

**The University of the West Indies
St. Augustine
CENTRE FOR GENDER AND DEVELOPMENT STUDIES**

**QUALITY ASSESSMENT
REVIEW
2004/2005**

SELF-ASSESSMENT REPORT

Table of Contents

	Pg.
1. Background of the CGDS – St. Augustine	1
2. Structure and Organization	2
2.1 CGDS Staff	3
3. Mission	4
4. Objectives	4
4.1 Aims and Objectives Statement	5
4.2 Relationships to UWI Strategic Plan	6
5. Areas of Focus	
5.1 Teaching	6
5.1.1 Curriculum	7
5.1.2 Methodological and Theoretical Diversity and Development in Curricula	9
5.1.3 Undergraduate Programme	10
5.1.4 Postgraduate Programme	14
5.1.5 Non-Degree Programmes	17
5.2 Teaching and Learning	21
5.2.1 Teaching Methods/Pedagogical Innovations	21
5.2.2 Accountability of Academic Staff	22
5.2.3 Resources for Teaching and Learning	23
5.2.4 The CGDS Reading Room	23
5.2.5 Readings Support	24
5.2.6 The Main Library's Collection	25
5.2.7 Educational and Information Technology	26
5.2.8 Space and Physical Infrastructure	27
5.2.9 Technical and Administrative Support	28
5.3 Student Profile, Assessment and Learning Outcomes	28
5.4 Quality Assessment and Enhancement	29
5.4.1 Graduate Course Assessment	31
5.4.2 Staff Development	31
5.4.3 Academic and Professional Linkages	31
6. Research	33
6.1 CGDS Research Projects	33
6.2 Individual Staff Research	33
6.3 Graduate Students Research	33
6.4 Contract Research	33



6.5	Publications – CGDS Staff and others	35
6.6	Conferences, Symposia, Reports and Evaluations	36
7.	Outreach and Public Service	37
7.1	Staff Development Programmes	38
7.2	UWI Open Days/Research Days	38
7.3	Lunch-time Seminar Series	39
7.4	Relationships with Community-based Organisations Government organisations /international academic Institutions	40
7.5	International Woman's Day Artistic Production	41
7.6	Public Fora	42
7.7	Outreach Summary	43
8.	Conclusions and Recommendations	45



APPENDICES FOR QUALITY ASSESSMENT

Appendix 1

Organogram 2004
Full Time and Part-time Staff Qualifications

Appendix 2

Operational Plan 2002-2003

Appendix 3

Course Outline with Readings and Tutorial Topics

Appendix 4

Duties of Graduate Programme Coordinator

Appendix 5

Course Outlines – Graduate Programme

Appendix 6

List of workshops for Non-Degree Programmes

Appendix 7

Library Information

Appendix 8

Course evaluation Questionnaires
Transcripts Gender and Development Studies
Quality Assessment - Student Profile Form

Appendix 9

Report on University/External Examiners

Appendix 10

Staff Development Programmes

Appendix 10A

List of Visiting Researchers

Appendix 11

Research Activity and Output 1993-2004
Reports and Evaluations – Conferences and Symposia

Appendix 12

Workshop Report – Sowing Sisterhoods (August 16-17th 2002)

Report of the Outreach and Research Project –April-December 2001

Outreach Report – January to July 2003

Interim Report – Creative Strategies for Making a Difference in the Classroom:

Alternatives to Corporal Punishment May 2003-April 2004

Participation List – Creative Strategies for Making a Difference in the Classroom 2004

Appendix 13

E-Mail Addresses for Lunch Time Seminar Series

Newday's clipping – Tackling Violence

Lunch Time Seminar

Appendix 14

Photo Gallery

Background Information

Faculty of Social Science – Regulations and Syllabuses 2001- 2004

Situational Analysis 1997-2002

Centre for Gender and Development Studies information

Departmental Reports

List of Tables

Table 1	Example of Training Workshops and Range of Participants	18
Table 2	Number of Students who have graduated with the Minors offered by the Centre	28
Table 3	Collaboration with former Senior Fulbright scholars	34
Table 4	Conferences and Symposia – Reports and Evaluations	36

SELF-ASSESSMENT REPORT

CENTRE FOR GENDER AND DEVELOPMENT STUDIES

1. Background of the CGDS – St. Augustine

The Centre for Gender and Development Studies (CGDS) evolved out of the efforts of the Women and Development Studies Groups (WDSG) started in 1982, on all three campuses of The University of the West Indies. These groups were formed as a result of an initiative of Peggy Antrobus, then Tutor/Coordinator of the Women and Development Studies Unit (WAND) supported by Joycelin Massiah, Director of UWI's Institute of Social and Economic Research (ISER) in the Eastern Caribbean. Membership of the groups comprised interested university faculty and staff who saw as their main aim the institutionalising of a programme of Women and Development Studies within the University of the West Indies system.

After eleven years of lobbying, preliminary teaching and course development, regional seminars and incipient research and publications, The Centre for Gender and Development Studies (CGDS) was established in September 1993. It consists of a Regional Coordinating Unit, located on the Mona Campus in Jamaica and Campus Units located on each of the three UWI campuses. The St. Augustine campus in Trinidad and Tobago is headed by Professor Rhoda Reddock.

One of the CGDS' main achievements has been its establishment as an autonomous interdisciplinary and multidisciplinary unit. From the inception, there was a strong pressure to have the Centre incorporated into the then Faculty of Arts and General Studies. The CGDS argued that its incorporation would threaten the inter and multidisciplinary focus of the Centre, which is its strength. As an area of academic scholarship, Women's and Gender Studies has challenged the overall epistemological basis of existing knowledge systems including the disciplinary boundaries, and to be encapsulated within one of them, it was argued, would be self-defeating.

Maintaining an independent and interdisciplinary character has allowed the Centre to work closely with the staff in the other UWI departments and faculties and to have a wider influence on the entire university system. At the St. Augustine campus, very good working relationships have been established with the Faculty of Humanities and Education, the Faculty of Social Sciences' Department of Behavioural Sciences, and the Faculty of Science and Agriculture's Departments of Agricultural Economics and Extension, and Life Sciences.

The St. Augustine Unit of the Centre for Gender and Development Studies began operations one year after its counterparts on the other campuses. It began with two staff members, one academic and one secretary/stenographer III. No space was officially allocated to the Centre but it was initially located in two rooms loaned by the Institute of Social and Economic Research (ISER)¹. Through skilful negotiation, the Centre was eventually able to negotiate some space in C2 Chemistry Building and using savings from the non-appointment of staff during the period 1993-1994, the Unit was able to renovate and furnish the space. This initial allocation was eventually expanded by an additional 12 feet after repeated requests to the Chemistry Department, for which the CGDS remains grateful.

Since that time the Centre has made much progress. The official staff establishment has been increased to seven. The number of undergraduate course offerings have increased significantly and since 1997 a graduate programme offering an MPhil and PhD degree in Gender and Development Studies has been offered. In 2000 after numerous requests, it was agreed that another full-time academic position would be added to the CGDS complement. This was a significant development and went a long way towards consolidating the Centre's work and achievements up to that time.

This quality assessment provides a useful opportunity for the St. Augustine CGDS Unit to review its operations after the first ten years of its formal institutionalization by the University of the West Indies and to put in place structures and processes which would further enhance its work over the next decade.

2. Structure and Organization

The CGDS is located under the Vice-Chancellery of the University Centre and reports directly through the Regional Coordinating Unit of the Centre to the Vice-Chancellor. Each Campus Unit additionally reports directly to its Campus Principal and each campus is responsible for the budgetary arrangements for the units on its campus. The Head of the Campus Unit is a budget holder and manages the budget for the unit. All CGDS units meet regularly via UWIDEC and normally once a year in face to face meetings. The work of the Campus unit is also directed by a Campus Board of Studies, chaired by the Head. Membership on the St. Augustine Board of Studies include representatives of each faculty; Associate staff of the Centre who are invited members, and

¹ Now the Sir Arthur Lewis Institute for Social and Economic Studies (SALISES) on all campuses. The Women Studies Groups and the Centre units benefited greatly during these early years from the support of the ISER.

representatives of the Main Campus Library, the WDSG Group and the Guild of Students.

2.1 CGDS Staff

The staff of the Centre comprises both staff on the official establishment and staff financed through external funds. External funds have always been important in supporting the additional projects which expand the scope of the CGDS. Some staff have been deeply involved with the CGDS from its inception. Others have been a part of the UWI community for many years, and eventually joined the Centre. Regardless of their varied backgrounds, they are a team who continue to work at improving the understanding of gender and gender-related issues.

The current CGDS staff members are:

Established Positions

Academic

- | | |
|----------------------|--|
| Head /Professor | - Prof. Rhoda Reddock , B.Sc, M. Dev. Studies, Ph.D. |
| Senior Lecturer | - Dr. Patricia Mohammed; B.A.; M.Sc. Ph.D |
| Grad. Research Asst. | - Ms Rennette Ursha Feracho B.Sc. |
| Outreach Officer | - Ms. Camille Antoine, B.A., M.A. ² |

Administrative, Technical and Support Staff

- | | |
|----------------------|-----------------------------------|
| Administrative Asst. | - Ms Glenda St. Louis Ottley, APS |
| Clerical Asst. | - Ms Geeta Badloo |
| Office Attendant | - Ms Susan Jacelon |

Non-Established Posts (financed through External funds)

- | | |
|---------------------------|-----------------------------|
| Documentalist (Part-time) | - Ms. Eaulin Blondel – B.Sc |
|---------------------------|-----------------------------|

When funding permits, research assistants and student assistants are hired for specific projects and part-time staff are also hired to assist with teaching and tutorials.

From time to time, the CGDS St. Augustine has also made good use of the Fulbright Senior Fellowship programme to provide additional staffing support for its programmes. This was especially useful when there was only one full-time academic staff member.

² Ms Antoine had been paid from External Funding from April 2001 to mid-2004.

Please see Appendix 1 for the Centre's organogram and full staff list. The St. Augustine Unit shares the overall mission and objectives developed collaboratively among the units. These are as follows:

3. Mission

The Centre for Gender and Development Studies, UWI, is committed to a programme of teaching, research, and outreach/public service which:

- (a) Questions historically accepted and contemporary theories and explanations about society, and human behaviour.
- (b) Seeks an understanding of the world which takes women, their lives and experiences into account.
- (c) Examines the origins of power differences between men and women, and the division of human characteristics along gender lines.

Gender and other related factors are used as tools of analysis in the generation and reconstruction of knowledge, which will be used to inform the programme and act as a catalyst for change.

4. Objectives

The specific objectives of the Centre are to:

- 1. Develop an integrated, interdisciplinary programme of gender studies within the University, at both undergraduate and graduate levels. This includes facilitating the incorporation of gender analysis in all disciplines.
- 2. Produce and disseminate knowledge based on the generation and analysis of research data on women, men, and gender-related issues in the Caribbean.
- 3. Establish and maintain linkages with national, regional and international institutions concerned with Gender and Development, provide advisory services, influence policy directions and assist with capacity building in these institutions.

