



THE UNIVERSITY
OF THE WEST INDIES
MONA, JAMAICA

Annual Report

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“Navigating a Path Towards a Sustainable
and More Impactful Future”



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ONTENTS

Principal's Message	4
Chairman's Message	8
Educating Future Leaders	10
Impacting Lives through Research and Innovation	40
Funding The Academy: Challenges and Successes	46
Transforming Mona: A Holistic Approach	56
Dynamic Community Engagement	60
Building Partnerships and Celebrating Leadership	68
Celebrating Excellence	74
Appendices	81

Principal's Overview

2011 - 2012

UWI



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ostering excellence in the teaching and learning space is without question a primary focus of any modern world-class university. It is the unrelenting drive to exceed expectation, to improve on past accomplishments, to continuously renew in an increasingly dynamic higher education environment that allows great universities to keep on providing the all-round quality academic experience that separates them from the ordinary. It enables them to build strong lasting positive reputations that in turn allow



them to attract the brightest and best students, first-rate faculty with the requisite skills-sets and the best administrative talents.

The University of the West Indies (UWI), Mona Campus is cognisant of this fact. It is this simple guiding reality that drives its relentless pursuit of the creation of the ideal teaching and learning space. The ultimate goal is the provision of an environment that is comfortable, student-friendly and conducive to learning; offers the most current and relevant curriculum; provides key modern teaching aids and learning tools and optimal mix of developmental programmes; and encourages peer-to-peer sharing and social interactions.

In continuing the pursuit of such excellence, The UWI, Mona Campus community can reflect with a sense of pride and satisfaction on the 2011/2012 academic year, for its many transformational accomplishments amidst unprecedented challenges. These challenges were by no means novel developments. The gravity, with which they were presented however, reflected the increasingly harsh realities of the environment within which we now operate as a university. That we prevailed

amidst such difficult times therefore made the year's accomplishments particularly noteworthy.

I am delighted to share with you details of these initiatives, some of which were newly commenced, others advanced during the last academic year. Individually, the initiatives sought to achieve outcomes which foster an overall positive teaching and learning experience in support of the UWI's continuing quest for institutional excellence. Collectively, they were designed to help us secure the very survival and long-term sustainability of our University, in a continuously changing and increasingly challenging higher education environment.

As you leaf through the pages of this report, you will learn about initiatives aimed at safeguarding the standard, currency and relevance of the academic programmes offered here at Mona; developments in research, outcomes from which are impacting lives across the Region; changes to the campus' operational processes designed to improve efficiency and the quality of service to stakeholders; our programme of community engagement; and very importantly the outstanding achievements of staff and students on the local and international stages.

You will also learn about the UWI, Mona Campus' programme of infrastructure development which seeks to renew and expand the physical plant, thereby enabling us to provide a modern teaching and learning space; access opportunities in new and expanding education markets; contain costs; and improve revenue streams.

For example, the Mona energy project seeks to guarantee supply of the campus' energy needs and reduce energy cost in this increasingly turbulent energy market. On the other hand, the Mona e-Services Park will provide invaluable job training and experience in various fields, to our students, allowing them the opportunity to fund their university

education, while providing the Mona Campus with a secure revenue stream.

Probably the most important developments during the 2011/2012 academic year however, were the granting of institutional accreditation to the UWI, Mona Campus by the University Council of Jamaica, and the granting of full accreditation to The UWI's medical programmes by the Caribbean Accreditation Authority in Medicine and other Health Professions (CAAM-HP).

Such developments reflect the Mona Campus' intense commitment to high academic standards and reward its ongoing efforts to develop a first-rate academy. It also strengthens my conviction that The University of the West Indies has some of the brightest minds serving in our academic and administrative spheres anywhere, bar none. The reality is that none of our accomplishments over the last academic year would have been possible without the dedicated support of this team of faculty, administrators, technical and support staff. To you I extend my heartfelt thanks.

Gordon Shirley
Pro Vice Chancellor & Principal



Chairman's Message

2011 - 2012

UWI

The University of the West Indies, Mona Campus in striving for excellence in its various spheres of operation understands that the road to success is never an easy one. In today's environment, it is a road filled with challenges that reflect those faced by our nation and Region, challenges that threaten our very efforts at attaining sustainable social and economic development.

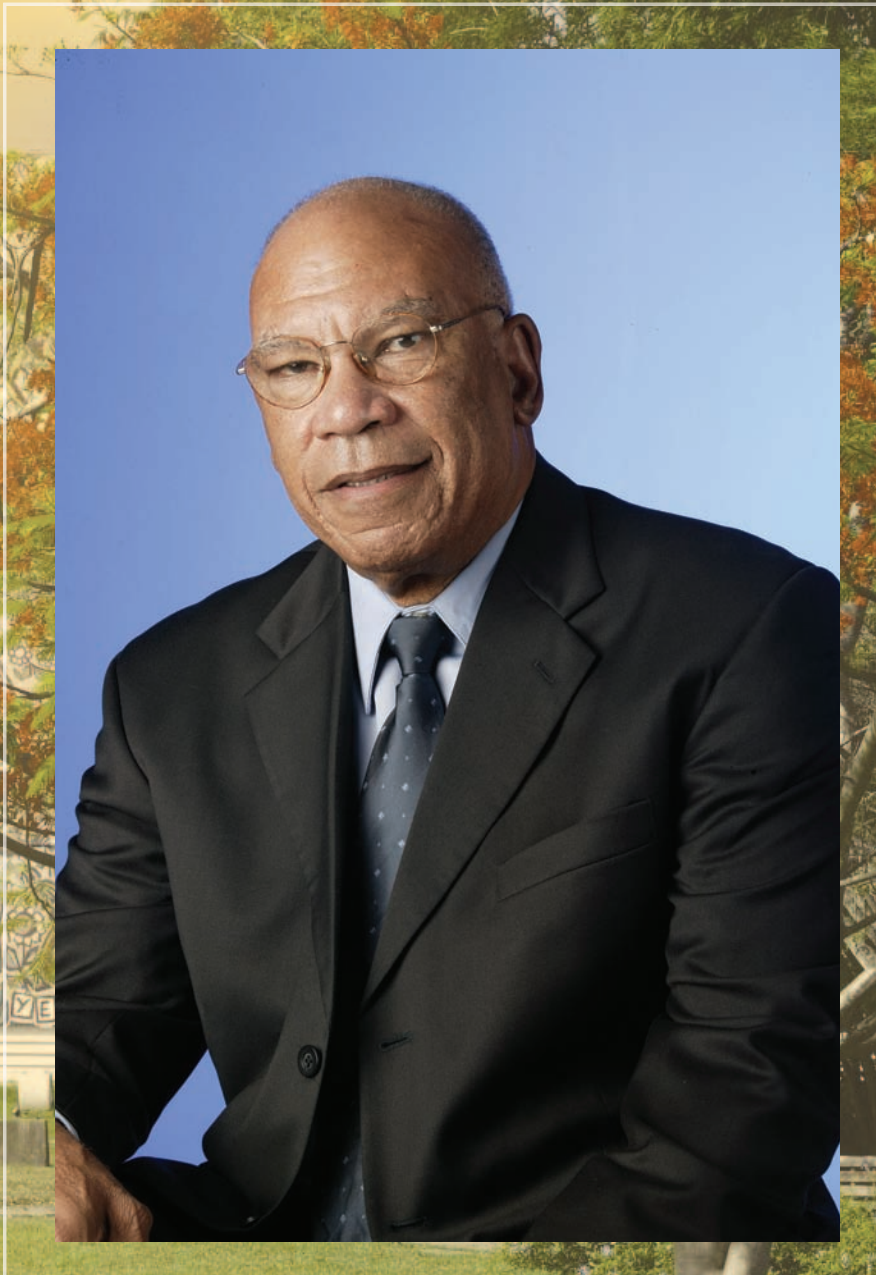
The continuing decline in financial support from Government, in real terms, stemming from this reality, demands that institutions like the UWI make tough decisions in order to maintain current and secure future operations. I am heartened that the leadership of the UWI, Mona Campus is in fact making those tough choices, geared towards the advancement of the University and its stakeholders, as unpopular as they may be.

The establishment of the Mona Energy Park, will undoubtedly redound positively to the Mona Campus' bottom-line, by reducing the cost of energy needed to run its operations. Development of the Mona e-Services Centre for student employment, should greatly assist in alleviating the financial burden of those members of the student population who find it difficult to fund their education.

I am pleased that these important developments are also accompanied by major successes in the areas of teaching and research and community engagement. For these significant accomplishments, I congratulate Principal, Professor Gordon Shirley and his excellent management team for their vision and dedication to seeing the task through. They have indeed done a tremendous job despite the obstacles which they face.

