and to also produce balanced work-ready graduates who are not only technologically savvy, but also culturally sensitive in a rapidly changing global marketplace as outlined and envisioned in the University Strategic Plan.

**FINANCE AND FUNDRAISING**

In response to the Strategic Plan, which calls for a reduction in the reliance on government financial assistance in order to increase the contribution from other non-government sources, the Faculty established a fundraising committee in September 2015 for the first time. Known and called the Faculty of Humanities and Education Fundraising Committee, and co-chaired by Professor Hopeton Dunn and Dr Sonjah Stanley-Niaah, this Committee has been mandated to raise funds primarily for the benefit of the less privileged and indigent students in the Faculty. A number of fundraising activities were held and the monies realized were deposited into a special account now held in the Bursary of the Mona Campus. By helping the less privileged students, we are seeking to stabilize student enrolment while at the same cementing our image as a student-centered Faculty. With the benefit of this experience in hand, the Faculty is poised to fundraise in the years ahead for infrastructural development, institutional strengthening and research development, among others.

As the appropriate subsections will show, more self-financing professional and continuing education programmes were introduced in many Departments across the Faculty during the year under review. There was also an expansion in the use of ICT in administrative cum academic functions with a view to increasing efficiency while reducing economic cost. Thus, for example, rather than printing and photocopying volumes of documents for the annual evaluation and promotion exercise, they were all simply conveniently projected on to a screen in the Dean's conference room for our deliberations this year. Additionally, several Departments across the Faculty continued to embark on fundraising activities to support teaching, learning and research. Thus, for example, the ICS (Institute of Caribbean Studies) is now fundraising with a view to establishing "a listening/sound room" for teaching music courses. The School of Education, through its research and project unit, completed several grant-applications for research funding which were submitted to both government and non-governmental agencies.

## **EMPLOYEE ENGAGEMENT AND DEVELOPMENT**

This account of employee engagement and development, as it pertains to academic staff, is primarily related directly to two mutually reinforcing incentives: the provision of prescribed training through the Center for Excellence in Teaching and Learning (CETL) to promote better teaching delivery, and the provision of more teaching gadgets within the classrooms of the Faculty. Aside from newly recruited academic staff members, who were advised to enroll in the prescribed programme, quite a handful of colleagues participated willingly in workshops and seminars within and outside of the Mona Campus to upgrade their pedagogical competencies through the use of 21st century Information Communication Technologies (ICT).

To sustain and promote this interest the administration recognized, commended, and also rewarded their participation and performance during the evaluations for contract renewals and promotions within the Faculty. Additionally, with a view to improving the learning environment and also encouraging staff professional career development, the Faculty invested in more ICT gadgets to enhance teaching delivery in the classrooms. The total amount of staff now willing to routinely deploy these gadgets to enhance teaching delivery and, thereby, advance their own careers professionally has risen overall within the Faculty. Under the auspices of the Human Resources Division, Deans and Heads of Department were invited to Leadership Seminars that focused, among other themes, on “stress and anger management,” including “change management,” in the Mona Campus. The Faculty also benefited from the training and development seminars for administrative staff organized by the Human Resources Division in both functional and cross-cutting areas of leadership and management within the context of career planning during the year under review.

## **INTERNAL OPERATIONAL PROCESSES**

In pursuit of efforts aimed at developing a more efficient and effective utilization of resources as well as improving on the existing administrative

processes, the job descriptions for the administrative assistants in the Dean's Office were reviewed under the auspices of the Human Resources Division. Following that review certain duties and responsibilities, hitherto performed on a part-time basis by staff outside of the Dean's Office, were incorporated into the revised job descriptions. This has led to a better alignment of staff workloads and also saved on labour costs while enhancing productivity. By reassigning these duties which are quite central to the core functions of the Deputy Dean for Graduate Studies and the Vice Dean for Marketing and Community Outreach, for example, the internal operational processes in the Dean's Office have been strengthened. Additionally, taking core responsibilities away from part-time employees enhances our risk management system as well as our internal communication and reporting system.