4.1 Aims and Objectives Statement

The Centre's aim is to provide an exciting, creative and academically sound programme of teaching, research and outreach which seeks to

interrogate, challenge and understand the existing areas of knowledge in all disciplines and to contribute to the growth of new gender sensitive knowledge.

It also aims to influence scholarship in other departments of the University by working with faculty and students in facilitating and strengthening gender-related and gender-sensitive scholarship throughout the UWI system. We seek as well to create an atmosphere conducive to critical thought, creative exploration and theoretical development. In this regard, avenues for discussion, debate, sharing of knowledge and ideas and the fruitful collaboration with regional, and international scholars and thinkers is encouraged.

For the St. Augustine Unit in particular, the link with the wider community – organised and unorganised, state/quasi state and civil society is key as there is a recognition of the responsibility of the University to its constituency *and* of gender studies programmes to the women's movement which brought it into being.

As a result the St. Augustine Unit has developed a tradition of involvement in all spheres of the country's and region's social, economic, and political life. It sees this critical involvement as necessary for creating an enabling environment that will bring about social and gender equity in all areas of life in the Caribbean. As far as possible we attempt to reflect these aspirations in all aspects of teaching, outreach and research.

Students who graduate from the CGDS should be able to:

1. Untangle the complex web of oppression and privileges based on race, class, gender and sexual orientation in order to understand their connections and impact on the wider society;
2. Have a better comprehension of feminist theory and be proficient in gender analysis. They should be able to hear the varied, sometimes opposing, voices of women and men as they describe their struggles for autonomy;
3. Celebrate women's struggles for autonomy and empowerment and to examine the ways in which patriarchy negatively affects women;
4. Use all the skills available to observe, to speak, to write, to read and to think critically in an effort to develop further their capacity for active learning.

5. Use these skills to analyse their environment and to come up with strategies to effectively transform it;

4.2 Relationships to UWI Strategic Plan

Based on the above and the priorities of the UWI Strategic Plan, the CGDS has developed an operational plan which is being effected. Concrete strategies based on the seven priorities identified by the St. Augustine campus have been identified and many of them have been implemented (See Appendix 2 - Operational Plan).

5. Areas of Focus

5.1 Teaching

The first gender-related course introduced at the UWI was AR301 introduced on the St. Augustine campus. This course was team taught by UWI staff, many of whom are still involved in gender-related teaching at the UWI or elsewhere. The main philosophy underlying the teaching programme was :1) the need to reach as many UWI students as possible and 2) to develop a cadre of qualified and competent experts to continue the work in scholarship and practical implementation in the future.

In relation to the first aspect, this was achieved by introducing gender-related courses in a range of faculties and departments at undergraduate level. Courses are taught by CGDS staff as well as by associate staff. Currently all courses are taught through faculties and departments and listed as courses of those units. The number of courses has increased over the years. These have responded to the needs for a comprehensive programme i.e. including all the core areas of the field as well as responding to the interests of staff members, especially staff in faculties and departments.

While fulfilling this philosophical requirement, this practice rendered invisible the teaching load of CGDS academic staff and of the Centre generally. One mechanism used by women's and gender studies programmes throughout the world which both acknowledges its multi/interdisciplinary character as well as makes the programmes' work visible, is the practice of cross-listing. Unfortunately in spite of numerous requests, arguments and explanations, this has been rejected by the UWI administration. The problems of multi/cross or interdisciplinary areas such as gender studies remains a challenge to a faculty based tertiary level education system organized around closely inter-related disciplines. This means that students at the undergraduate levels, even if wishing to complement their study programme with gender

courses, must first satisfy the compulsory stipulations of their majors and minors in the different faculties.

Currently the UWI is undergoing a process of harmonisation of course codes across campuses. This conjuncture provides the opportunity to institute the practice of cross-listing which recognises interdisciplinarity and allows students to shape a diverse and integrated study programme containing gender related course. For instance, a student in sociology would benefit tremendously by examining the scientific bases of gender and racial stereotyping in Gender and Science being taught in the Natural Sciences, NS 21B. The limits of interdisciplinarity poses a serious concern for the further expansion of gender studies at the St. Augustine unit. We welcome the introduction of Gender codes for our undergraduate courses but regret the failure to recognise the collaborative and interdisciplinary character to the scholarship that we produce and teach.

The second philosophical concern is addressed through the introduction of minors and of the graduate programme in 1997. These will be explored in more detail later in this document.

5.1.1 Curriculum

Gender-related courses are offered through the various departments and faculties on the St. Augustine campus. The CGDS also offers a Minor in Gender Studies *with* the Faculty of Humanities and Education and a Minor in Gender and Development Studies *with* the Faculty of Social Sciences. The first minor in humanities, includes primarily courses in history, literary criticism and linguistics. The second minor is aimed at persons wishing to work in the field of Gender and Development and includes courses which include the application of gender analysis to development policy and programming. Each of these courses and minors is available to students of these two faculties and in most instances, to students of other faculties/departments. This however has been difficult to effect due to problems of time-tabling, where echoing the problems of interdisciplinary choices cited above, students are compelled to satisfy disciplinary prerequisites. At a recent regional meeting the CGDS agreed to work towards introducing a major in the near future.

In 2000 the initial teaching programme was substantially revised. The course AR 21C – Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge was divided into two parts. The content as initially offered was heavy including an introduction to the field as well as theoretical concepts. This course was also taught in the 2nd year. With the assistance of Dr. Jennifer Scanlon, then visiting Fulbright scholar, the new course AR 11C was developed into a lighter first year course, aimed to introduce students to the main issues in women's

studies/gender studies. A new 2nd year course, AR22C was also introduced which concentrated on the theoretical issues. This course was made a core course for both minors and was usually taught to students who required a deeper understanding of the theory and concepts involved.

One of the innovative characteristics of the St. Augustine unit has been the focus on the Natural and Applied Sciences. One of the first courses to be developed was the course Gender Issues in Agriculture, developed by Dr. David Dolly of the then Faculty of Agriculture and this course is still taught today. Gender, Science and Technology is one of the research themes of this Centre at St. Augustine and research in this area contributed to the development of the course Gender and Science by Dr. Grace Sirju-Charran in the late 1990s. After lobbying for two years this course was finally accepted by the Faculty Board of Studies of the Faculty of Agriculture and Natural Sciences and approved around 2000. This course however was taught for the first time in 2003 to students of the Faculty of Natural Sciences.

Later on in 2001, the course, SY27D, Gender and Development was introduced to the Faculty of Social Sciences. This was seen as a necessary component of the programme providing the more policy-oriented aspect focussing on the implementation of programmes, which was needed for work in the field e.g. in the public sector or international organisations. Finally the most recent addition – the course, AR20M, Men and Masculinities – reflected the growth of this area of scholarship internationally and the interest in such a course brought about by concerns over the situation of young men in the Caribbean. This had been a CGDS Research theme since 1995 so the introduction of this course built on a body of knowledge in which CGDS staff and UWI staff more generally had been involved in developing over some time.

The proposed course in Gender, Race/Ethnicity and Class in the Anglophone Caribbean aims to provide a more informed basis for debates on race and ethnicity in Trinidad and Tobago and the region. These issues have been central to the conceptualisation of the Caribbean and the lives of its people. The gendered aspects of this are crucial to understanding these phenomena in all their complexity. The current socio-political context in Trinidad and Tobago, where issues of race and ethnicity are so central demands that a course such as this be introduced for students who will be influential in the future of this society and region.

5.1.2 Methodological and Theoretical Diversity and Development in Curricula

In an attempt to introduce more rigour in the methodological and theoretical approaches to gender and development studies, the CGDS unlike many North American programmes is not limited to texts produced in the Economic North. Students at the UWI benefit from an exposure to works from writers from the Economic South – Africa, Asia and Latin America as well as from writers in Europe and North America. Students are aware of the critical discourses which have emerged in the field and are exposed to works from writers that embraced a post-colonial perspective. Included in the course outlines for example, are works by Ife Amadiume, *Male Daughters, Female Husbands: Gender and Sex in African Society*, Serena Nanda, *Neither Man nor Woman: The Hijras of India* and Chandra Mohanty, *Under Western Eyes: Feminist Scholarship and Colonial Discourses*.

Additionally, over the last five years the Caribbean has produced a body of work that has included new readers and texts. The teaching staff at the CGDS has contributed significantly to these more Caribbean-centred discourses and course outlines have included progressively more and more Caribbean material. For example, *Women, Labour and Politics in Trinidad and Tobago*, by Rhoda Reddock, *Gender Negotiations among Indians in Trinidad*, by Patricia Mohammed, *The Political Economy of Gender in the 20th century Caribbean* by Eudine Barriteau, *Homophobia and Gay Rights Activism in Jamaica*, by Lawson Williams, *Gender: A Multidisciplinary Perspective* edited by Elsa Leo-Rhynie, Barbara Bailey and Christine Barrow, *History, Testimony and Biomythography: The Charting of a Buller Man's Trinidadian Past*, by Wesley Crichlow, *What it Means to be A Man* by Rafael Ramirez and *Learning to be a Man: Culture, Socialization and Gender Identity in Five Caribbean Communities* by Barry Chevannes.

The CGDS St. Augustine's focus on Gender and Science has contributed to diversity in curricula in ways not present in many university programmes. In few parts of the world are Gender and Science courses available to science students as well as students in other disciplines.

In addition, over the last two years, the greater access to digital technology and the initiative of the campus to facilitate web and online teaching, has been embraced as a future path of development in CGDS teaching methodology. The CGDS staff are involved in the production of a gender image base which will serve as online research data for students. Use is also made of point slide presentations employing images and videos in classroom teaching. Students are encouraged to employ these

5.1.3 Undergraduate Programme

The undergraduate courses currently offered are as follows:

- AR11C: Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge } Taught by
- AR20M: Men and Masculinities in the Caribbean } CGDS core staff
- AR22C: Feminist Theoretical Frameworks }
- E21G: African Diaspora Women's Narratives
- E25M: West Indian Women Writers
- E37B: African-American Women Writers
- F26H: French Caribbean Women Writers
- L25A: Language, Gender and Sex
- S26D: Women in Hispanic Literature
- H30C: Women and Gender in the History of the English Speaking Caribbean

- SY27D: Gender and Development: With Reference to Caribbean Society } Taught by CGDS
- SY37G: Sex, Gender and Society: Sociological Perspectives } core staff

- AX39A: Gender Issues in Agriculture
- NS21B: Gender and Science

QA Report
Friday October 22, 2004
OAASSES1- main doc2final1

Regional Seminary

- T33A: The Women's Movement and Theology (**not currently on offer**)

Please see Appendix 3 for the outlines for the above courses.