My very best wishes for continued success in your efforts to build a sustainable University of the West Indies in these difficult times.

Marshall Hall, PhD, OJ
Chairman, Campus Council



CHAPTER I

Educating Future Leaders



Students enjoying the aesthetically pleasing, relaxed environment of the UWI, Mona Campus

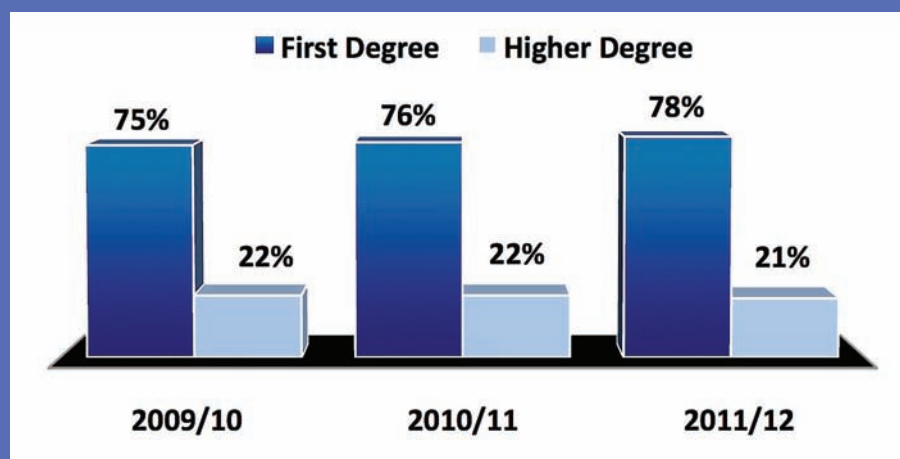
In spite of the continuing harsh economic climate, The UWI, Mona Campus recorded a better than 3% increase in student enrolment for the 2011/2012 academic year. This increase reflects a reversal of fortunes from the previous year, which had a marginal decline of 0.6%. At the close of the academic year, total registration stood at 15,897 students.

The new Faculty of Law and the Institute of Gender and Development Studies sustained strong growth in registration, increasing by 63% and 223% respectively. The Faculty of Medical Sciences and the Faculty of Pure and Applied Sciences (now Science and Technology), with gains of 5% and 9% respectively, continued to attract new students to recently introduced programmes in Dentistry (DDS), Medical Physics and Bio-Engineering (BSc), Mathematics and Modelling Processes (BSc double major), and Tropical Horticulture (BSc). The Faculty of Humanities and Education and the Faculty of Social Sciences however, continued a three-year trend, with declines in registration of 1% and 3% respectively.

Table 1. Total Student Enrolment by Faculty

Faculty	2009/10	2010/11	2011/12	Change 2009/10 to 2011/12	Change 2010/11 to 2011/12
Humanities & Education	3,553	3,339	3,291	-7%	-1%
Law	194	265	433	123%	63%
Medical Sciences	3,081	3,236	3,398	10%	5%
Pure & Applied Sciences	2,636	2,653	2,886	9%	9%
Social Sciences	5,983	5,837	5,689	-5%	-3%
Gender & Development Studies	34	62	200	488%	223%
Total	15,481	15,392	15,897	3%	3%

Figure 1. Percentage Student Enrolment by Programme Level



During the year, the proportion of students enrolled in First degree programmes rose from 76% to 78%, with enrolment in higher degree programmes accounting for 21%, down from 22% in the previous year. The data further revealed that among higher degree registrations, a greater proportion of students were pursuing taught programmes rather than research programmes, reflecting a 1.5% increase in 2011/2012 over the 2010/2011 academic year.



Some 3,500 new students participated in the various planned orientation activities at the start of the 2011/2012 academic year. International students orientation at Mona Campus was held on August 23, while general new students orientation took place on August 24 and 25, 2011. Orientation sessions were also conducted for parents and family on July 24 at Mona, and on August 22 and 23 at the Western Jamaica Campus.

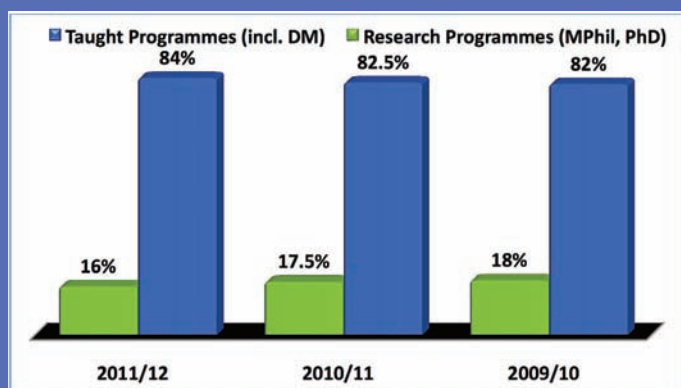


Figure 2. Percentage Student Enrolment in Taught versus Research Higher Degree Programmes



Figure 3. Percentage of Offers versus Enrolment in First Degree



Market Demand for a UWI Education

The Mona Campus continues to attract more applicants than it can reasonably accommodate for a UWI education. However, in 2011/2012 applications to First degree programmes saw a significant decline of 12.8% to 9,403, compared to the 2009/2010 figure of 10,787. In order to sustain enrolment levels, the Mona Campus increased the percentage of offers to qualified applicants, which stood at 51% in 2009/2010 to 82% in 2011/2012. Of note however, is the increasing number of students who were offered places, but did not enrol for various reasons, including financial.

Also significant in the 2011/2012 enrolment data is the growing percentage of First degree entrants who are below the age of 25 years. Over the three-year period 2009/2010 to 2011/2012, the percentage of first degree entrants aged 24 and under grew from 83% to 89%.



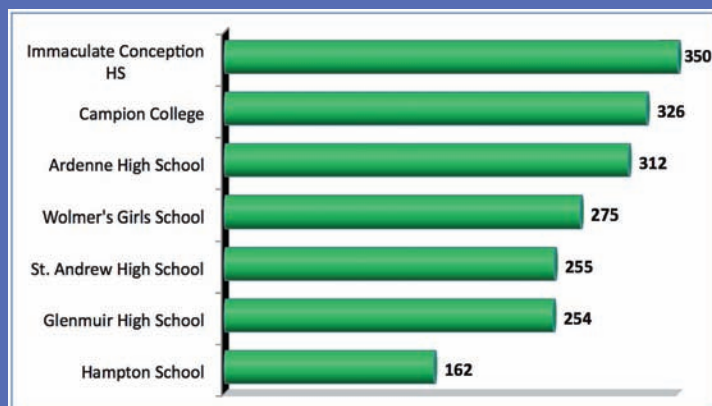
Age Group	2009/2010	2010/2011	2011/2012
24 & Under	83%	87%	89%
25-34	12%	10%	8%
35-44	4%	3%	3%
45-54	0.9%	1%	1%
55+	0%	0%	0%
Total 1st Degree Enrolment	3,452	2,865	3601

Table 2. First Degree Entrants by Age Group





New students in attendance at the 2011 Matriculation Ceremony



Traditional high schools in Jamaica continue to account for the majority of new entrants at Mona, with the top ten schools alone accounting for approximately 20% last year.

On the other hand registration from other contributing countries stood at 7.5% in 2011/2012, reflecting a marginal decline from the previous year's level of 7.8%.

Table 3. Student Enrolment by Territory of Origin

	2009-10	2010-11	2011-12	Change 2009/10 to 2011/12	Change 2010/11 to 2011/12
Jamaica	13,772	13,834	14,429	5%	4%
Other Contributing Countries	1,314	1,203	1,189	-10%	-1%
Guyana and Turks & Caicos Islands	38	40	41	8%	3%
Non-Contributing Countries	274	288	214	-22%	-26%
Not Reported	83	27	24	-71%	-11%
Total	15,481	15,392	15,897	3%	3%

Student Retention and Throughput

Students admitted to The UWI, Mona Campus generally remain active throughout their course of study. The first year retention rate among undergraduate degree entrants has averaged around 90% over the last ten years. This compares favourably to a first year retention rate of 76% among four-year, public colleges in the United States.

Approximately 43% of all First degree entrants complete their programme in the prescribed timeframe. On-time completion rate is however much higher among students in B.Ed. (88%) and Medical Sciences B.Sc. programmes (76%). By the end of year five however, approximately 74% of first degree entrants at the Mona Campus completed their studies, which compares favourably to a six-year graduation rate of 58% among four-year public colleges in the United States.

Students and potential employers interact at the 21st Annual Career Exposition and Job Fair, held on February 23 and 24, 2012. The expo was one of many activities organised by the Office of Placement and Career Services during Career Awareness Month, to impress upon students the importance of Career Planning. The month of activities which also saw some 65 human resource practitioners interviewing 517 students, forms part of efforts by the UWI, Mona Campus to foster the total development of students.