With respect to our internal communication system, existing processes in the Departments and the Dean's Office were consciously aligned to be more customer-friendly and, in particular, to respond in a timely manner to the needs of both staff and students. Within the Departments and the Dean's Office there are coordinated reporting systems, with specific terms of reference to deal with and report on academic and non-academic matters likely to negatively affect staff and students within the Faculty. These systems, depending on the situation, will report either directly to the Head of Department, or to the Dean. Thereafter, as duly required, the Campus Principal and/or the Campus Registrar were also duly informed about developments in the Faculty. Aside from academic staff and students, however, scheduled meetings (including impromptu ones) with the auxiliary staff of the Faculty were held with a view to addressing welfare matters. These initiatives, in sum, had the net effect of improving collegiality and labour relations, strengthening employee engagement, and enhancing employee confidence in the management of the Faculty.

## **TEACHING, LEARNING AND STUDENT DEVELOPMENT: UNDERGRADUATE STUDIES**

### **Curriculum Development**

Several existing undergraduate courses, drawn across the various Departments and disciplines, were reviewed by the Faculty's Quality Assurance Committee led by the Deputy Dean for Undergraduate Studies for, among others, their bibliographical and thematic currencies, their teaching and assessment methodologies, and their measurable learning outcomes. Aside from these routine and mandatory reviews, every Department sought to enrich and enhance its offerings by introducing new courses that are intellectually sound, market responsive, and culturally relevant. These examples from the Institute of Caribbean Studies are quite instructive and notable: "Issues in Cyber Culture" (CLTR 3508); "Caribbean Sexualities: Culture, Power and Diversity" (CLTR3510); and "Material Culture and Identity in the Caribbean" (CLTR 1005).

Several existing undergraduate programmes, drawn across the various disciplines, were also revised by the Faculty's Quality Assurance Committee. These two examples, drawn respectively from the Department of Language, Linguistics and Philosophy (DLLP) and the School of Education (SOE), are worth noting: the "B.A Double Major in Linguistics and Language Education"; and the "BEd Computer Studies & Information Technology." The former highlights interdepartmental collaboration and the benefits and values of interdisciplinary scholarship that are being emphasized in order to enhance the employability and work-readiness of graduates. In addition to its interdisciplinary content and its associated benefits, the latter expresses a robust determination to demonstrate the relevance of our offerings to the advancement of teaching and learning through the use of information communication technology in the classroom.

Under the auspices of the Dean's Office the Faculty, in pursuit of curricula innovation and more market-responsive first degree programmes capable of increasing student enrolment, introduced a multidisciplinary programme, "B.A. in Cultural and Creative Industries." This programme has drawn on courses from several disciplines across several Faculties in the Mona Campus. While reviewing this programme proposal for

approval, the Academic Quality Assurance Committee of the Mona Campus (AQAC) described it as a “model” for others fittingly. The Department of Library and Information Studies also introduced two new programmes: “B.A in Librarianship,” and “B.A in Information Studies.” Minor options in Information Studies, as well as in Theology, were proposed by the relevant Departments, then vetted by the Faculty subcommittee, and approved subsequently for implementation in the 2016/17 academic year by both the Campus Committee and the UWI Board for Undergraduate Studies.

### **THE LEARNING ENVIRONMENT AND STUDENT DEVELOPMENT**

The question of teaching, learning and student development (recruitment, retention, social and intellectual growth) cannot be considered in isolation from the adequacy or shortcomings of the teaching and learning environment. The absence of technological support, for example, could combine with poor and ineffective teaching methodologies by underperforming teachers to accelerate the demise of otherwise good courses and programmes. Hence the Faculty deemed it important to update and revitalize the physical infrastructure and the learning environment alongside the aforementioned curricula reforms. Regarding the former, the following projects were successfully undertaken during the year in review: the Graduate Conference Room and the Dean's Conference Room were outfitted with projectors and slide screens to facilitate teaching deliveries, seminars, workshops, and/or administrative cum academic meetings; thirty-two (32) staff offices in the old and new Humanities buildings were refurbished; nine damaged air conditioning units of varying capacities were replaced in various teaching venues; the long corridors upstairs and downstairs of the old Humanities building have been tiled; and extensive repairs were also undertaken in both staff and student bathrooms within the Faculty.