Minor in Gender Studies

The minor in Gender Studies, read in the Faculty of Humanities and Education consists of five courses (fifteen credits), two of which are **CORE** courses:

- GEND2203/AR22C: Feminist Theoretical Frameworks
- SY37G: Sex, Gender and Society: Sociological Perspectives

Minor in Gender and Development Studies

This minor, offered in the Faculty of Social Sciences, consists of three (3) core courses and two elective courses (fifteen credits):

Core Courses:

GEND2203/AR22C: Feminist Theoretical Frameworks

SY27D: Gender and Development with Reference to the Caribbean

SY37G: Sex, Gender and Society: Sociological Perspectives

In addition to these core courses students must choose their electives from among the gender courses listed previously or from any other gender-related course.

Since the establishment of the Centre, there have been many developments related to the undergraduate programme. The numbers and diversity of courses offered has increased significantly. However the impact of the programme is greatest in the School of Humanities and the Department of Behavioural Sciences. The practice of offering undergraduate courses and minors through other faculties means that the CGDS is not in control of all the processes related to registration etc. This practice is recognised as important to the CGDS' interdisciplinary and multidisciplinary approach allows us to reach a wider cross-section of students than is normally possible in programmes where courses have a more limited reach.

This has implications for student records, especially in the recording of minors and in the future majors, which are offered in collaboration with other faculties. Efforts to acquire accurate figures from the Campus Information Technology Services (CITS) for registrations for GCDS offered minors suggest that there is no system in place to really capture these data. There is need for a more formal arrangement between faculties and the CGDS regarding registration both for courses and minors.

There are also implications for the marketing of Gender-related courses, therefore the CGDS has developed an active system of advertising using colourful fliers with information on all gender-related courses and minors, including those taught by staff from the departments. These are distributed to all relevant faculties and departments, prior to registration. Additionally large posters are prepared for posting on notice boards etc.

In spite of this, the CGDS with its limited staff, still has to be extremely alert to ensure that its courses are listed in course catalogues, as we may not be informed about printing deadlines for Faculty Booklets and on most occasions in spite of requests, we are not officially informed of registration dates within the various faculties. Additionally, campus-wide time-tabling is now carried out through the faculties.

Administrative and academic staff in the faculties are unclear about the relation of the CGDS courses and minors to their programmes and as a result often claim ignorance when students enquire about taking gender courses. It is proposed that during this academic year that, formal discussions take place with the Deans and staff of these faculties to ensure greater clarity on these matters.

Some students speak of active discouragement from staff and faculty alike when they mention their interest in this field, some have been warned that doing gender courses could make them bitter, unhappy and they would eventually end up being "old maids". The CGDS therefore depends heavily on their associate staff and faculty representatives to keep us in touch with developments in faculties, but there is still much room for improvement in this area.

Another concern is the limited reach of gender-related courses in some faculties and departments. Most glaring is the absence of a course on gender and education available for students of the Bachelor of Education. This was noted when the new B.Ed programme was introduced and some attempts were made to ameliorate the situation by increasing gender components of existing courses, adding some courses as electives and making the course AR20M Men and Masculinities in the Caribbean, a compulsory course for half of the current cohort. While this situation is not perfect, it is an improvement on the original proposal and the CGDS sees this as an opportunity to introduce gender analysis to an important population – school teachers for whom we believe such knowledge is crucial for understanding and confronting many of the problems/issues which are emerging in the classroom today.

We also recognise that in spite to the limited success, there is need for much more access to gender courses in the Faculties of Science and Agriculture and Engineering. Placing the existing courses as recommended electives in a number of programmes e.g. human ecology; environmental science etc. would go a long way towards improving this, however staff in these departments appear to have difficulty in doing this. This will also need to be further explored. Opening up the minor to students of other faculties is also necessary but this may require additional human resources as some courses may need to be offered more than once per year or in the day and the evening. ⁴

The human resource limitations of the Centre – 1 full-time academic staff member from 1994 – 2001 and 2 academic staff members since then, - has made it difficult for us to reach out to all areas equally. Additionally we have not been able to offer courses in the mid-year/summer programmes and the new evening university. A minimum of one or two full-time academic positions would be required for us to adequately fulfil the demands on the Centre and to meet its philosophical vision of reaching as wide a cross-section of UWI students at undergraduate level as possible. These concerns are reflected in the comments from students below:

In relation to the structure and organisation of courses, a small focus group of students carried out of past students carried out in preparation for this exercise found that:

- The CGDS was one of the most student-friendly departments in the university in comparison with other departments;
- The students appreciated the guest lectures included as part of courses;
- They were satisfied with the interesting teaching methods, easy approachability of the lecturers and the availability of material in the CGDS Reading Room.
- Most of the students believed that the tutorials needed to be better scheduled to take into account the needs of working students;
- Students have also reported that when gender courses offered by non-CGDS staff are taken as part of the Minor, the gender content is limited and appeared to be given less importance;
- Students liked the 60/40 examination coursework ratio but felt that the number of assignments could be too many;
- They noted that gender courses required much reading but suggested that these should be differentiated into essential and recommended readings.

⁴ The UWI St. Augustine Campus has just started a new Evening University with separate registration.

- All of the students recommended that the undergraduate programme should be extended to include a Major;
- There should be more publicity for the courses;
- Students felt that what they learnt in class could often be applied to their work situation and gave examples;
- They also felt that it helped them with their personal life and to empathise with others.

One student felt that stronger students were not being encouraged to do well and were more neglected in the process. She suggested that we may wish to consider offering a post-graduate course for higher credits to challenge stronger students (See Appendix 8 for summaries of these meetings and questionnaires completed).

5.1.4 Postgraduate Programme

In 1997/98, the Centre for Gender and Development Studies, St. Augustine opened its doors to the first intake of students reading for the M.Phil/Ph.D. in Gender and Development Studies. This is a research-based degree. Intakes are made every three years. This programme aimed at developing a body of research based on the Trinidad and Tobago and Caribbean reality and to develop a centre of new scholars/ practitioners for the future development of the field.

The graduate programme is coordinated by the Graduate Studies Coordinator – Dr. Patricia Mohammed who was appointed to this position when she joined the staff in 2002 (See Appendix 4). Dr. Mohammed chairs the graduate sub-committee which meets at least once per semester. This committee includes representatives from supervisors, graduate students and CGDS academic staff. This committee monitors the progress of the programme, participates in selection of students and recommendations of supervisors and advisors. Supervisors and advisors are drawn from CGDS units and other faculties and departments, sometimes including those on other campuses. In some instances where suitable advisors cannot be found within the UWI system, non-UWI advisors are identified. Two students, the first two for the programme have graduated with M.Phil degrees this year. One of these has already gained acceptance and fellowship to a Ph.D programme at the University College, London and should be completing within the next two years.

The programme's broad research areas are:

- Gender and Language Use
- Gender in Caribbean History
- Feminist Theory and Epistemology

- Gender, Science and Technology
- Gender Issues and Health
- Gender Issues and the Environment
- Gender, Art and Iconography
- Manhood and Masculinity
- Women, Gender and Caribbean Literature
- Women, Gender and Development

Year 1

- GEND7010/GD701 - Advanced Feminist Theory
- GEND7120/GD 712 - Feminist Methodology and Epistemology

Year 2

- GEND7020/GD702 - Issues in Caribbean Feminism and Gender Relations – Graduate Research Seminar
- Thesis

Students who have not been exposed to formal training in Women's Studies/Gender Studies may be required to take *Feminist Theoretical Frameworks* (GEND2203/AR22C), or *Sex, Gender and Society: Sociological Perspectives* (SY37G) as a pre-requisite or additional courses. The undergraduate course Gender and Development (SY27D) is recommended for students with no prior training in gender and development. Graduate courses are conducted in seminar style. Attendance and participation is compulsory.

During Year Two of the Programme, graduate students attend a weekly seminar, GEND7020/GD700: *Issues in Caribbean Feminism and Gender Relations*. Students are required to make two seminar presentations during the course of their research. The first is their thesis proposal, and the second is a report of their research findings. (See Appendix 5 for Course Outlines).

The existing programme is the result of changes made after the experiences of each new cohort. In the main the problem of throughput has been an extreme vexing one which staff have attempted to address in many ways. The human resources available at the Centre are limited, yet students claim that they receive more support there than in other graduate programmes. Two students one from each from the first two cohorts will be graduating this year with M. Phil degrees.

Some of the problems identified with the programme are:

- ◆ Heavy coursework load in first year
- ◆ Most students are employed full-time and have families
- ◆ Not all students interested in a research-oriented degree
- ◆ Lack of a graduate students space with IT resources to generate a supportive working environment
- ◆ Limited background in required knowledge including research methods
- ◆ Continued challenge from the wider society as to the relevance/ usefulness/ validity of this field of studies

Attempts were made to address these by:

- ◆ Appointing the Coordinator of Graduate Studies
- ◆ Reducing the first year coursework load
- ◆ Changing from an examination mode to one of continuous assessment/writing/reflecting mode
- ◆ Including the literature review and the research design as part of the assignments during Year 1
- ◆ Combining all thesis presentations to the first semester of the second year to allow each person equal time for completion
- ◆ Expansion of course on Epistemology and Methodology from one to two semesters

New Proposals for Graduate Programme - Future Plans

In addition to the above, the CGDS Regional meeting agreed in May 2004 to work towards a revision of the graduate programme on a cumulative basis with each level building on the other as follows:

- ◆ Graduate diploma (coursework only)
- ◆ M.A/M.Sc by coursework and research paper
- ◆ M.Phil/Ph.D – coursework and extensive research thesis/dissertation

In our estimation the St. Augustine unit would be able to implement such a programme in the academic year 2007/8, one year after the

normally expected for the intake. This time would allow us to facilitate the completion of the M.Phil/Ph.D by students already in the system and to prepare and acquire the additional resources, which would be required for a taught graduate programme.

In the recently prepared draft National Gender Policy for Trinidad and Tobago proposals have been made for the Centre to have a more formal role in training of public sector employees of different ministries at various levels – short-term as well as degree programmes. This is to be finalised.

It is hoped that this approach would meet the varied needs and abilities of students and address the problems of throughput.

5.1.5 Non-Degree Programmes

Certificate in Gender and Development (Distance Mode)

The Regional Coordinating Unit of the Centre offers an 18th month, distance learning Certificate in Gender and Development Studies through the UWIDEC sites. This certificate programme comprises 8 courses, (3 credits each) and a practicum (6 credits). The programme is designed to provide participants with an understanding of gender and its influence on all spheres of life; social, economic, political and personal and therefore its impact on national development.