Mr. Andre James, graduate of York Castle High School and Brown's Town Community College, and the most outstanding Matriculant for 2011/2012 signs the register on behalf of all new students at the annual Matriculation and Welcome Ceremony on Thursday, September 8, 2011. Andre attained nine subjects at CSEC, receiving seven subjects with grade one and two with grade two, and six subjects at CAPE, with a total of ten units at grade one.

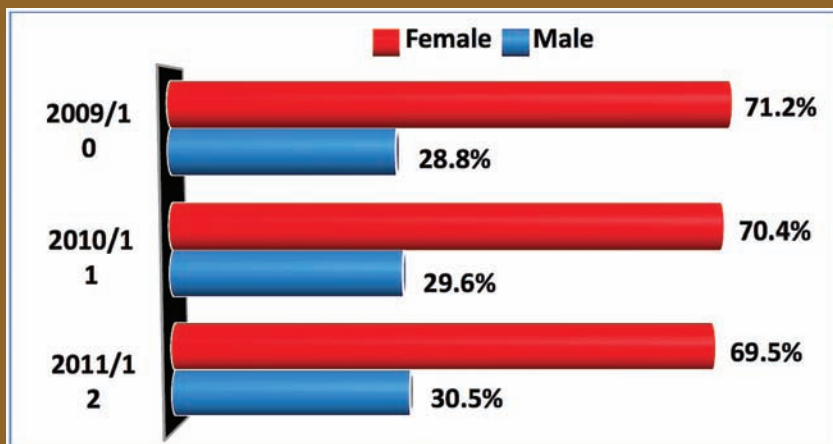


Figure 5 Percentage Student Enrolment by Gender

Fostering Excellence in Teaching and Learning

During the 2011/2012 academic year, the UWI, Mona Campus advanced key initiatives aimed at maintaining the currency, quality and relevance of its curricula and enhancing the overall teaching and learning experience. The initiatives spanned the full range, from introducing new academic programmes to enhancing student facilities and development programmes.

Closing the Gender Gap

Resulting from concerted efforts in recent years to address the gender imbalance among its student population, The UWI, Mona Campus is happy to report a modest increase in the proportion of male to female registrants, which now stands at 30.5% and continues a three-year trend of marginal gains.



New Academic Programmes

Within the Faculty of Social Sciences, the Sir Arthur Lewis Institute for Social and Economic Studies (SALISES) introduced a new MSc in Development Studies programme. The programme which is multidisciplinary in scope, seeks to develop high-level technical personnel for leadership roles in the policy-making and policy-implementation processes, who will serve within and lead the transformation of the public and private sectors across the Region. The new programme replaces the former MSc in Governance and Public Policy, Social Policy and Economic Development Policy, and fills a gap in the range of graduate offerings at the tertiary level which is dominated by disciplinary-based degrees.

Additionally, the Mona School of Business and Management in conjunction with the Department of Mathematics introduced a new MSc in Enterprise Risk Management (ERM) programme. The MSc ERM programme seeks to address the need for modern risk management skills within the financial services sector and other industries. It aims to produce graduates with the requisite skills in risk techniques and practices, who understand the business contexts and are able to address and solve complex risk issues.

Among the new programmes introduced by the Faculty of Humanities and Education were an MED in Principalship and a Masters in Teaching with Music Option. In its continuing drive to offer programmes that are intellectually sound, market responsive and culturally relevant, the faculty saw the introduction of four new courses: 'The Production of Popular Music' and 'Recorded Sound in Jamaican Popular Music' offered through the Institute of Caribbean Studies; and 'Reggae Films: Screening Jamaica' and 'Popular Film and Ideology', offered through the

Department of Literatures in English. These new courses will eventually form the basis for a proposed minor in Film Studies.

The Faculty of Pure and Applied Sciences (now Faculty of Science and Technology) completed development of three new masters programmes: the MSc in Food and Agro-Processing Technology, the MSc in Medical Physics, and the MSc in Enterprise Risk Management (to be offered jointly with Mona School of Business and Management). All three programmes were approved for delivery at the start of the 2012/2013 academic year. The faculty also saw the introduction of a BSc in Information Technology programme, offered through the Department of Computing, during the 2011/2012 academic year.

Enhanced Learning Support Facilities

During the 2011/2012 academic year, the UWI Library service undertook significant initiatives in all libraries, to improve its support of the teaching and learning process and enhancing the overall student experience.

Law Branch Library

In April 2012 the Law Branch Library was deemed ready to support the full LLB programme with the successful acquisition of key volumes, including:

- back issues of The Hansards;
- bound volumes of Jamaican legislations;
- unreported judgments of the Supreme Court and Court of Appeal, 1980-2010; and
- Halsburys Laws of England 4th edition.

In addition to having ready access to library databases to enrich their learning experience, all students in the faculty now have access to WesLaw and LexisNexis, which provide information on common law cases and news updates on happenings in various jurisdictions.

Section of the new Law Library in the Faculty of Law building



Medical Branch Library

Further work was done on the newly renovated Medical Branch Library to upgrade the furnishing, including:

- re-upholstering of reading room chairs;
- acquisition of soft furnishing, large reading tables, and tables and chairs for the Seminar Room and the Computer Lab; and
- the acquisition and installation of a generator to ensure continuous, reliable electricity supply to the Library.

The feedback on the attractive and inviting ambience resulting from the renovation has been positive and there has been a notable increase in patrons using the facility. The Medical Library went a step further by organising a fair in March to promote the e-resources available to their clientele, which included hands-on sessions on locating e-resources listed in the *UWUlinC* and demonstrations of medical databases. The result has been a marked increase in reference consultations and the use of databases in the Medical Library.



The Student Learning Common in the newly renovated Medical Library





A section of the general reading area in the Library at the UWI, Mona Western Jamaica Campus

Western Jamaica Campus Branch Library

The Western Jamaica Campus Branch Library, now in its fourth year of operation, continued efforts to mirror services available at Mona, for its clientele. Not least among these were the orientation of undergraduates and postgraduates students, teaching of modules in all foundation courses, thesis scrutiny and other information literacy activities.

Flexible Opening Hours for All Libraries

In an effort to further facilitate students in their preparation for exams, the library system opened its doors on Sundays from 10:00 a.m. to 5:00 p.m., during Semesters 1 and 2, from November 20 to December 18, 2011; and April 22 to May 13, 2012, a total of nine Sundays.

'Anytime, Anywhere Access' to Library Materials

Due to the pervasiveness of 'anytime, anywhere access' the Library has been focusing increasingly on the provision of e-resources and digital content. The 2011/2012 academic year saw the cataloguing of approximately 4,670 volumes of new items, including 260 electronic books and 592 electronic links created for the Edward Seaga Files (ESF). Efforts also continued apace with retrospective conversion of 'hidden material', with some 6,569 items converted and linked to the Online Public Access Catalogue (OPAC).





Improved Internal Communications

As part of an initiative to improve communications and foster closer relationship between the student population and the administration, the Marketing and Communications Office introduced an exciting new platform, Mona Students' Space. The communication portal was developed around an information management system which uses social media channels Facebook, Twitter and SMS. The new portal facilitates consistent social interaction among the students themselves, and between the students and administration, as well

Anytime, anywhere access to library materials fully supported by anywhere wireless internet access on the UWI, Mona Campus

as allows for dissemination of information to students using media with which they are comfortable and actively engaged with. The portal which became operational in August 2011 was officially launched in February 2012 .

Improved Campus Infrastructure

The ongoing intense focus on creating the optimal learning environment that fosters positive student experience is critical to UWI's mission of producing the ideal graduate. During the last academic year, the Mona Campus further increased the number of dedicated student spaces, including gazebos, seminar rooms, conference rooms and computing facilities, to encourage peer to peer sharing, studying and mingling and generally enhance student comfort. Also, anywhere wireless Internet access has been implemented across the campus.