With a view to significantly improving the aesthetic appeal of the physical surroundings of the learning environment, The “FHE Culture Park Development Committee” was inaugurated to advise the Faculty on how to further beautify the quadrangle behind the old Humanities building.

Students have shown their support and appreciation of this effort by donating, through the Guild of Students, some of the plants now decorating the two concrete walkways running across the Park. They also painted the tall wall demarcating the School of Education building from the concrete walkway that runs in front of the lounge for commuting students. Another sculpture to represent one of the nation's heroes or heroines, preferably Marcus Garvey, will soon be added to the three pieces of art work currently adorning this area. The emotional and psychological benefits of learning within a beautiful environment, and the fiscal benefits to be derived from the efforts of the FHE Fundraising Committee earlier mentioned, will work in concert to bolster student development and also foster the student-centered image of the Faculty. All of these efforts will ultimately help to foster a sense of belonging in students and also work in tandem with the ongoing curricula restructurings to promote student recruitment, retention and development across the Faculty.

### **SOME NOTABLE STUDENT ACHIEVEMENTS**

This account of the learning experience and student development cannot be complete without mentioning some of the notable achievements by students, including the scholarship awards that were made to some of them on account of their outstanding academic performances. Following on a call from the Board for Undergraduate Studies (BUS) to the Dean, Heads were asked to recommend students with the most competitive grade point averages for the Monty Alexander, Louise Walker, and the Paxton & Rachel Baker scholarships, all tenable in the UWI and administered under the "American Friends of UWI 2015/2016 Scholarships." Based on the submissions, the first, second and third named scholarships were awarded, respectively, to Mr. Mario D. Spencer, Mr Michael Dane Lewis, and Ms Davae Shandene Walters. All of them are enrolled in the Enterprise and Cultural Management degree programme offered by the Institute of Caribbean Studies (ICS). Reneka Fowler and Monique Smith were also the recipients of the "Emile Martin Scholarship" in Cultural Studies tenable at the Western Jamaica Campus (WJC). Finally, Brian Walker and Kristeena Monteith, journalism students in the Caribbean



Institute of Media and Communication (CARIMAC), represented Jamaica at the Future News Journalism Conference in Edinburgh, Scotland, sponsored by the British Council from 4-6 September, 2015. The conference, which was aimed at inspiring the next generation of world-class journalists, brought over 100 delegates from over 20 countries across the world.

### **TEACHING AND LEARNING: POSTGRADUATE STUDIES**

Without exception the various Departments, through the weekly staff/postgraduate seminars and other out-of-classroom learning engagements between research supervisors and supervisees contributed immensely to the experiences of postgraduate students in the Faculty. The Faculty, through the Deputy Dean for graduate studies, organized workshops targeted specifically at addressing issues in the learning experience of postgraduate students. These issues, among others, included time management skills, supervisor/supervisee relationship in research supervision, as well as the techniques of thesis writing. Additionally, the Office of Graduate Studies and Research organized and facilitated several activities, such as seminars for research supervisors, to enrich the learning experience of graduate students. With financial assistance from that Office, some graduate students also attended conferences overseas with a view to presenting papers. The net benefit of these efforts can be seen in part from the following list of graduate students who successfully completed and defended their PhD dissertations during the year under review:

### **PHD DISSERTATIONS COMPLETED AND DEFENDED**

#### **Sandra McCalla**

- Performance Enhancement Drugs in Sports: An Inquiry into the Freedom and Responsibility of Athletes – Philosophy: Degree Awarded with High Commendation and received the “Most Outstanding Thesis Award” for 2015/16