The staff of CGDS, St. Augustine, wrote three of the courses in this programme. Although this was a time consuming process for an already over-burdened staff it allowed for the development of useful skills which can now be used in developing on-line teaching

The programme is delivered on a part-time basis and is particularly suitable for members of women's groups; men's groups, activists, policy-makers and practitioners in the field who wish to matriculate for a Degree programme but are unable to attend University full-time. It has proved particularly attractive for persons in countries where the UWI does not have a campus and is offered through the local university centres.

During the first two years of this programme the Regional Coordinating Unit (RCU) took a major responsibility for its administration and except for the preparation of the teaching modules and the deliberation on the academic content of the programme, the campus units had little role in its implementation. This is changing. The St. Augustine unit has requested to be more involved in the advertising of the course in order to increase local enrolment. Additionally, staff of campus units have been

asked to act as supervisors for the research papers being prepared by students of the programme.

Specialized Short Courses (Outreach)

The Centre also conducts occasional three-five day workshops on specific themes. These workshops, often held in collaboration with other institutions, or independently, are usually aimed at practising professionals or activists in the relevant field(s). These courses comprise an important component of the Centre's outreach programme and serve to expand the reach of the Centre beyond the UWI in key areas of interest. Examples of previous workshops are listed below: ⁵

- 1995 - *Gender in Public Policy and Planning: Self and Society*
- 1997 - *Gender, Science and Technology: Policy and Planning* (In collaboration with the Engineering Institute, UWI, St. Augustine)
- 2002/2003 - *Creative Strategies for Making a Difference in Secondary Schools: Reclaiming the Classroom* (in collaboration with the Social Work Unit, UWI)
- 2003 - *Gender, Law and the Legal System* (in collaboration with the Hugh Wooding Law School, St. Augustine)

Table 1 – Example of Workshops and range of Participants

Workshop	Date	No. of Participants	Female	Males	Institutions/Countries	Collaborating Agencies
Gender in Public Policy: Self and Society	July 20-22 nd , 1995	22	17	5	Trinidad and Tobago Ministries of :- Agric and Planning;- Education; Customs and Excise; National Lotteries Board;- Ministry of Finance Jamaica, University of Suriname Barbados - Min. of Youth Affairs Nigeria - Ahmadu Bello University St. Vincent and Grenadines	CIDA

⁵ A full list is included as Appendix 6.

Workshop	Date	No. of Participants	Female	Males	Institutions/Countries	Collaborating Agencies
					- National Farmers Assoc , - WINFA (West Indies Farmers Association) Guyana	
Gender in Policy and Planning: A New Vision for Agriculture in Trinidad and Tobago	Dec. 13-14, 1995	26	18	8	CARIRI Ministry of Agriculture Agricultural Development Bank Women's Affairs Division, Ministry of Community Dev. IICA CGDS	Inter-American Institute for Cooperation in Agriculture (IICA) - Ministry of Agriculture, Lands and Marine Affairs
Gender, Science and Technology: Policy and Planning	Dec. 3-5, 1997	38	14	24	International Labour Office CIDA Petrotrin Tobago House of Assembly Ministry of Energy Ministry of Trade T & T Bureau of Standards UNECLAC Ministry of Agriculture	The Continuing Engineering Education Centre, Engineering Institute, Faculty of Engineering
Creative Strategies for Making a Difference: Reclaiming the Classroom	August 19 th -31 st , 2002	50	36	14	Ministry of Education, Guidance Unit, School Supervisors; Curriculum Unit Trinidad and Tobago Unified Teachers Association Rape Crisis Centre YMCA T&T Coalition Against Domestic Violence Schools: Bishops High School Tobago; Darul-Uloom High School, Curepe, Fatima College; Excel Composite, Belmont	Social Work Unit, Behavioural Sciences Department, Faculty of Social Sciences BPtt

Workshop	Date	No. of Participants	Female	Males	Institutions/Countries	Collaborating Agencies
					Junior, Mayaro Composite, Valencia High, Caribbean Union College, Chaguanas Junior, Rio Claro, UWI	
Creative Strategies for Making a Difference in the Classroom: Alternatives to Corporal Punishment	2003/4	180	142	38	Schools in Seven Educational Districts - Victoria, St. Patrick, North Eastern, Port of Spain, Caroni, South Eastern, St. George East	Ministry of Education
Gender Law and Legal System in the Caribbean Sub-Region	Oct. 29- Nov 1 st , 2003	47	40	7	Trinidad and Tobago - Tax Appeal Board, Rape Crisis Centre, OWTU, CAFRA, Chatam Youth Development Centre; Working Women Ministry of Legal Affairs; Ministry of Health; Ministry of Housing; Ministry of Gender Affairs, Tobago; Boynes and Co, Tobago Regional Hospital; Hall of Justice; UWI Grenada Bar Association St. Lucia Chambers, Guyana, Court of Appeal; Guyanese Assoc. of Women Lawyers; Mayor & Councillors Firm; The International University	Council of Legal Education, Hugh Wooding Law School - CIDA Gender Equity Fund

In conclusion, the programmes offered by the Centre for Gender and Development Studies aim to develop in participants an awareness of how gender shapes personal consciousness and interpersonal relationships.

The Centre sees this critical involvement as necessary for creating and enabling environment that will bring about gender equity in all areas of life in the Caribbean.

A set of written and appropriate aims and objectives is provided to students for each course and there is sufficient and appropriate choice in the range of programmes and courses provided.

Based on the information obtained from students who have taken the courses, the content of the programmes satisfies their needs, whether it relates to personal enhancement or for background knowledge for other disciplines. Employers appear to be satisfied with graduates of the programmes offered by the Centre. (See Appendix 8)

5.2 Teaching and Learning

Teaching and learning approaches are taken very seriously by the CGDS. Programmes are revised and reviewed each year in order to improve and adapt them to changing contexts. The programmes are centred around learning that is not only informative but also affective. Gender-related courses affect the personal lives of students and contribute not only to their knowledge but in many ways also to their personal lives.

Gender Studies also has an activist prerogative. Students are energised to look critically at their societies and to devise strategies – programmes and actions that can positively transform them. Teaching approaches therefore need to incorporate these two aspects. We are consistently seeking the best ways to achieve this.

5.2.1 Teaching Methods/Pedagogical Innovations

Different teaching approaches are used in teaching programmes. These include the use of a range of media such as - lectures, seminars, videos, interactive discussions and assigned field projects (group and individual). The teaching and learning methods vary for each course but are appropriate for the aims and objectives of the courses.

In the first year course – Introduction to Women's Studies for example – a number of mechanisms have been used. For example, students are requested in their first course work exercise to research and write a family essay. They are required to interview their mother or a close adult female relative. This has always proven to be an extremely emotional and learning experience for them and their relatives. This activity forces them to communicate with their mother or significant relatives in a way which did not take place before, often resulting in new understandings of their mothers' lives and more generally about women's experiences.

Similarly, in this course activist input has been derived in two ways. In one case students were asked to prepare a training course for a group of teenage boys or girls on a topic of their choice. Topics have included sexually transmitted diseases; gendered media messages, and violence against women. These group exercises are graded by classmates and the staff member and often included the use of a variety of media and materials including – role play, video clips, handouts, practice in e.g. putting on a condom on an inanimate object. In the academic year 2003-2004, the CGDS was involved in preparing the National Gender Policy and Action Plan for Trinidad and Tobago. Students in this class were assigned the task of convening and reporting on interactive consultations with youth in schools and different locations in the country. This was an extremely well-executed exercise where students received prior training in moderating, role-play and report writing. The use of field visits for example to the Rape Crisis Centre is another activity in this vein. Students often complain that Gender Studies courses require more effort from them than other courses. This sometimes acts as a disincentive in a grade-oriented competitive system such as we have in Trinidad and Tobago. Nevertheless, at the end of the course they usually agree that the learning experience was worth it. This is reflected in their pursuance of the minors and increasingly the demand for the introduction of a major in Gender and Development Studies.

Students are therefore encouraged to be active learners and in addition to the above, their critical and analytical abilities are developed through coursework that encourages book reviews, thought-provoking questions asked by lecturers and other teaching staff, and group presentations that encourage collaborative work. Teaching staff is available at all times as part of the Centre's academic support system for advice and counselling. Students receive feedback orally and in writing for their work. Students often contrast the welcoming atmosphere at the Centre with their experience in other parts of the university. This is as it should be, if the transformative aim of our work is to have meaning.

5.2.2 Accountability of Academic Staff

At both the undergraduate and graduate levels arrangements are in place for the supervision and guidance of the academic work of students. Undergraduate students can contact their supervisors at any time during the semester, while each postgraduate student in the research phase of the degree is given two advisors and a supervisor to enable him/her to get through the research process with as little difficulty as possible. Because of the limited full-time academic staff available however this can be an extremely overwhelming demand on the time of the CGDS staff. Not only are Gender studies staff called upon to supervise students from the CGDS programmes, but they are utilized to assist with supervision

and teaching in a range of courses across campus including Creative Arts Centre, Cultural Studies (Graduate Programme), History Department, supervise Caribbean Studies undergraduate theses, MPhil and Ph.D in Humanities, Education and the Social Sciences, serve as internal examiners in graduate studies theses and second or first mark M.Sc. projects with a gender content in all faculties. The accountability of the Gender staff given the smallness of numbers is not only to the CGDS and its workload demands but, admittedly like staff in the rest of the university, to the wider campus. Nonetheless, the CGDS academic staff remain willing to constantly foster the interest and relevance of thought in gender studies throughout the university.

5.2.3 Resources for Teaching and Learning

Despite the limited financial resources the Centre has always attempted to keep up to date with teaching resources. These have included the following:

- ◆ The CGDS Reading Room
- ◆ Educational Technology
- ◆ Readings support
- ◆ The Main Library's Collection
- ◆ Technical and Administrative support
- ◆ Space and Physical Infrastructure

5.2.4 The CGDS Reading Room

The Centre for Gender and Development Studies supports a collection of research material for the use of its staff, students and visiting scholars. Members of the public use this collection on a limited basis.

The holdings of materials are up-to-date and adequate in quantity for the courses and programmes being offered. There is no specific budget allocated for this and materials are received free of charge, as gifts, donations, exchanges or some purchased through departmental or external funding.

The collection consists of:

- ◆ 1,200 books, pamphlets (including UN publications, conference proceedings, etc).
- ◆ 33 Journal/Serial titles
- ◆ 600 vertical files contained in appropriate cabinets

The Centre's card catalogue contains author and subject entries with the necessary references for all books and pamphlets, as well as for special

items in journals. Title entries are made where necessary. In depth indexing is done for collections of works and conference papers to ensure that the material contained therein is drawn to the attention of the reader. A special subject index to the vertical file allows for easy access to its contents and is also cross-referenced to draw the attention of the seeker to related files.