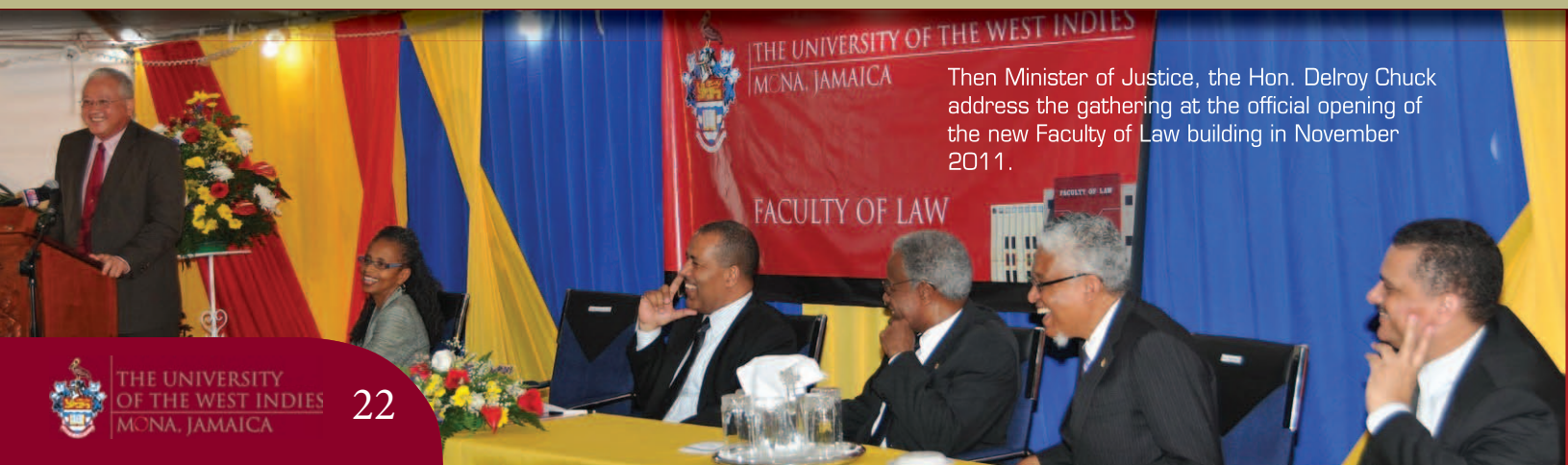
Then Minister of Justice, the Hon. Delroy Chuck; Vice Chancellor of the UWI, Professor E. Nigel Harris; PVC and Principal of the UWI, Mona Campus, Professor Gordon Shirley; and Chancellor of the UWI, Sir George Alleyne cut the ribbon to officially open the new Faculty of Law building on November 3, 2011.

The new Faculty of Law building, which was officially opened on November 3, 2011 by the then Minister of Justice, The Honorable Delroy Chuck, provides state-of-the-art technology to enhance the teaching and learning experience of both staff and students. Wireless Internet is accessible throughout the building and in the gazebos on the periphery. Sound proof reading rooms in the Law Library facilitate group deliberations. The Staff/Students lounge is equipped with furniture and appliance to promote comfort and relaxation.

The construction of 400 rooms for graduate students housing and 600 rooms for undergraduate students housing has increased the campus' room stock by some 50%, and significantly alleviated the housing shortage that was being experienced by students of the Mona Campus. The newly completed 250,000 sq. ft. Faculty of Medical Sciences Teaching and Research Complex, boasts space for lecture theatres, laboratories, offices, meeting rooms and lounge/recreational areas, all designed for increased student and staff comfort. These are just two of a number of developments undertaken during 2011/2012 to enhance the teaching and learning experience.

Developing the Whole Student

The Mona Campus expanded its areas of focus in 2011/2012 to complement the development programmes offered through the Office of Student Services and Development. This is evident in the intensified



Then Minister of Justice, the Hon. Delroy Chuck address the gathering at the official opening of the new Faculty of Law building in November 2011.



Members of the UWI Performing Arts Troupe perform on stage at 'Jamaica in the Square' as part of the Jamaica 50th Anniversary Celebrations in Birmingham, England.

efforts of units like the newly renovated Philip Sherlock Centre for the Creative Arts (PSCCA), to help students develop their latent talents and build cultural identity through groups like the University Chorale, the University Dance Society, the University Pop Society and the University Dramatic Arts Society, among others. Halls of Residence supplement the development opportunities offered through formal centres like the PSCCA with their own internal student development programmes.



Members of the UWI Pop Society in action Mona Campus

Randy McLaren, a member of the UWI Performing Arts Troupe, performs on stage at Jamaica House at the O2 Arena in London as part of the Jamaica 50th Anniversary Celebrations





Members of UWI LEADS meet with the Member of Parliament for St. Andrew Eastern, Mr. Andre Hylton.

For its part, the Office of Student Services and Development (OSSD) intensified its efforts to foster holistic student development and to provide a learning environment that recognises diversity in the student population. During 2011/2012, the OSSD established the Leadership and Student Engagement Unit, focused on leadership, mentorship and public speaking both as new initiatives and as an expansion of existing ones. Under its ambit, the unit engaged, through the UWI LEADS (UWI Leaders, Engaged, Activated, Dedicated, Ready to Serve) programme, over one thousand students in four certificate programmes.

The very popular Gold Certificate programme, which focused on personal growth and on teaching critical leadership skills through activities such as the Blue Mountain hike and the Dunn's River Falls climb, was repeated over two semesters. Here students learnt to appreciate the inherent difficulties in leadership and the great personal strength required to complete the task; the principle of team-work, the value of encouragement and motivation, the danger of negative words and lack of community, and how to combine shared vision with a plan of action.

The Diamond Certificate programme emphasized skills building and "The Leadership Challenge" which explored five active leadership and learning principles. In the Platinum Certificate programme, students learnt about various key concepts of leadership, while, the Leadership, Social Justice and Social Change programme explored ideas related to entrepreneurship, activism and advocacy in addition to social justice and social change.

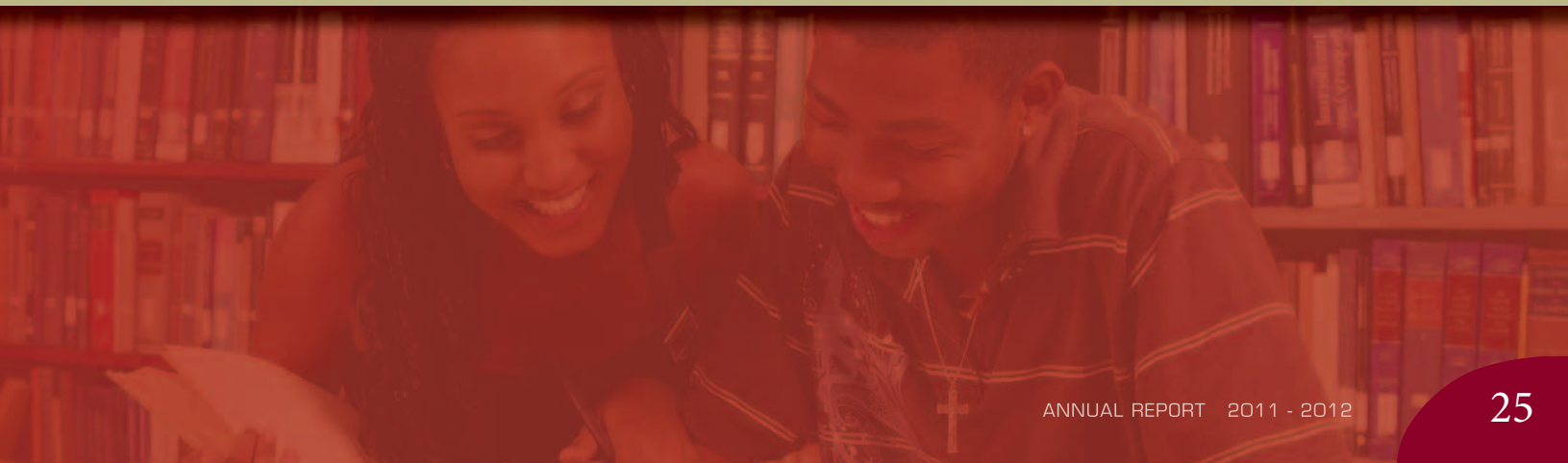
During the year, the OSSD launched a Mentorship Programme at the Western Jamaica Campus (WJC) with thirty six mentors drawn from private and public sector organizations in Montego Bay. The office also introduced at both Mona and WJC, 'UWI SPEAKS', a comprehensive public speaking programme for the general student population, targeted at need areas including, confidence building and developing the art of listening.



Peer Leaders in the Leadership, Social Justice and Social Change programme having fun and strengthening bonds on a field trip to Port Royal



Members of the UWI LEADS Gold Certificate programme participate in a leadership building exercise, involving a hike to the Blue Mountain peak





Strengthening the Academic Product

In a bid to broaden the academic exposure of management students and develop more rounded graduates in the discipline, the Department of Management Studies (DOMS) - now the Mona School of Business and Management (MSBM) - undertook an extensive process of curriculum review, designed to allow, among other things, increased flexibility in course selection. The review process which was completed during the last academic year,

resulted in the department moving towards offering majors and minors, away from its traditional 'specials' and 'options'. The move now allows management students to include in their selection, courses offered by other departments.