#### **Dosseth Edwards-Watson**

- Inside the Black Box: A Qualitative Case Study of the Ecology of School Violence – Education

**Karl Camilio Kwame Watts**

- The Government Saving Bank of Jamaica: An Extension of Colonial Government Finance, 1870–1960 – History

**Sharon Gardner**

- How High School Speakers of Jamaican Creole Achieve Cohesion in Narrative and Persuasive Writing – Language Education

**Joshua Chamberlain**

- So Special, So Special, So Special: Citizenship, Nation and the Jamaican Sound System – Cultural Studies

**POSTGRADUATE STUDIES: CURRICULUM DEVELOPMENT**

The Faculty's subcommittee on postgraduate studies, chaired by the Deputy Dean for graduate matters, is primarily responsible for the vetting of new graduate programmes and courses from the Departments before their submission to the UWI Board for Graduate Studies and Research through the Campus Office of Graduate Studies and Research. The following new self-financing programmes, after being vetted by the Faculty's subcommittee, secured the approval of both the Campus Committee and the UWI Board for Graduate Studies and Research for implementation in the 2016/17 academic year:

Department	Programme
School of Education	MA in Early Childhood Education
School of Education	MA in Higher Education Management
School of Education	M.Ed in Educational Planning and Educational Policy MPhil/PhD in Leadership in TVET and Workforce Development
Library and Information Studies	MA in Archives and Records Management

In addition to the aforementioned new programmes, the following programmes after being reviewed for their intellectual currency and relevance by the subcommittee, were approved by the UWI Board for Graduate Studies and Research for 2016/17: MA in Theology (United Theological College), MA in English Language (Language, Linguistics and Philosophy), and MA in Teaching (School of Education). MA in Literatures in English, the only programme still below the minimum of thirty-five (35) credits required for all taught and “non-research” second degree programmes in the University, has been barred from accepting new students for the 2016/17 academic year by the Campus Office of Graduate Studies and Research.

## **INNOVATION, RESEARCH AND PUBLICATIONS**

Teaching and learning within the Faculty have been informed in various ways by the innovativeness of the full time academic staff based on their research and publication efforts. Appreciative of this fact, the Faculty is fully committed to building and sustaining an enabling environment to support research and innovation. During the 2015/16 academic year many colleagues, drawn from different disciplines across the Faculty, secured either the Mona Campus Principal's “New Initiative Grant,” or the Mona Campus Research Fellowship, to pursue various individual or group research initiatives.

It is this desire to sustain and promote the existing robust research culture that informed the inauguration of the annual “Ideas that Matter Colloquium and Distinguished Lecture” at the beginning of this academic year under the leadership of Professor Hubert Devonish. As we seek to rebrand and reposition the Faculty and its offerings, this new effort is intended, among other things, to select broad, cross-cutting contemporary themes that can mobilize both staff and research students across the various disciplines into a truly cross-disciplinary discourse.

To inaugurate this “Series,” the following themes were selected: “Humanities and Education in the Cultural and Creative Industries” for 2015/16; and “Education and Communication in a Digital Age” for 2016/17. The

themes were selected because they were deemed critical to the initial multidisciplinary programmes we have decided to introduce in order to enrich our offerings, rebrand the Faculty, and also increase student enrolment. This year's colloquium began with presentations from five (5) graduate students and one junior scholar, Dr Deborah Hickling, before the distinguished lecture that was given by Professor Carolyn Cooper, "Making Work: Capital Investment in the Humanities." Cooper emphasized both the relevance of the creative industries for job creation and the centrality of the Humanities-based disciplines to the emerging global cultural economy.

Many colleagues, drawn across the various Departments, attended and presented their research findings at conferences and seminars held abroad and locally. As shown below, the various Departments had also organized public lectures and/or research conferences and seminars during the year in review.