The collection is used very regularly by the students and by UWI staff engaged in gender research, as well as by members of the public whose specific subject needs cannot be satisfied elsewhere. Since its inception in 1997, there have been over 1,000 thousand visitors to the Reading Room. In 2003, there were 130 visitors seeking assistance and so far for 2004, there have been 119 visitors. Many of these come from both local and foreign institutions (e.g. WASA, NIHERST, Holy Faith Convent, The University of Sheffield and Warwick University)⁶.

Some of the topics researched over the period as listed in the register are as follows: "male marginalization", women's rights, domestic violence, communication problems with families, Caribbean feminism, gender and development, feminist theory, women and calypso, women in the labour force and HIV/AIDS.

The collection is serviced by a part-time documentalist who is a retired UWI librarian. Additional support is provided by the Graduate Research Assistant, Outreach Officer and Clerical Assistant. The documentalist can carry out specific document searches on request but she is only available for four half days. Other members of staff have been trained to assist students and members of the public during her absence.

5.2.5 Readings Support

Students are supported by the provision of readings for all courses offered by CGDS staff – full and part-time. These readings are copied in house by the office attendant (unless CGDS, St. Augustine publications and working papers). Two copies are located at the Centre and two copies sent to the Reserve section of the Main campus library. One additional set is kept for the tutor/lecturer of the course.

The production of these readings is at great cost of time, depreciation of the photocopier, financial aid and material inputs. In addition, as a service to students, photocopies of articles can be requested and paid for at a minimal cost. They can also be read at the Centre. In order to increase access the reading room is opened until 6.00 p.m. from Monday to Thursday during the semester. This was arranged through a flexible arrangement among staff. Additionally, the office does not close during

⁶ WASA – The Water and Sewerage Authority
NIHERST – National Institute for Higher Education, Science and Technology
QA Report
Friday October 22, 2004
QAASSES1- main doc2final1

the lunch hour. The Centre had recently placed some readings online on WebCT and at intervals students receive updates from them.

5.2.6 The Main Library's Collection

The UWI's Main Library supports the undergraduate and postgraduate programmes of the Centre for Gender and Development Studies across the range of Humanities and Social Sciences on the St. Augustine campus.

The Library houses classical and contemporary texts – regional and international, in gender, feminism, women's studies and masculinity studies and serves as a resource for staff, students and visiting researchers. In addition to an assigned Gender and Development Librarian who is a member of the CGDS Board of Studies, the CGDS' interdisciplinary research, teaching and outreach activities are also supported by the general library staff.

The reference and research collections comprise print and non-print material and focuses on issues such as sexuality, gender studies, feminist theory, mothers, marriage, and the history of feminist movements and women's rights struggles. The Main Library's resources include:

1. 22 gender-related serials in the Social Sciences division
2. 16 gender-related serials in the West Indiana and Special Collections division
3. Over 2,570 gender related titles
4. Several on-line databases including: -
 - BIREME
 - EBSCO HOST
 - PROQUEST
 - EMERALD
 - OCLC First Search

In addition to the above, there are international journals, research reports, government documents, periodicals and reference sources such as dictionaries and encyclopedia.

A recent review of existing journals revealed that it was inadequate. Consequently, the Library, in collaboration with the Centre, made a selection of fourteen (14) journals to be ordered (in hard copy) for the library's collection. These new subscriptions are listed below:

- | | |
|--|---|
| 1. Journal of the Association
for Research on Mothering | 2. Differences: A Journal of
Feminist Cultural Studies |
| 3. Gender and Development | 4. Gender and History |

- | | |
|---|--|
| 5. Gender and Society | 6. Genes and Gender |
| 7. Hypatia | 8. Indian Journal of Gender Studies |
| 9. Journal of Inter-disciplinary Gender Studies | 10. Meridians – Feminism, Race Transnationalism |
| 11. Women and Language | 12. Women in Sport and Physical Activity Journal |
| 13. Women's Studies International Forum | 14. Men and Masculinities |

A review of the library's collection of audio-visual resources suggests that these are quite limited. For the 2003/2004 academic year, two hundred and seventy-three (273) gender-related items were ordered by the Main Library.

5.2.7 Educational and Information Technology

The Centre has always strove to keep up to date with developments in this area. It currently owns:

- ◆ 1 overhead projector
- ◆ 1 multimedia projector
- ◆ 1 television set
- ◆ 1 video player
- ◆ 1 laptop computer
- ◆ Photo suite program and digital camera
- ◆ Apple G4 Power Book and Final Cut Pro 6 Film Making programme

All staff has access to desktop computers although this access is not equal for all members of staff. Part-time and short-term staff have the greatest difficulties for in addition to lacking permanent desk accommodation, they often have to share computers with other members of staff and visiting scholars. The Centre recently acquired a Mackintosh computer to add to our complement of Dell Personal computers. This is seen as supporting the Centre's work in desktop production, Web-based learning and web site development and maintenance.

There is a need for staff training in computer use and programme applications. This is especially so for new staff who may have some knowledge but inadequate for full use and proper maintenance. Commercial training programmes including those offered at the UWI tend to be very expensive. It should be noted that the Budget system/Banner Unit does not facilitate easy replacement of outmoded or defective technology and the work surfaces. There is also not a fixed budget

located for computers so funds for their acquisition have to be very skilfully identified from a range of UWI and non-UWI sources.⁷

There are computers available for students' use, but we need more of this plus space to allow graduate use. If additional space becomes available the CGDS would like to establish a graduate student room equipped with computers and other resources. This would greatly enhance the programme and the facilities for graduate students. Funds to do this have been donated by a former occasional student by the space is still to be identified.

5.2.8 Space and Physical Infrastructure

Space remains a major challenge faced by the Centre and one of the key limits to its future expansion. The Centre is located in a space upstairs the C2 approximately 1,120 sq. ft. The space was efficiently organised in consultation with the staff at the time to accommodate:

- ◆ 1 Teaching/Seminar Room
- ◆ 4 staff offices
- ◆ A reception area and staff office
- ◆ 1 room for the Women and Development Studies Group (now used as additional office space)
- ◆ 1 reading room and reading area
- ◆ 1 Kitchen/pantry area
- ◆ 1 tiny rest area (now also used for storage)

The bathrooms are located on the ground floor which is inconvenient for students and staff. There is no disabled access to these offices.

This accommodation is inadequate for the existing and expanding needs of the Centre and certainly for the range of teaching methodologies it employs. The one seminar room barely accommodates 20-25 persons. There is no lecture theatre and staff is obliged to 'book' rooms to deliver their lectures.

There is insufficient storage space for the materials used by or housed in the Centre. The Centre's reading room is overflowing and materials currently in use are stored in boxes that are placed in corners of rooms in the Centre. The Reading area consists of a desk and three chairs which are located in the passageway, cramped by boxes of stored, indexed material and a bin in which paper is stored for recycling.

⁷ One of the laptop computers was a gift from an overseas friend of the Centre.

5.2.9 Technical and Administrative Support

There has been significant improvement in the human resources available in this area after many years, however there are still some weak areas. The position of the Outreach Officer who performs a range of activities, some of those akin to the Business Development Officers, which have been recently assigned to faculties, has been regularized.

Funds also need to be identified to support the continued services of a documentalist and even to expand the hours available. The skills of these staff need to be continuously upgraded. Staff members themselves recognise this and are willing to comply.

5.3 Student Profile, Assessment and Learning Outcomes

The purpose of this section is to outline biographical, educational and other relevant details pertaining to students registered in the programme of study. In this section, the assessment methods chosen will be described and will demonstrate how they relate to the aims and objectives of the programmes. Finally, the levels of and trends in student performance will be outlined and any relationships between student characteristics, student achievement and assessment methods will be discussed.

The majority of students following gender-courses tend to be from the School of The Humanities and Department of Behavioural Sciences/Faculty of Social Sciences. The Introductory course AR11C offered in the School of Humanities serves as a useful framework or primary exposure ground to draw students further into the programme. More female than male students tend to register for these courses, including for the course Men and Masculinities in the Caribbean which on occasion has had a student body of 100% female. In the early days of teaching, more males tended to do gender courses. Today, the climate is less accommodating and fewer men tend to be registering for gender courses. Nevertheless, there are always some men who register for and complete gender courses.

Table 2 – Number of Students who have graduated with the Minors offered by the Centre

Year	Faculty of Social Sciences Gender and Development Studies	Faculty of Humanities and Education Gender Studies
2001	2	
2002	2	
2003	3	1
2004	9	4

CGDS Records 2001-2004

QA Report

Friday October 22, 2004

QAASSES1- main doc2final1

5.4 Quality Assurance and Enhancement

Quality assurance of this programme is achieved through a number of mechanisms. Many of these have been mentioned previously in relation to other matters but are also of relevance here. These include the following:

- ◆ Structure and Organisation of Courses
- ◆ Training and preparation of tutors
- ◆ Creative and insightful assessment methods
- ◆ Student support
- ◆ Staff Development
- ◆ Academic and Professional Linkages.

As we have seen from the above, courses are continuously being revised, reorganised and even replaced in order to respond to the academic needs of the programme as well as the situation of students. All courses follow the UWI requirement of being approved through a number of stages – CGDS Board of Studies/Faculty Board of Studies/Other CGDS Units/Campus Academic Board and Board for Undergraduate Studies/Campus Committee on Graduate Studies.

Approval of course outlines need to be prepared in the format developed by the UWI St. Augustine Instructional Development Unit – (IDU). Once approved, courses may be further amended before actually offered. At the CGDS we have first sought to ensure that basic/core courses of the discipline were available before developing courses based on academic staff's research interest.

All course outlines prepared for students present clear information on the assessment methods to be used and the marks allotted for each method. Generally CGDS courses tend to have a coursework/examination weight of 40/60, which is higher than many other courses and we are considering increasing the coursework component for some courses in the future. As noted earlier in an examination-oriented society, students tend to shy away from large bodies of coursework which they find more time-consuming in an already full semester.

At the UWI, a system of second marking exists. All scripts, often including course work scripts are seen by a second member of staff. This is an extremely useful system as it allows for greater attention to the process and the advantage of another view of the paper. Marks have been adjusted and refined as a result of second-marking. This process also removes the heavy responsibility for grading from one individual. The UWI examination system is an extremely structured and organised one, subject to many rules to preserve secrecy, security and fairness, and

the CGDS strives to maintain this quality control. Also there is sometimes peer group marking in selected areas of AR11C and graduate studies.

Students have the right to request a re-mark by an impartial marker or a review of the examination script for areas of weakness with the examiner. An important component of the quality assurance system has been the system of university examiners for undergraduate course and external examiners for graduate courses. In the case of the former this system appears to have broken down. Efforts to retrieve university examiners reports from both the Faculty of Social Sciences and the Faculty of Humanities and Education have been fruitless over the years in spite of continued requests.⁸ This is a matter which obviously needs university-wide attention. (See Appendix 9 - External/University Examiner Reports).