In addition to DOMS's curriculum review, the Faculty of Social Sciences took steps to ensure quality and consistency in the delivery of its programmes with the introduction of its Philosophy on Teaching. The philosophy seeks to promote the creation of an environment that fosters self-reflective teaching and learning in which members of staff commit to linking teaching with research, participate in the scholarship of teaching and adopt innovative methods that meet the full range of learning needs of its diverse student body.

The quality assurance review of MBBS and DM programmes in the Faculty of Medical Sciences found that the faculty was meeting its set objectives and noted the high quality of the educational process. The



review was of particular importance to the faculty in light of its recent increases in student intake and concerns as to whether such a development would impact the quality of its programme offerings. The primary concern raised by the review team involved the need for the re-establishment of a Medical Educational Unit, critical to staff development, which the faculty has committed to resolving during the 2012/2013 academic year.

The review processes conducted across departments in the Faculty of Humanities and Education examined the currency of courses, their teaching and assessment methodologies, and measurable learning outcomes. A key development in the faculty sees increased collaboration between the humanities-based departments and other departments/faculties, to offer joint programmes that enhance the employability of graduates and maximize resource use. For example, the new BA in Literature and Language Education programme is a collaborative effort between the Department of Literatures in English and the School of Education. BA in History Majors

can now elect to do a Minor in Law. Plans are advanced to enable students in Tourism Management, delivered through the Mona School of Business and Management to pursue courses in Heritage Studies delivered through the Department of History and Archaeology.





Professor Gordon Shirley, Pro Vice Chancellor and Principal of the UWI, Mona Campus receiving the Instrument of Accreditation from Dr. Yvonne Marshall, Executive Director of the University Council of Jamaica.



Extensive curriculum reform across all departments in the Faculty of Pure and Applied Sciences (now Faculty of Science and Technology) sought to achieve modernization, diversity, depth and flexibility in the Faculty's programme offerings, as well as enhance throughput. Among others, the reform now sees all courses in the faculty being three-credit courses; a minimum of 33 credits required for a major and 15 for a minor; and the number of credits required for graduation moving from 101 to 93, consistent with the requirement of other UWI faculties.

Programme Accreditation

Continuing on its progressive development paths towards attaining and maintaining

excellence, the UWI, Mona Campus made some invaluable breakthroughs during the 2011/2012 academic year. Firstly, the Mona Campus attained the distinction of becoming the first tertiary education institution in Jamaica to attain full 'Institutional Accreditation' by the University Council of Jamaica. The accreditation which took effect from February 1, 2012 will run for the maximum possible period of seven years. The process coincided with that at St. Augustine Campus, which also sought and obtained accreditation from the Accreditation Council of Trinidad & Tobago. The Cave Hill Campus and the Open Campus are currently seeking accreditation from the Barbados Accreditation Council.

In addition to Mona receiving institutional accreditation, the Caribbean Accreditation Authority in Medicine and the Health Professions (CAAM-HP) granted accreditation to the UWI's medical programmes for a five-year period ending in 2017. In acknowledgement of UWI's intense effort at producing quality graduates, CAAM-HP observed in its report, "UWI is producing well-trained graduates."

The Mona School of Business (now Mona School of Business and Management) received accreditation from the international Association of MBAs (AMBA), for achieving what AMBA describes as the highest standard in Postgraduate Business



The new Monash School of Business and Management, the result of the merger of the Monash School of Business and the Department of Management Studies, commences operations on August 1, 2012, at the start of the new academic year.

Education for its EMBA and MBA programmes. The AMBA accreditation, internationally recognised as the global standard for all MBA, MBM and DBA programmes, is earned only by Business Schools with the "best programmes".

On the heels of its accreditation from AMBA, the Monash School of Business celebrated the ranking of its MSc in Telecommunications Policy and Management (TPM) among the top 200 Master's Degree Programme in the World in the Project Management and Engineering category. The ranking - done by Eduniversal, the global academic adjudicating organization based in France - was achieved from among over 12,000 such programmes evaluated in the top 1,000 business schools globally.

Merger of the Monash School of Business and Department of Management Studies

Another development during the 2011/2012 academic year involved the advancement of plans to merge of the Monash School of Business (MSB) and the Department of Management

Studies (DOMS), to form The Mona School of Business and Management (MSBM). The merger which took full effect at the start of the 2012/2013 academic year, seeks to draw on DOMS solid reputation of delivering excellent undergraduate and graduate management education, the strong brand image of the Mona School of Business, and the combined extensive business relationships of both entities, towards building a world class business institution.

Renaming of the Faculty of Pure & Applied Sciences

Another important decision taken during 2011/2012, which will be effected at the start of the new academic year, is the renaming of the Faculty of Pure & Applied Sciences to the Faculty of Science and Technology. The decision signals the strengthening of focus by the UWI on technology, particularly information communication technologies, and the repositioning of science with technology throughout the institution.



The newly rebranded Faculty of Science and Technology begins operations at the start of the 2012/2013 academic year.



Sports scholarship recipients at the 2011 Media Launch, held September 13, 2011.

The UWI, Mona Campus' 2011/2012 Sports Scholarships Programme

The 2011/2012 academic year began with the official welcome ceremony for new sports scholarship recipients. The programme saw thirty students receiving scholarships in five sporting disciplines, namely, Track & Field, Football and Netball, with first time awards for table tennis and cricket.

Table Tennis scholarships were awarded to Jamaica's number one ranked female player Yvonne Foster, and Tracy Dattadeen. The five recipients of Cricket scholarships were Wavell Hinds - former West Indies player and Jamaica Captain, Paul Palmer - Headley Cup MVP for the 2010/11 season, Desmond Jones, Sheldon Samuels and Sanjay Foster.

There were seven recipients of Netball scholarships: Nadine Bryan - Captain of the Jamaica National Senior Netball Team, Kera Christie, Gillene Graham, Shadian Hemmings, Shann Lambert, Samantha Francis and Conique Moore.

Football and track and field each received eight awards. Football scholarships went to Leighton Donaldson - Former National Under-17 goal keeper, Richard Crooks, Sayco Gordon, Andre Messam, Rochane Smith, Mark Mckoy, Rushane Garcia, and Theo Campbell.

Track and Field scholarships recipients included Peter Matthews - the 400m silver medallist at the 2011 World University Games, Kavean Smith, Jerome Delorne, Demarley Johnson, Ackeem Robertson, Leon Wray, Nicholas Maitland and Janelle Foster.

Student Achievements



Then a PhD candidate, **Dr Charah Watson** was chosen as one of the 'One Hundred Most Promising Young Chemists in the World', to celebrate 2011 as the International Year of Chemistry, based on pest control research she conducted with the Natural Products Institute. She presented on her research at the celebratory symposium held August 14-18, 2011, in Sao Paulo, Brazil. She was later invited to deliver a special lecture at the Third World Academy of Sciences - Latin America and Caribbean (TWAS-LOLAC) Symposium, held in Tobago.



Miss Ayesha Constable, a postgraduate student and programme co-ordinator for UWI LEADS, received the Building Bridges Young Women's Commonwealth Fellowship and participated in a one-week training programme in London.



Miss Kamille Adair, graduate of the Faculty of Law and Tutor at the Faculty of Law, Mona was named the 2012 Rhodes Scholar. Miss Adair takes up the award in October 2012 and will attend the University of Oxford, where she will pursue a bachelor's degree in civil laws, focusing on international law, to be followed by a Master of Philosophy degree and possibly doctoral studies.

The sport programme at Mona received a significant boost when **Mr. Hansle Parchment**, UWI, Mona Sports scholarship recipient and student in the Faculty of Social Sciences, secured the bronze medal in the men's 110m hurdles at the London Olympics, becoming the first UWI, Mona student to have medalled at the Olympics Games and the first Jamaican to have medalled in the 110M hurdles.



Profile of Graduates

In November 2012, the Mona Campus graduated 3,280 students. This represented a 5% decrease over November 2011. The most significant reduction occurred among higher degrees, which saw a 17% drop from the previous year.

The 2012 graduation exercise held over four ceremonies for the first time this year, also saw some important firsts for the UWI, Mona Campus:

- The Faculty of Law certified its first group of 71 graduates from the newly established three-year LLB programme at Mona.
- The Faculty of Science and Technology had its first six graduates from the new Electronics Engineering programme.
- The UWI, Mona Western Jamaica Campus (WJC) saw its first nine graduates from the BSc Nursing degree programme offered at that campus. The WJC had a total of 80 graduates from its various programmes.