## **CONFERENCES, SEMINARS AND LECTURES**

### **School of Education**

- Talk the Poem National Poetry Recitation Competition

### **School of Education & Teacher Colleges of Jamaica (TCJ)**

- International Council on Education for Teaching (ICET) 60th World Assembly Conference

### **Institute of Caribbean Studies (ICS)**

- Marlon James, "A Journey through the Award Winning Marlon James' Mind" – 19th Annual Bob Marley Lecture

### **Language, Linguistics & Philosophy**

- "Discovering the World through Linguistics" (Linguistics Undergraduate Conference)

### **Caribbean Institute of Media and Communication (CARIMAC)**

- Adrian Robinson, “The New Universe for the ‘MAC’ in CARIMAC: Case Studies of the Internet” – 6th Annual CARIMAC Aggrey Brown Distinguished Lecture

### **The Mona ICT Policy Centre and the Caribbean Institute of Media and Communication (CARIMAC)**

- Third Annual Cyber Security Conference entitled: “Data Protection, Financial Services and Customer Awareness”

### **History and Archaeology**

- “Terror Spread”: The Morant Bay Rebellion in Jamaican History” (Conference to mark the 150th Anniversary of the Rebellion)
- Lara Putnam, “Cities of Women: Gender Divides in Circum-Caribbean Migration, 1880–1930” – 32nd Annual Elsa Goveia Memorial Lecture

### **Library and Information Studies**

- Kelvin White, “Archival Silences: A Call for Culturally Relevant and Pluralistic Archival Education, Research and Practices” – 4th Kenneth Ingram Memorial Lecture
- “Unlocking the Full Potential of the 21st Century School Library: Emerging Trends for Librarians and Users” – School Library Conference of the Latin America and the Caribbean Region

### **Literatures in English**

- Glen Griffith, “How BBC Radio Served West Indian Literature: 1943–1958” – 9th Edward Baugh Distinguished Lecture
- “The Reggae Talks” under “March is Literatures in English Month” Activities

### **Modern Languages and Literatures**

- “Let’s Celebrate Languages” – An annual public event to raise awareness among high school students of the importance of learning a foreign language in a globalized world

## SELECT PUBLICATIONS/AWARDS

### Books

- Ramsay Paulette, *Afro-Mexican Constructions of Diaspora, Gender, Identity, and Nation*. Kingston-Jamaica: The UWI Press (2016)
- Griffith A. Stafford, *School-Based Assessment in a Caribbean Public Examination*. Kingston-Jamaica: The UWI Press (2015)
- Bruni Nina, *Ruptura y Viraje La Narrativa de Maricio Veloz Maggiolo, 1960—975*. Santo Domingo-Republica Dominicana: Ministerio de Cultura (2015)

### Awards

#### Dr Jenny Jemmott

- The Principal's Research Awards (2015): Best Research Publication-Book Category (Book: *Ties that Bind: The Black Family in Post-Slavery Jamaica, 1834–1882*)

#### Dr Vivette Milson-Whyte

- The Principal's Research Awards (2015): Best Research Publication-Book Category (Book: *Academic Writing Instruction for Creole-Influenced Students*)

#### Dr Nina Bruni

- The Principal's Research Awards (2015): Best Research Publication-Book Category (Book: *Ruptura y Viraje La Narrativa de Marcio Veloz Maggiolo, 1960–1975*)

#### Dr Jonathan Dalby

- The Principal's Research Awards (2015): Best Research Publication-Article Category (Article: "Such a Mass of Disgusting and Revolting Cases: Moral Panic and the Discovery of Sexual Deviance in Post-Emancipation Jamaica, 1835–1855")

**Dr Marie-Jose Nzengou-Tayo (and collaborator)**

- The Principal's Research Awards (2015): Best Research Publication-Article Category (Article: "Translating the Other's Voice: When is Too Much Too Much?")