Group work is used in some courses but it is never the only method used in that course. In our experience although practical course projects based on group work are time-consuming, students often get better grades from these exercises, and learn from the benefits of collaborative research and worth. Over the last five years, coursework marks also include grading for class attendance and participation.

Example

In one course - SY27D - which has a heavy coursework component, students are required to prepare and present a project proposal to address a specific problem/concern for a particular target group. For these exercises we have had to finance additional tutorial hours or use the CGDS graduate research assistant to monitor, assist and facilitate these group processes. A detailed evaluation checklist is prepared and a team of evaluators including e.g. course staff; second examiner persons involved in the field of Gender and Development evaluate the presentations, which also include questions from the floor. Attendance at these class presentations is compulsory.

In the past, this exercise was introduced at the relevant stage in the course programme; however, due to student complaints of the short time available for preparation, the process started much earlier this year. This hopefully should be reflected in the quality of the presentations. This assessment exercise has proved to be a useful learning experience for the students.

⁸ In preparation for this assessment an additional effort was made including correspondence to the (Asst. Registrar Examinations). On this occasion one report dated 1999 was located by the Dept. of Behavioural Sciences and sent to the Centre. It is now included as appendix

5.4.1 Graduate Course Assessment

In the graduate programme a system of continuous assessment is in place for the courses. The shift from examinations was made to develop a culture of reading and analysis from the more limited pattern developed over their educational history. The assignments now include the preparation of review papers; class presentations of course readings and class attendance. Class presentations are marked by class peers, along with the lecturer and computed for the final grade.

5.4.2 Staff Development

In order to facilitate the above, staff development has been a priority at the St. Augustine unit. All qualifying staff have attended courses carried out by the UWI Instructional Development unit. A list of these is included in the Appendix 10. More recently CGDS staff have taken advantage of training in web-based teaching and have introduced aspects of this into their course delivery.

All new academic staff including tutors and teaching assistants are required to attend the orientation courses presented by the Instructional Development Unit of the UWI. Additionally the course outline is often discussed and re-organised in consultation with tutors and teaching assistants.

In addition to courses taken in-house, staff have also used other opportunities for training overseas. For example in July 2003, Prof Reddock attended a 2-week training course in Qualitative Research Methods at the Essex Summer School in Data Analysis at the University of Essex, United Kingdom. This has proven useful in preparing her to better advise graduate students whom she supervises. Similarly, in June 2004, Dr. Mohammed attended a training course at University of Virginia in digital storytelling. This strengthened her capacity in the creation of short film scripts using digitalised images for purposes of teaching and research. A valuable skill both for the programme and for sharing with other staff. Ms Rennette Feracho, graduate research assistant has received extensive training in the preparation of web-based teaching programmes.⁹ Staff development can also be seen in our drawing of tutors and other part-time lecturers to teach in gender studies.

5.4.3 Academic and Professional Linkages

The CGDS has established a great range of academic and professional linkages, which have greatly supported its development. Mention has

⁹ The previous graduate research assistant Ms Heather Collins received similar training but subsequently left the position.

already been made of the Senior Fulbright Scholar programme. However, this has also been achieved through staff participation in regional and international networks, research projects, participation in international conferences, membership on the editorial advisory boards of a number of journals and boards of research bodies, and membership sometimes at Executive council level of international research and scholarly organisations. These relationships have allowed for the strengthening of knowledge and skills, awareness of new material, and scholars who might be available to serve as external examiners or research collaborators. This list of such linkages is too long to include here but a few key ones will be detailed.¹⁰

The Caribbean Network on Studies of Masculinity – Both Prof. Reddock and Dr. Mohammed were founding members of this network which was located at the University of Puerto Rico, Rio Piedras Campus. This facilitated the introduction of the course *Men and Masculinities in the Caribbean* on all three campuses of the UWI. Members of this network also contributed to the recently published book – *Interrogating Caribbean Masculinities* edited by Prof. Reddock and *Caribbean Masculinities Working Papers* by Profs. Piedras, Ineke Cunningham and Rafael Ramirez of the University of Puerto Rico.

Special Issue of Feminist Review - Rethinking Caribbean Difference – Dr. Mohammed edited this collection, which includes papers by a range of Caribbean scholars. This publication has given visibility to Caribbean feminist and gender scholarship internationally and has also been a useful source for course readings in our programmes.

Island Sustainability, Livelihoods and Equity Programme (ISLE) - The CGDS became involved in this project through linkages already established through an earlier collaboration with SIGAD a consortium of women researchers of the University of Dalhousie, Canada on preparing a teaching text on Theories of Gender and Development. This project expanded the network involving scholars/researchers from universities in Indonesia and The Philippines who visited the UWI St. Augustine campus for one month, and attended our courses. The ISLE research project, which also involved Prof. Barbara Bailey of the CGDS regional Coordinating Unit and Prof Elizabeth Thomas-Hope of the Mona Department of Geography, eventually led to the path-breaking Nariva Swamp research project coordinated by Prof. Reddock and Dr. Grace Sirju-Charran.

To conclude, although the teaching component has a very solid foundation, limited resources are the cause of most of the weaknesses.

¹⁰ See Appendix 10

Threats to the teaching component of the CGDS will be overcome if the necessary resources are allocated to the Centre. The Centre must also find a way to continue its growth internally and externally as it strives to offer opportunities to produce knowledge on gender and related issues in the Caribbean.

6. Research

The research aspect of the CGDS' work has always been important. This is especially so as the programme began with severe limitations of Caribbean-related data. Therefore, the development of a creditable body of knowledge has been an important aim of the CGDS on all campuses and the St. Augustine Unit has made its contribution to this process.

Research has, of course, been influential to the teaching process and we have been fortunate to see our own publications included on the reading lists for many of our courses and those of our colleagues.¹¹ Research has taken place through three main modalities:

6.1 Centre Research Projects

Collective research projects, carried out by CGDS staff in collaboration with staff from other departments, institutions etc. Some of these may be regional projects involving more than one campus. These usually focus on key concerns facing the country or region e.g. Gender Differentials in Educational performance; The Nariva Swamp: A Gendered Case Study; Women, Gender and Water; and Gender, Sexuality and the Implications for HIV/AIDS.

6.2 Individual Staff Research

Individual research based on an individual staff member's interests;

6.3 Graduate Students Research

Research carried out by graduate students for their dissertations/theses.

6.4. Contract Research

Research carried out on the request of agencies, organisations and institutions usually on contract for payment. In the past these have included – UNDP – Report on Gender-based Violence against Women and Girls in Trinidad and Tobago 2000; Government of Trinidad and Tobago – Preparation of a National Gender Policy and Action Plan for Trinidad and

¹¹ The Research Activity and Output Report 1993-2004 is attached as Appendix 11
QA Report
Friday October 22, 2004
QAASSES1- main doc2final1

Tobago – 2003/2004. More recently, the Centre also facilitated research and technical assistance in the Regional project developed by Friedrich Ebert Stiftung (Jamaica) and Caribbean Policy Development Centre (Barbados) in a series of workshops towards the production of a manual and interactive CD-Rom on Gender Sensitive Policy Making for the Caribbean.

In addition the CGDS, St. Augustine, has sought to become a central focal point for visiting and local researchers who are invited to register with the CGDS as Affiliate researchers and are allowed to use the Centre as a base, attend our lunchtime seminars, present in the seminars and receive CGDS support for their research activity. This process has allowed us to develop a database of researchers and research carried out in Trinidad and Tobago. In some instances copies of the research study – book, dissertation, etc., is returned to the Centre for its reading room and /or the UWI Main Library.

The CGDS Lunchtime Seminar series has therefore become a forum where new research is presented and indeed the first six working papers published by the CGDS St. Augustine were all presented at the Seminar series. Many were on ongoing or recently completed research and were subsequently revised for publication. Presenters include visiting researchers, CGDS and other UWI staff, graduate students, and other persons of wide and varied interests. These seminars are widely advertised and open to the UWI community and public.

As a result of this and other factors, the CGDS St. Augustine has also become a preferred site for visiting researchers and scholars. Each year there is a large number of requests for junior Fulbright Scholars to be located at the CGDS for up to one year. This places a great deal of strain on the staff and head who has to read proposals, communicate with individuals and if necessary write letters of support.

Senior Fulbright Scholars also support the Centre's research programme. One condition for their coming is their willingness to engage with the existing research and teaching programmes of the CGDS. As a result, even after leaving Trinidad and Tobago, these senior scholars continue to collaborate on research project with the CGDS. Examples of this are:

Table 3 – Collaboration with former Senior Fulbright scholars

Name of Scholar	Institution/ University	Title of Project	Collaborative CGDS Staff member
Prof Edna Bay	Emory University	Creation of a Gender Imagebase	Dr. Patricia Mohammed

Name of Scholar	Institution/ University	Title of Project	Collaborative CGDS Staff member
Prof. Dorothy Roberts	Northwestern University School of Law	Gender and Sexuality and the Implications for HIV/AIDS	Prof. Rhoda Reddock, Dr. Sandra Reid, Dr. Dianne Douglas
Dr. Jill Schneiderman	Vassar College	Women, Gender and Water	Prof. Rhoda Reddock, Dr. Grace Sirju-Charan, Dr. Dawn Philips, Dr. Fredericka Deare.

6.5 Centre and Staff Publications

The CGDS has a small programme of publications which includes – working papers and occasional publications e.g public lectures, bibliographies etc. An Editorial Committee, drawn from among associate staff, CGDS staff and other UWI staff, oversees the publications programme. This committee chaired by Dr. Patricia Mohammed.

In addition to traditional publications - working papers, books, journal articles, book chapters etc., the CGDS has also presented research results through different formats e.g. video and more recently DVD. Two videos on the research into the Nariva Swamp have been prepared and Dr. Mohammed has been working on the preparation of a six part documentary series as part of her research project – A Different Imagination. These visual materials have also proved important as teaching tools for a more visually aware generation.

The research output of the CGDS St. Augustine is outstanding bearing in mind the severe human resource and other limitations under which it has had to work. The future development of the research programme however cannot depend on a continuation of this level of super-exploitation of the existing academic staff. The work of the Centre in this area would benefit greatly from support to the process of grant funding and proposal writing.

Fund-raising is very time-consuming and the acquisition of large grants requires the support of a central body which can provide some of the infrastructure needed to prepare such proposals and pursue the process. This body would also assist research monitoring of large projects and with report writing. Many universities with which we collaborate provide such service to their constituent programmes.

Nevertheless, external funds have been extremely important in facilitating CGDS research programmes, especially Centre research projects. They allow for the hiring of special staff to administer these projects (although these allocations are usually under-funded) and may pay the costs for conferences to generate and present research material. These sources have been extremely important for the CGDS.

Large-scale research funding could also allow for full-time funding of graduate students and their involvement in research activity directly related to their theses/dissertations. This may have a beneficial impact on throughput.