Programme	2010	2011	2012	Change 2009/10 to 2011/12	Change 2010/11 to 2011/12
First Degree	2,434	2,485	2,453	1%	-1%
Certificate	32	1	0	-100%	-100%
Diploma	19	15	9	-53%	-40%
Advanced Diploma	68	54	72	6%	33%
Higher Degree	844	899	746	-12%	-17%
Total	3,397	3,454	3,280	-3%	-5%

Table 4. Graduates by Programme, 2012, UWI, Mona Campus

Faculty	2010	2011	2012	Change 2009/10 to 2011/12	Change 2010/11 to 2011/12
Humanities & Education	857	792	749	-13%	-5%
Law	-	-	72	-	-
Medical Sciences	771	828	796	3%	-4%
Pure & Applied Sciences	396	447	457	15%	2%
Social Sciences	1,369	1,386	1,193	-13%	-14%
Gender & Development Studies	4	1	13	225%	1200%
Total	3,397	3,454	3,280	-3%	-5%

Table 5. Graduates by Faculty, 2012, UWI, Mona Campus



Mr. Keisean Stevenson, Faculty of Science and Technology: BSc in Chemistry with First Class Honours - Class Valedictorian.



Miss Samantha-Kaye Christie, Faculty of Social Sciences: BSc in Psychology with First Class Honours - Class Valedictorian.

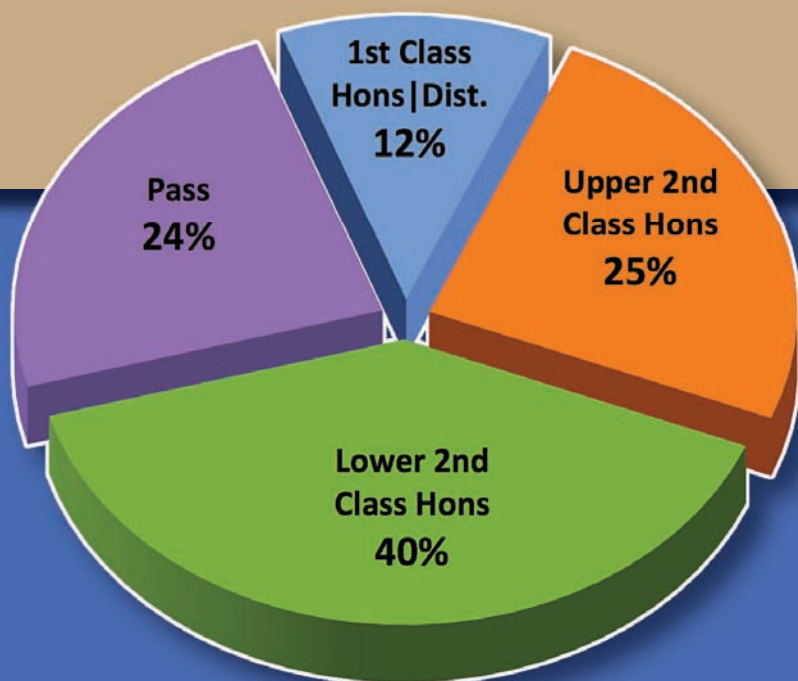


Figure 6. First Degree Graduates by Class of Degree

Developing the Ideal Faculty

Efforts during the 2011/2012 academic year geared at developing faculty and improving the quality of instruction focused on five instructional interventions. These included the Certificate in University Teaching and Learning programme; workshops, seminars and distinguished lectures; consultations; distribution of resource material and peer-to-peer mentoring.

- In August 2011, the Instructional Development Unit (IDU) welcomed the fourth cohort of 15 students to the Certificate in University Teaching and Learning programme, specifically



Miss Chris-Ann Williams, Faculty of Social Sciences: BSc in Accounting with First Class Honours - Class Valedictorian.



Mr. Dayne Robinson, Faculty of Science and Technology (Engineering, Mona): BSc in Engineering with First Class Honours - Class Valedictorian.

designed to improve the instructional technique of faculty.

- The IDU also facilitated 13 regular workshops, including the annual Teaching Skills Workshop which introduces participants to the major elements of teaching; 10 departmental workshops tailored to meet the specific needs of the requesting departments; and a special UWI/Guardian Life Premium Teaching Lecture, where guest lecturer Dr Maryellen Weimer, editor of The Teaching Professor and Professor Emeritus of Penn State University, Pennsylvania, presented on the topic, "Developing Critical Thinkers for Today's Global Society: Contributions from Learner-Centred Teaching."





Dr. Maryellen Weimer, Guest Speaker, delivering the UWI/Guardian Life Premium Teaching Lecture in October 2011.

- Consultations with faculty during the year took the form of engagements with individual lecturers by the educational developer to discuss and iron out aspects of teaching, including pedagogical arrangements, curriculum development, assessment among other aspects of professional development; over 20 such consultations were held with faculty members.
- The IDU further identified and distributed material on teaching and learning in higher education as one of the approaches to instructional improvement, and published accordingly, two newsletters, The Mona Teacher and Teaching Tips.
- Successes in the Faculty Mentorship (colleagues helping colleagues) programme was centred around instances where the educational developer and other faculty intervened in the instructional efforts of faculty members by observing their teaching and discussing afterwards elements of the teaching act, making inputs on course materials and responding to instructional queries.



Participants at a workshop hosted by the Instructional Development Unit.

CHAPTER II

IMPACTING LIVES THROUGH RESEARCH AND INNOVATION



The Hon Reverend Ronald Thwaites, Minister of Education and Guest Speaker at the 2012 Research Days Opening Ceremony, and The Hon. Phillip Paulwell, Minister of Science, Technology, Energy and Mining, look on as Professor Gordon Shirley, Pro Vice Chancellor and Principal of the UWI, Mona Campus introduces Miss Stephanie Abrahams, President of the Guild of Students, UWI, Mona to the Hon Sharon Ffolkes-Abrahams, Minister of State in the Ministry of Industry, Investment and Commerce. Also present was the Hon Arnaldo Brown, Minister of State in the Ministry of Foreign Affairs and Foreign Trade.



Members of the audience at the Opening Ceremony for Research Days 2012, held January 26 and 27 under the theme, "Promoting Health and Wellness: UWI, Mona's Innovative Approach."



As the leading teaching and research institution in the Region, the UWI holds the awesome responsibility of identifying critical areas of need for new knowledge and innovation, and responding to these with researched solutions that positively impact the lives of Caribbean people.

During the 2011/2012 academic year, the UWI, Mona Campus secured approximately J\$143 Million for new externally funded projects on a wide range of topics, including: the development of a demonstration and training centre for high yield crops and training in advanced fruit and vegetable production technology; examination of the status of maternal, paternal, newborn and infant health and wellbeing; promoting marketing competitiveness and adaption to climate change; limestone forest conservation; the study of older persons, and studies on HIV and disabilities, to name a few.



Dr. Roger Irvine and Dr. Orville Williams demonstrate the uses of the UWI Cardiac Surgery Simulator during its Official Launch at Research Days 2012. The innovation continues to be in high demand as major universities and hospitals in the USA, as well as the University of the West Indies continue to get good outcomes in training trials.



Dr. Paul Ramphal and Dr. Daniel Coore, inventors of the Cardiac Surgery Simulator, explain its functioning to Professor Gordon Shirley, as Dr. Roger Irvine and Dr. Orville Williams demonstrate various uses of the device.

Research Days 2012

Held under the theme, "Promoting Health and Wellness: UWI, Mona's Innovative Approach," the UWI, Mona Campus demonstrated the depth and potential far-reaching impact and application of its research work during Research Days 2012. The official launch of the Cardiac Surgery Simulator developed by Dr. Paul Ramphal and Dr. Daniel Coore held the spotlight, with kids and adults alike marvelling at its ingenuity and sophistication.

Other important innovations featured included GasLo, a Blackberry application that allow users to find the cheapest gas station closest to their location; JamNav - VCS (vehicle concierge service), which adds the interactive link between conventional fleet management and tracking systems in Jamaica; and Mapstream, which extracts information from social data streams such as Twitter and Facebook and map social trends. Research displayed included work on climate change and its potential impact on the livelihood of Jamaicans; parasitic flatworm infection of local seawater cultured tilapia; human health implications of rat lungworm infections in Jamaica; as well as works on autism, prostate and various other forms of cancers, and heart disease.



Key New Research and Innovations Advanced During 2011/2012

Continuing on the successes of the 2010/2011 academic year, which in part drove the displays of Research Days 2012, both faculty and students at Mona advanced key pieces of research and developed important innovations during 2011/2012. These include:



A model of the Renewable Energy Driven Microcontroller Based Fully Automated and Controlled Hydroponic Greenhouse System in use.

- Development of the ***Renewable Energy Driven Microcontroller Based fully Automated and Controlled Hydroponic Greenhouse System***. This innovation, patent pending, is the brainchild of student Ewan Pitter and faculty Dr. Paul Aiken from the Electronics Engineering Unit at Mona. The system aims to provide a viable solution to the pressing issue of land availability to meet the ever growing food needs of an increasing population.