**Dr Paulette Ramsay**

- The Principal's Research Awards (2015): Best Research Publication-Article Category (Article: "Landscape, Place and Belonging in Selected Poems by the Afro-Cuban Writer Jesus Cos Causse")

**Dr Loraine Cook & Prof Zellynne Jennings-Craig**

- The Principal's Research Awards (2015): Best Research Publication-Article Category (Article: "Causes of Absenteeism at the Secondary Level in Jamaica: Parents' Perspectives")

**Prof Hopeton Dunn, Ms Olivia Bravo & Mrs Janneth Mornan-Green**

- The Principal's Research Awards (2015): The Research Project Attracting the Most Research Funds and the Project with the Greatest Business/Economic/Development Impact (Project: "Energy Efficiency and Enhancement Project-Communication and Public Education Programme")

**Professor Matthew Smith**

- The 2015 Haiti Illumination Project Book Prize by the Haitian Studies Association for the book, *Liberty, Fraternity, Exile: Haiti and Jamaica after Emancipation*

**OUTREACH INITIATIVES**

The Faculty, through its academic staff members, has been contributing to the development of public institutions of national and regional importance outside of the Mona Campus. Here is a short list of the notable institutions that have benefitted from the public-spirited services of our academic staff in the Faculty: Caribbean Examination Council; Caribbean Disaster Emergency Management Agency; the Organization of America States (OAS); the National Council on Education (Jamaica);

the Jamaica Teaching Council; the Jamaica Office of Disaster Management; and the Jamaica Library Board.

As an extension of the same public outreach thrust, this time 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). In a similar vein, with a view to helping grade nine students develop the problem-solving skills they require to function, the School of Education also organized the "Grade 9 Mathematics Solving Competition." The record of registrations indicated that over 200 students from various schools across the country had benefitted from these events. In addition to these events, the Faculty Outreach Committee, headed by the Associate Dean for Marketing and Outreach, had worked really closely with the Mona Campus Outreach and Recruitment team to promote the programmes of the Faculty, the image of the Mona Campus, and the products and services of the UWI generally, during their scheduled and structured visits to the high schools across the nation.

## **INTERNATIONAL COLLABORATIONS AND PARTNERSHIPS**

The Faculty, through the various Departments, has always sought to enrich the process of research, teaching and learning through negotiated partnerships and memoranda of understanding with other universities and institutions of higher learning across the globe. Following the appointment of Professor Reynaldo L. Martinez Jr. of the Valdosta State University in the United States as a visiting scholar in the School of Education, a memorandum of understanding was signed between that University and the Mona Campus to facilitate cooperation in programmes of education and research, as well as to promote staff and student exchanges between the two institutions.

The Department of Library and Information Studies, UNESCO, and the Nordic Information Centre for Media and Communication Research



(NORDICOM), is conducting a feasibility study to determine, among other things, the following: the need and relevance for an international media and information literacy institute (MIL); how professionals and universities can get involved in that institute; what the optimal and sustainable structure of the institute should be; and the format and type of courses that can be delivered through the institute. Additionally, an ongoing collaboration between the Department 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.”

The Department of Modern Languages and Literatures, the Jamaican Ministry of Foreign Affairs, and the Government of Columbia collaborated to conduct foreign language classes for Jamaican civil servants between June and December, 2015. In another partnership with the Department, known as “Heart for Change,” the Government of Columbia also provided volunteers for the teaching of Spanish language. These volunteers specifically assisted the Department with conversation and language laboratory classes. Finally, as a result of a memorandum of understanding between the Mona Campus and the Government of India which was facilitated via the Indian High Commission in Kingston, Rakesh Mishra, a scholar of Gandhi philosophy and teachings, joined the academic staff of the Department of Language, Linguistics and Philosophy at the start of this academic year. All of these outreach activities, international partnerships and collaborations have had the salubrious effect of marketing and also strengthening the UWI brand locally and globally as envisioned in the Strategic Plan.