For the CGDS to continue its work in understanding the world as it relates to gender and development, it must be able to retain its professional and dedicated staff. For this to be realised, however, adequate resources, both human and physical must be put in place. Once this is accomplished the Centre will continue to provide research opportunities for researchers both at home and abroad to do meaningful and inspiring work.

6.6 Conferences, Symposia – Reports and Evaluations

As part of its overall strategy, the Centre also organizes various conferences and symposia in order to disseminate findings arising out of the particular research project. From evaluations conducted, participants' responses consistently indicate that these conferences and symposia are timely and relevant, providing a useful service in giving feedback to the communities researched as well as in information dissemination and sharing of research. Evaluations have also indicated that overall these for a fulfil their objectives. The interdisciplinary and participatory nature of the research methodology used have also exposed participants to different methods of research and areas for further research in their various fields. **(See Appendix 11 for reports and evaluations)**. The following table provides examples of research projects and the associated conferences and symposia:

Table 4 - Conferences and Symposia – Reports and Evaluations

Research Project	Conference/Symposium	Date	Participants	M	F
The Nariva Swamp: A Gendered Case Study	Building Gender Approaches Towards Sustainable Livelihood: A Case Study of the Nariva Swamp	Dec. 8-9 2000	50	24	26

Research Project	Conference/Symposium	Date	Participants	M	F
The Nariva Swamp: A Gendered Case Study	Policy Round Table to report on research/action project	Dec. 14, 2000	20	4	16
Constructions of Caribbean Masculinities	The Construction of Caribbean Masculinity: Towards a Research Agenda	January 1996)	18	15	3
Gender, Science and Technology	Conference on Key Issues Facing Women in Science and Technology (in collaboration with FANS and CARISCIENCE)	April 30 th – May 2 nd 2001	40		
Gender, Peace and Development	Gender, Peace and Development in the Caribbean (in collaboration with UNESCO)	September, 2001	71 (Opening Ceremony and Workshop)	9	61
Gender, Sexuality and the Implications for HIV/AIDS in Trinidad and Tobago	Gender, Sexuality and the Implications For Substance Use and HIV/Aids	March 11-12, 2004	107	18	89

7. Outreach and Public Service¹²

The overall goal of the CGDS' Outreach Programme is to maintain the link between academia, activism and public policy in the field of women studies and to ensure a sustained symbiotic relationship between the Centre, the women's movement and the wider society.

¹² A detailed Outreach Reports 2001, 2002 – July 2003 included in as Appendix 12.

7.1 UWI Open Days

The Centre has been participating in the annual UWI Open days held in October on the St. Augustine Campus for the past four years. Our participation *usually* consists of:

- An Information Booth located in the main activity hall for the three days comprising a book display and information pamphlets on the Centre with members of staff and students on hand to interact with visitors and discuss gender issues at the booth.
- Activities at the Centre

This consists of daily events scheduled at specific periods during the three days. Over the years events included were: video viewings on gender themes; as well as panel discussions on careers in gender and rap sessions for secondary schools on gender related issues.

7.2 UWI Research Day - 2003

For the first time, the UWI St. Augustine campus embarked on an Research Day featuring research by faculty and students on the campus. Research Day 2003, entitled, 'Partnerships and Possibilities' was held for three days from April 9 – 11th 2003. The Centre for Gender and Development Studies representatives on the Planning Committee were Dr. Patricia Mohammed, Senior Lecturer and Ms. Camille Antoine, Outreach and Research Officer.

The Centre's presentations occurred over the course of two half days (as was allotted for each faculty) (Monday and Wednesday respectively) with presentations by staff and graduate students. Our activities also included a lunch time seminar; a roundtable on Gender and Science; viewing of a video – Living with the Wetlands: Women, Men and the Nariva Swamp as well as a student and staff run booth at the main activity hall at the Sports and Physical Education Centre. This interactive booth comprised a display of the Centre's research material, a video showcasing selected research as well as a "gender game" intended to stimulate discussion on gender.

The Centre also designed specially made posters highlighting different components of the Centre's work for the occasion – teaching, research abstracts, outreach and staff. These were produced by the University's Marketing and Communications department (and are housed there). The University also compiled a special edition of its Research magazine (Office of Research), focusing on research undertaken by the various faculties for Research Day 2003. Abstracts on the Centre's various research projects were included in the overall publication.

7.3 Lunch Time Seminar Series

The Centre organises and hosts a series of weekly lunch time seminars for the University's staff, students and interested members of the public. Started in 1993, this highly successful series boasts of a wide array of scholars and researchers who have participated. Through this forum, students, members of staff, the WDSG and visiting lecturers associated with or visiting the Centre, are provided with the opportunity to share work in progress, present their views, exchange ideas and meet a cross-section of interested individuals. This forum has been very successful over the years, spanning a wide range of topics and has been attended by the media, staff, students and a growing community of interested persons. For example, from January to December, 2002, there were 18 presentations covering a diversity of topics from water management, to Women in Islam.

Presenters also came from diverse backgrounds and countries. Examples include Preeti Misra - (Jawahar Lal Nehru University, India) on the topical issue of water management from a different perspective, *"Gender and the Environment: SEWA's experience with women and water management in India"* - this had an attendance of 13 persons; Dr. Mark Figueroa (UWI, Jamaica), who presented on the controversial topic of male marginalisation and underachievement, *'Catching Dynamic Gender trends with simple Data Analysis: A Skeptical View'* with an attendance of 18 persons and Dr. Mindie Lazarus-Black, USA, who presented on *The Rites of Domination: Tales From Domestic Violence Court*, an ethnographic account of the way in which the legal system further militates against the achievement of justice for women (27 persons attended). ¹³

In celebration of World Rural Women's Day, which also looked at the theme of water and women, a panel was convened on the topic, Women, Gender and Safe Water: Claim Your Right. Panelists included a member of the Rural Women's Association, Ms. Rose Rajbansee; Dr. Lester Forde, Gender and Water Alliance International and Ms. Niala Maharaj, Internationally based consultant with Gender and Water Alliance, this forum was attended by 16 persons.

The 2003/2004 lunch time seminars included presentations such as *Women and Aging* by Dr. Jennifer Rouse, Director of the Division of Aging in the Ministry of Social Development in which 35 persons attended (including the media) as well as Gender and Home -Based Livelihood Strategies in Urban Suriname and Trinidad by Ms. Hebe Verrest, a

¹³ A full listing and details is included as Appendix 13.

visiting Ph. D scholar from the University of Amsterdam, (18 persons attended.)

7.4 Relationships with Community-based organisations/ government organisations/regional and international organisations/international academic institutions

The objective of CGDS is to establish and maintain linkages with national, regional and international institutions concerned with Gender and Development, provide advisory services, influence policy directions and assist with capacity building in these institutions.

Specific Objectives are to:

- To strengthen the links between the Centre for Gender and Development Studies and the wider community
- To improve the Centre's capacity to respond to demands and requests for gender sensitization, training, seminars, talks and presentations to women's organizations, men's organizations, non-governmental organizations and other organizations/institutions
- To facilitate the Centre's input into Public Policy and Planning on gender-related issues

In keeping with the mission and ideals of the Centre, outreach plays an important function in maintaining linkages with, and providing assistance to the women's movement, men's movement and civil society. In this regard, the CGDS extends its influence to the wider Trinidad and Tobago, the Caribbean and internationally through a number of services and provides leadership, technical assistance, and expertise for organizations at the national, regional and international levels.

These include our weekly lunch-time seminars, as well as outreach through workshops, short courses and non-degree programmes, public seminars, providing consultancy services, and serving on Advisory committees of a number of organizations. In addition, the Centre's staff and graduate students serve as guest speakers for a number of NGOs, international organizations and corporate citizens. Our outreach also includes the commemoration of designated International Days, in particular the celebration of International Women's Day, March 8th, through cultural events and displays. The activist and advocacy activities of the Women and Development Studies Group (WDSG) serve to complement the outreach activities of the Centre.

The Centre's outreach programme therefore, plays a vital role in ensuring the Centre's continued presence and commitment to the public imagination as well as contributing to the development of public policy in the wider society. The Centre's sustained presence and involvement in the women's movement and civil society, provides its continued *raison d'être*, for it is out of this movement that the impetus to establish academic scholarship was born.

These networks of collaboration have continued to grow as the relevance of gender analysis in the development of society becomes more accepted and understood.

Between 1999 and 2001, the Centre engaged in numerous outreach activities which stretched the already limited staff. The year 2001 was a milestone for the Centre since the Outreach Programme was initiated. This was facilitated through the award of a grant by the J.B. Fernandes Memorial Trust II for a period of two years. The grant received was more than requested and funded the position for three years. the Centre was able to create and fill a post of Outreach and Research Officer in 2002, thus enabling the Centre to strengthen its human resource capacity and assist in achieving its various outreach objectives.

Outreach is important since the current climate in Trinidad and Tobago toward gender concerns calls for a sustained approach to public education and awareness in understanding *what is gender* and its importance in our national (and personal and interpersonal) development.

At the moment, among the uninitiated the attitude is one of ambivalence, misunderstanding and in some areas hostility. There is currently an increase in crime in the country, with incidents of domestic violence and spousal murders increasing.

Violent crime committed by young males in particular is a growing concern for the society. There is also increasing evidence of a "backlash" which threatens to reverse the gains of the women's movement and to turn the focus on gender towards the 'male marginalization' thesis and away from concerns surrounding women's equality and equity. These issues are compounded by a concomitant rise in religious 'fundamentalisms' which seek to contain women within specific gender roles and status.

It is therefore within this context that a proactive outreach programme is needed, not only to target and counteract these threats, but also to engender greater understanding among men and women of the role that gender analysis has in shaping a more equitable and just society. It is

imperative therefore that the outreach programme responds to the concerns of our society as well as play a leading role in bringing to the fore aspects of gender which form part of the problem.

Although great strides have been made in public education through various outreach activities, teaching and research, the need for outreach was borne out clearly during the recent series of public consultations conducted by the Centre for the preparation of a national gender policy as well as in responses and recommendations from the ongoing gender and education series.

The following section provides an overview of activities for the period under review as well as a SWOT analysis of the programme.

7.5 International Women's Day Artistic Productions

Each year, the Centre joins the local and international community in commemorating International Women's Day on March 8th. In addition to participating in the national activities which consist of a rally and exhibition at the Brian Lara Promenade, as part of our ongoing outreach to the Campus and wider society the Centre also celebrates this day through hosting an annual artistic production at the UWI. These productions highlight the various contributions of mainly female artistes in society as well as they seek to highlight selected gender -related issues. But also reflect the Centre's recognition of the importance of the performing arts in gender sensitization.