Hydroponic Systems support plant growth using water with nutrient additives through a delivery system. These systems generate very high crop yields when compared to current farming techniques on land with poor nutrient content. While most greenhouse systems require significant manual labour to monitor nutrient and water contents, a fully automated hydroponic system requires minimal manual labour.



Prototype of the Solar Panel Tester developed by student Darrell Gordon, under the supervision of faculty Dr Paul Aiken.

- Development of a Solar Panel Tester, courtesy of work undertaken by student Darrell Gordon, under the supervision of faculty Dr Paul Aiken. The result is a device that should prove critically important as we increasingly embrace solar power as an alternate renewable energy source.

The plethora of solar panel technology currently used in developing these devices mean significant variation in performance, depending on the environment in which they are being used. Therefore, following manufacturer's performance measures, which are usually taken in conditions alien to ours, oftentimes result in customers being dissatisfied with the level of performance they see locally. The solar panel tester will accurately determine performance levels of these devices in local conditions, allowing suppliers and users to make the most appropriate investment to satisfactorily meet their specific power requirements.

- The combined effort of the Department of Chemistry and Department of Physics led to the development of a simple



Participants at the Mobile Financial Services Conference, which explored a shared services approach to the delivery of mobile financial services in Jamaica, held December 12, 2011.

optimized process for efficiently converting Waste Cooking Oils to Petroleum-Grade Biodiesel. The project will provide training and technical support to community organizations and interest groups desirous of implementing this sustainable practice for managing frying oil wastes.

- A study conducted by the Mona School of Business and Management in partnership with Solutions for Society, an emerging societal Think Tank, examined the economic potential for implementing a Mobile Financial Service System in Jamaica. Further work will be necessary with policy-makers, the private sector and multi-lateral agencies to develop a comprehensive guide that could help to determine the most appropriate framework for its broad-based introduction.

These findings provided significant and compelling rationale for the likely benefits from the implementation of this system as an effective means of extending financial services to traditionally unbanked consumers, thereby driving financial inclusion, more efficient commerce, and, though indirectly, job creation and innovation through a more vibrant financial sector.



Some of the findings of the study were quite interesting and instructive:

- 34 percent of the adult population in Jamaica do not own bank accounts and must use cash and/or the non-bank payment outlets at relatively high costs.
- Of the 66 percent that own bank accounts, only 12 percent own transactional accounts (money transfer accounts, checking accounts and credit cards).
- Therefore, over 80 percent of adult Jamaicans have limited access to a low-cost, safe payments channel.

- Research being conducted by Dr André Coy of the Department of Physics on the project, "Emulating Human Speech Recognition: A Scene Analysis Approach to Improving Robustness in Automatic Speech Recognition," seeks to address current limitations with Automatic Speech Recognition systems. The outcomes of this research present a systematic approach to the automatic recognition of speech signals from overlapping speakers using techniques inspired by what we know of human hearing. Experimental results prove that developing speech recognition systems that mimic human speech processing increases the robustness of these systems to noise, even when the noise is speech from other individuals.

The potential benefits of this new approach are tremendous as it would enable us to use automatic speech recognition to tackle real-world problems. Potential direct applications to the Jamaican society would include literacy education, for example developing an



Recipients of Principal's Awards for Outstanding Research with Principal, Professor Gordon Shirley at the 2012 Research Days Awards Ceremony, held Friday, January 27.

automated literacy tutor to make it possible to reach larger numbers of struggling readers with the individualised assistance they need, as well as providing assistive technologies for the disabled.

Development of such software using local expertise will also eliminate the issue of recognising local accents, which currently plagues commercially available software. The outcomes of the research also have international relevance with the potential for the development of solutions that are applicable worldwide.

- The changing demographics of the Jamaican population bring into stark focus the importance of examining the issue of caring for an aging population. The work being undertaken by Professor Denise Eldemire-Shearer seeks to address the critical issue of identifying the gaps in the delivery of healthcare to older persons and developing possible solutions.

- The ongoing work of the Prostate Cancer Research Group seeks to identify locally relevant modifiable risk factors for prostate cancer, determining interventions which may reduce the incidence and mortality from the disease and improving the quality of life and productivity of men already diagnosed with cancer of the prostate.



Recipients of the Principal's Special Innovation Award Dr. Daniel Coore and (award received on his behalf by his MPhil Student, Mr. Matthew Budram), and Dr. Paul Ramphal for the invention of the Cardiac Surgery Simulator

CHAPTER III

FUNDING THE ACADEMY: CHALLENGES AND SUCCESSES

Governments' Budgetary Support and Tuition Fees

Except for retroactive salary provisions, the contribution from the Government of Jamaica to The UWI, Mona Campus during the 2011/2012 academic year remained unchanged from the previous year. This, viewed in the context of major reductions in support in each of the previous two years, combined with the ongoing economic challenges across the Region, created a very difficult financial environment in which the Campus had to operate. This situation however, further strengthened the Mona Campus' resolve to advance critical capital projects towards the achievement of key strategic financial goals of income growth and diversification of revenue streams.

Further compounding the Campus' financial difficulties throughout 2011/2012 was the slow and unpredictable nature of inflows from tuition fees. The Campus in recognising the challenges faced by many students allowed payment of fees in instalments through formal arrangements with individual

students. Many students took advantage of this option, while many did not. The result was a significant increase in student receivables at the end of the financial year to 15% of fees billed, evidence of a growing financial risk to the Mona Campus.

Additionally, the 2011/2012 academic year saw more students from tertiary institutions seeking tuition loans from the Students' Loan Bureau (SLB). This trend was consistent among students at Mona, where the SLB accounted for 21% of billed tuition revenues. However, the growing demand on the SLB amidst its significant resource constraints meant very late disbursements of funds to all institutions, including Mona, which further exacerbated the Campus' cash flow woes.

It is important to note that the Government of Jamaica remained reliable and consistent in meeting its financial commitment to the University, throughout the academic year.

Costs Reduction and Containment

Throughout the 2011/2012 academic year, The UWI, Mona Campus continued its efforts to sustainably reduce or contain costs, with commendable successes. A key area of focus was staff-related costs, which currently accounts for over 70% of operating expenses. Cost reduction in this area resulted primarily from attrition and the restructuring of roles to limiting the addition of new staff.

Management of energy costs was another major area of focus for The UWI, Mona Campus. The main initiative in this regard was the investment in the recently completed air conditioning service park to provide centralised cooling to three large academic facilities in close proximity of each other. The initiative is expected to save some 26% in energy cost to cool these facilities. Phase II of the project will see integration of the service park into a Combined Heat and Power Generation Plant.



Other cost saving initiatives included the introduction of 'thin clients', an initiative designed to reduce the cost of providing computer facilities for students. The project, aimed at reducing exorbitant outlays by students on printed textbooks and reducing the amount the Campus spends on computer purchases and

lab upkeep, was started in the Faculty of Medical Sciences. It will see the Campus involved in bulk sourcing tablet computers, preloaded with required textbooks for the students' programmes of study.

The use of "voice over internet protocol" (VOIP) technology for telephone service to reduce cost has been expanded. The technology has been incorporated in new facilities and is being rolled out to existing ones. The plan is for deployment of this technology across the entire Campus.



Improving Campus Infrastructure for Revenue Sustainability



The continuing strong strategic focus on infrastructure development seeks to accomplish three primary outcomes. These include:

a. providing staff and students at Mona with the most conducive teaching and learning space and technologies in support of our continuing quest for institutional excellence;

b. enabling the Campus to respond adequately to market demand for expertise in various locally underserved specialist areas; and of critical importance,

c. advancing efforts aimed at increasing income, diversifying revenue streams and containing cost, to mitigate the fallout from decreasing government support.

During the 2011/2012 academic year, substantial progress was made towards completion of key projects, including:

- The Faculty of Medical Sciences Teaching and Research Complex, central to planned growth in that faculty, including the recently introduced dentistry programme;
- Additional accommodation facilities to house 1,000 students, addressing a critical housing need;
- The Mona e-Services Park, aimed at providing employment for students, thereby assisting them with obligations like tuition fee payments; and
- The Mona Campus Combined Heat and Power Generation Plant, designed to secure the Campus' future energy needs.





The front elevation of the new FMS Teaching and Research Complex



The Faculty of Medical Sciences (FMS) Teaching and Research Complex: A Comprehensive Vision for Medical Sciences

Louvre covered windows help to shade the building from direct sunlight, thereby keeping it cool and reducing its energy needs.

Natural light flows through building reducing the electrical energy required for lighting.

One of several areas on each floor dedicated for student relaxation and socialisation.