Previous productions have been:

1998 - Shades of I-She

1999 - Estuary' 99: Celebration of Women in Rapso

2000 - International Women's Day Concert featuring Singing Sandra and Arts in Action

2001 - No Concert

2002 - Rhythm and Movements: For Beryl

2003 - Jazzabelle

2004 - Men Who Love Women

Since inception, the IWD celebrations on Campus have grown and have attracted what can be termed a following. Apart from its obvious entertainment provision, the concert also acts as partly as a fund raiser for the Centre, where whatever profits are gleaned, can be used for mounting outreach sessions for women's groups, NGOs, campus outreach events. In this regard, the success of the concert relies heavily on soliciting funding/corporate sponsorship to assist in defraying costs - such as payment of artistes fees, stage management, venue rentals and advertisements.

QA Report

Friday October 22, 2004

QAASSES1- main doc2final1

Corporate bodies are also approached to buy blocs of tickets. It also relies heavily on staff efforts in maximizing ticket sales. To date, this strategy has paid off with a record full house on two occasions: For *Shades of I-She* in 1998 and *Jazzabelle* in 2003. New corporate sponsors are actively being sought for the next production

7.6 Public Fora

The St. Augustine Unit, like the other units, prides itself on a strong public outreach and education in the form of public fora. These differ from training or sensitization workshops and take the form of public lectures and/or panel discussions. Between 1999 and 2004, notable public fora were:

1998 – Dr Patricia Mohammed – CGDS 5th Anniversary Lecture, *Stories in Caribbean Feminism*

2001 – Prof. Ann Denis, 2001 Prof. of Sociology, University of Ottawa, Visiting Research Fellow, CGDS, Barbados.– *Caribbean Women and Work in the New Era of Globalisation*

2003 – Prof. Elsa Leo-Rhynie, 10th Anniversary Lecture, *Gender Studies: Crossing Boundaries, Charting New Directions*

Book Launches:-

These provide another for a for the CGDS interaction with the UWI community and wider society. These have included:

Gender Negotiations among Indians in Trinidad 1919-1947

In 2001 Dr. Patricia Mohammed launched her new book in collaboration with the Institute of Social Studies in The Hague and Macmillan publishers.

Creole Recitations

The CGDS hosted “A Post-Carnival Interlude” at the Social Science Faculty Lounge on Thursday, March 6, 2003. The event was held to introduce the book *Creole Recitations* and its author Dr. Faith Smith.

Interrogating Caribbean Masculinities: Theoretical and Empirical Analyses

This anthology, edited by Professor Reddock was launched on June 15th 2004 at the Sir Arthur Lewis Institute for Social and Economic Studies, St. Augustine Campus. Evolving out of the works presented in the 1995 QA Report

Friday October 22, 2004

QAASSES1- main doc2final1

from
symposium on the Construction of Caribbean Masculinities, the book is a compilation of papers from leading researchers and thinkers in the burgeoning field of masculinities.

7.7 Outreach Summary

The creation of greater public awareness about gender issues and the Centre and its work is one strength of outreach. Other strengths are seen to be social involvement at the national level. The reading room is another strength which supports outreach since it makes available much needed information on gender issues to the wider public. This facility is open from 9.00 am to 6.00 pm from Monday to Thursday during the term and houses material which may not be readily available elsewhere. The Centre also acts as a "clearing house" for information dissemination on various gender-related issues as well as on national programmes; it also acts as a referral system to the public, giving advice on where to find sources of support e.g. to women in crisis, parents and teachers, the need to understand youth and masculinity, and high school students preparing for their School Based Assessment projects (SBA's).

One weakness in the outreach of the Centre can be seen as inadequate support (or knowledge) by other staff and faculty of the University community. There has been gradual improvement in this area as the Centre continues to have a presence where and when the opportunity is presented.

The Outreach programme has the potential to create better and more relationships outside (and within) UWI via its programmes. Programmes such as short courses during the vacation break as well as educational/public sensitization programmes on gender are some examples. Programmes can be geared towards special interest groups, schools as well as the general public. Opportunities also exist in creating behavioural transformation in the society through continuing research and education on gender issues as well as continuing and creating programmes on issues of gender. These initiatives also have the potential to be income-generating, thus fulfilling one of the requirements of the University at this time.

The recently completed gender policy for the government of Trinidad and Tobago is a prime example of an avenue for creating transformation. However such outreach activities cannot be carried out at the expense of our ongoing teaching and research although clearly they are not unrelated. Opportunity exists in our continued ability to attract top level foreign scholars and furthering our linkages abroad and at home. Another opportunity in enlightening the public lies in strengthening and deepening of our collaborative work both within UWI and with the private

and public sectors –the women's movement, men's movement, the state, and trade unions.

Insufficient knowledge of courses and the CGDS programmes by the public is a continuing concern. This can be mitigated by continued advertising and dissemination of material. Another threat is the insufficient printing of material explaining what the Centre does. Recently the Centre has designed a number of new booklets as well as leaflets pertaining to these which are currently being produced.

A consistent strategy of disseminating such material and in seeking out new places for advertising, or placing material (such as at campus cafeterias and student centres, and other well patronized places) will be undertaken to solve this, as well as updating the website and lectures in other faculties. The general misunderstanding of what is gender which still pervades, can also be tackled by continuing public sensitization through collaboration with other organizations as well as continuing to take advantage of opportunities such as Open Days, Orientation Week, International Women's Day and other such activities which present the opportunity for interaction with the public.

In conclusion, although the Centre has a good outreach component, this needs to become more assertive and high profile. This points to the need for a more sustained presence and knowledge of the Centre, its activities and services, on the Campus and in national life. This presence must go beyond the personalities of the two main lecturers who are synonymous with the Centre. Currently the public is aware of the Centre and utilizes its reading room but this awareness can be heightened. Increased staffing and/or the involvement of more staff in outreach as well as improved production facilities and space are some of the needs for the strengthening of outreach.

8. Conclusions and Recommendations

Summary of review

The main findings of this Self Assessment of the CGDS are presented below using a SWOT exercises it undertook as follows:

TEACHING

STRENGTHS	WEAKNESSES
• Committed teachers (attitudes, etc.) • Interdisciplinary nature of courses • Methodology – innovative and creative teaching methods • Courses constantly revisited and updated • Student-friendly atmosphere • Good combination of theory and work experience • Teaching material relevant • Exposure of new material to students • Availability of visiting scholars	• Problems in Registration – lack of clarity on part of Administrative staff in faculties • Academic staff overstretched • No major offered • No mid-year courses offered • Inability to motivate students to social action • Not proactive enough in selecting classrooms • Seminar room too small – need additional teaching space • No space for part-time staff, graduate students and additional staff • Students have problems accessing main library-based readings • Limited reach outside of Humanities and Social Sciences • Limited awareness of the availability of graduate courses • Lack of access to students in the Faculty of Engineering • Limited access to students in the School of Education, Department of Economics, School of Science and Agriculture
OPPORTUNITIES • University's openness to on-line courses • Demand for CGDS staff to teach in other programmes • Opportunity to offer mid-year courses • New Evening University • Small but willing pool of resource persons • Opportunity for training of full-time and part-time teaching staff • Access to new teaching technologies	THREATS • Limited time in semester system • Students' expectations ex. Concern over course work load and implications of innovative methodologies • Centre's distance from its main clientele • No space for students to study • Over-extension of existing full-time staff • No facilities for graduate students • No cross-listing of courses in new harmonization process

OPPORTUNITIES • Graduate students – good potential base for adjunct teaching • Offer of AR20M to ½ cohort to B. Education as a compulsory course	THREATS • Active discouragement by some academic/admin staff in faculties
--	--

RESEARCH

STRENGTHS • Professionalism • Qualified staff • Passionate level of interest internally and externally • New areas of research which are interdisciplinary • Human resources – good staff to do research • Lunch Time Seminars that attract international researchers • Expertise • Ability to attract distinguished overseas scholars	WEAKNESSES • Lack of proper work facilities • Not enough funding/operating budget • No. of projects researchers – not enough human resource • Dissemination of info gleaned from research • Lack of support to fund-raising and proposal writing
OPPORTUNITIES • Available avenues for research funding, e.g. CIDA, UNIFEM • Centre can use prior work/successes to fuel future drives/funding • Govt's initiatives on a Gender Policy would highlight work of Centre.	THREATS • Non-availability of scholarships for full-time graduate students • Staff overstretched • Potential for competition from the University of T&T

OUTREACH

STRENGTHS	WEAKNESSES
• Existence of a full-time Outreach Officer • Lunch-time Seminar Series • Creating greater public awareness • Social involvement at national level • Motivating others through teaching • Ability to attract distinguished overseas scholars • Reading Room open to the public	• Shortage of support and academic staff • Lack of appropriate equipment • Reading Room space inadequate • Shortage of space • Limited knowledge about the Centre by other UWI staff and students
OPPORTUNITIES • Public interest/demand for activities • Relationships created outside UWI via programmes • Creating behavioural transformation in the society • Funding possibilities • More enlightened public with regard to gender issues • July/August possibility for short courses • Overseas scholars as resource persons	THREATS • Limited space for Operations • Insufficient knowledge of courses by public • Insufficient printing of material explaining what we do • A general misunderstanding by the public of the purpose of gender • New centralized UWI Marketing and Communications Protocol limits the reach of the CGDS • Staff stress from frequent hosting of Seminars

Our self assessment of the St. Augustine Unit of the Centre for Gender and Development Studies reveals a sustained and systematic record of achievement. This achievement has been based on the creative application of lessons learnt during the early foundation laid down by the Women and Development studies groups. This was further elaborated through the process leading to the formal institutionalization of gender studies at the University of the West Indies and to the experience of the CGDS in the last ten years in creating a new field of studies within the Caribbean region.

To build a new institution and area of studies has required both vision as well as resourcefulness, in many instances drawing on the support of

committed colleagues throughout the UWI system and in the wider society. The resources required to build an institution with relatively limited human and financial resources where the climate towards gender studies was ambivalent at best, and even hostile in some cases, must be appreciated.

While the progress made during the last decade has been significant, it has also opened up demand among the student body at both graduate and undergraduate levels, far more than the resources currently allow. Perhaps more significantly for the mandate of the CGDS, it has created a demand by the wider population, for training programmes, workshops, policy oriented research and other outreach activities.

No further growth or development is possible without attention to some key variables. Among these are the need for additional academic staff, a substantial increase in space allocations and infrastructural inputs as well as increased support in terms of scholarships for graduate studies. These are the minimum needs required to ensure the continued commitment of staff and the continued interest of students. These are also required to improve undergraduate intake and throughput at graduate levels.

This self assessment has already served to highlight issues within the CGDS and the wider UWI system which require urgent attention. These include the system of registration of minors and majors and monitoring of the system of external/university examination. As a regional institution, it would also be important to evaluate the impact of the programme on students in non-campus territories who complete courses or minors in this field at St. Augustine.