Solar panels used for electricity generation and a grass cover roof to help with cooling, two more of the many green features of the new (FMS) Teaching and Research Complex

300 Seat Lecture Room





State of the art laboratory facilities.

The Faculty of Medical Sciences Teaching and Research Complex, near the hospital entrance to the campus is as striking inside as it is remarkable outside. Easily the most physically imposing new building at Mona it stands on seven levels, with 250,000 of its 300,000 square feet complete.

A spectacular 360-degree view from the top, which encompasses the mountains, city and an incomparable oversight of the campus itself, parallels the comprehensive vision for medical sciences, of which this complex is concrete evidence.

At this stage of completion, the complex is divided into two blocks. Block A which extends alongside Aqueduct Road has molecular biology and microbiology laboratories, a 300-seat and two 150-seat lecture theatres, student lounges and

tutorial rooms. Block B to the south is dedicated to Pharmacology, Histology, Biochemistry and Physical Therapy.

The roof facilitates more than a view. From there the complex's construction as a green building is best appreciated. Solar panels on one side harvest sunlight to provide hot water, with panels on the other side dedicated to generating electricity. Rainwater is harvested on the roof of each level through a sophisticated collection system and stored on-site.

Inside, angled light monitors allow sunlight but not the direct rays, into labs and offices, reducing the need for electrical lighting during the daytime. A space frame on the roof allows cool air and sunlight into the atrium space, which runs through the blocks levels. A louvre system on the exterior of the building, helps to shade some of the sunlight to decrease cooling requirements. Air-conditioning is provided by the Campus' air conditioning service park, with air handlers distributing the cool air to target areas.

From the preservation of a cotton tree at its base, integrated into the building space, through to the natural electricity generation and water collection on the roof, the Faculty of Medical Sciences Teaching and Research Complex is in harmony with the environment, while providing an ultra-modern ambience and facilities.



Graduate Student Housing: A Unique Postgraduate Housing Solution



The new 400-room graduate student housing complex.

The new postgraduate facility is a daring, successful venture into an entirely new housing territory for The UWI, Mona Campus. The 400 studio units, evenly distributed over four six-floor blocks, are housing solutions in the sense utilised by the state's housing agency, the National Housing Trust (NHT), the project's main funder.

In accessing NHT funds for this project, the Mona Campus went through an independent proposal process, in which it received no preferential treatment and was required to come up with approximately 30 percent of construction costs. The result of this three-year process, from conception to completion, is an ultra-modern, environmentally-friendly facility which not only provides housing for postgraduate students, but also



Inside a fully self-contained studio unit at the new graduate students' housing complex.

represents the vision of the university - functional yet attractive, efficient yet certainly not austere.

The new facility was developed against the background of the Campus previously only being able to satisfy 40 percent of postgraduate housing demand, a vitally important bloc of students to the University, especially in



Bathroom facility in each apartment



Inside a super studio unit at the new graduate students' housing complex.

terms of its research profile. Blocks A and C, which were completed for the new school year, were fully occupied at the time of preparation of this report. Block B, which was slated for handover soon thereafter, had 50% confirmed applications.

Each block consists of 88 regular studios and 12 super studios, the latter appreciably larger and especially suited to married students, went very quickly. Each studio is equipped with an electric stove, refrigerator, microwave oven, built-in closet, dining table, chair, study desk and chair and a single bed and mattress. The super studio comes with a double bed. Each studio has a balcony and is ventilated by sash windows with mosquito netting.

Each block has elevator access and is equipped with four washing machines, two dryers, four washtubs and a central drying area. A 40,000 gallon storage capacity ensures the facility is never out of water. Solar water heaters and fully fluorescent lighting help with energy conservation. Each block has a central green area and plastic grass cretes utilised in parking areas help to maintain the greenery.

Soon to be introduced are full wireless Internet and cable television services. When fully complete, the facility will provide electronic access to individual blocks, which will supplement the onsite manned security service.

At the current budget and based on projected occupancy, rental income covers the mortgage and operating expenses, with a little surplus. In addition to being an income generator, the facility will help to attract high quality graduate students to study at Mona, thereby providing a dual benefit to the university.

Undergraduate Student Housing: New Hall of Residence Integrated into Traditional Space



The new 600-room undergraduate student housing complex.

The new undergraduate hall of residence, which houses 600 students over five blocks, shares a common space with the existing Irvine Hall and Taylor Hall to its left and right, respectively, and looks directly across at Chancellor Hall. On completion, there will be no physical barriers between these halls, facilitating the free movement of students in their places of residence.

Four of the new hall's five blocks provide single room accommodation for 132 students, while the fifth has support offices for the facility and 36 shared rooms. A single room block has 22 rooms on each of its six levels, a centrally located kitchen facility, and two multi-person bathroom facilities, one for each 11-room wing.

Each room is furnished with a single bed, study desk and chair and built-in closet. While the blocks are co-educational, efforts are made to house males only on the ground floor. Elevators provide easy access to the upper floors.

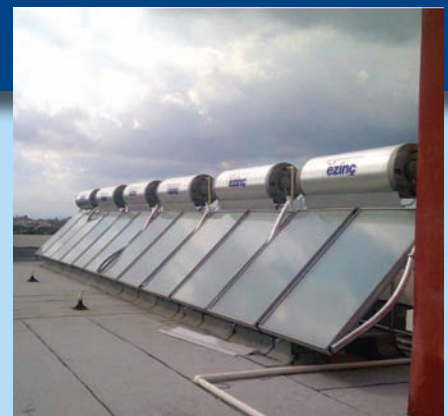
Equipped with solar water heating and concrete grass cretes in the parking areas, the hall is in keeping with the campus' environmentally-friendly thrust. There is 40,000 gallons of water storage and a central laundry facility. Just as the hall is situated to encourage inter-hall fraternisation, the new housing facility has a central, covered area in the courtyard for communal activities.

Two of the five blocks have been completed and are fully occupied, while there is a significant waiting list for those remaining units soon to come on stream. Like the graduate facility, plans are afoot to introduce full wireless Internet and cable television services.

Another pioneering collaboration with the NHT, the hall goes a far way to meeting the consistently high demand for housing on the campus. The rates are highly competitive to the open market and we are satisfied that the quality offering is vastly superior to what students have to contend with at significantly higher prices.



Common area on each floor, on each block includes a kitchen and lounge area that serves 22 residents.



Solar water heaters supply the hot water needs of all residents.



Combined Heat and Power Plant: Cutting Costs, Increasing Self-Sustainability

Combined Heat and Power (CHP), also called Cogeneration, is a new terminology to The UWI, Mona, but one that promises to literally bring new light to the campus.

Situated close to the Maintenance Services Complex and beside the e-Services Park, the CHP facility will generate electricity and, utilising waste from that process, thermal energy for air-conditioning. Among the cluster of buildings which will benefit from the cooling facility is the expansive Basic Medical Sciences Complex.

This integrated energy system is significantly more efficient than conventional electricity generation systems utilised by entities such as the Jamaica Public Service Company (JPSCo). It converts fuel to energy at a fuel efficiency ratio of between 75 and 90 percent, compared to approximately 34 percent for conventional systems.

The UWI, Mona Campus pays dearly for accessing the public energy grid. In 2010 the institution's electricity bill was approximately US\$5.5 Million, an 18 percent increase over 2009, despite a four percent reduction in total energy consumption after an aggressive conservation programme. In 2011 the total energy bill moved to US\$6.7 Million, and as at August 2012, payments for the year stood at US\$4.5 Million. Approximately half of the UWI, Mona Campus' needs go toward air-conditioning.

The cost for the first phase of the CHP facility, the heat recovery component to generate air-conditioning, is US\$6.3 Million. It is scheduled to come on stream in November 2012.

At established patterns of energy use and estimates of consumption as the campus expands its physical plant, relying solely on the public grid show a projected JPSCo bill for 2013 of US\$8.4 Million. At an estimated cost of US\$15.6 Million, net savings to the UWI from the new CHP facility is projected to be between US\$1 million and US\$1.6 million in each of the first five years of full operation and, subsequently, over US\$2 Million annually.

The CHP facility will produce nine megawatts of electricity, equally distributed among six generating units. The optimal set-up for reliable energy generation is two base load engines and four load peaking engines. From the waste heat created by generating nine megawatts of electricity, approximately 2,000 refrigeration tons of air-conditioning will be produced. This requires two absorption chillers and a hot water chiller, which can operate on three fuels - natural gas, diesel fuel or liquid petroleum gas.

Importantly, the CHP's emission footprint is significantly lower than a conventional system, especially in carbon dioxide production.

The Cooling Towers and Absorption Chillers, parts of the just completed Phase 1 of the planned UWI Mona Combined Heat and Power Plant. Completion of Phase 1 will now enable the plant to provide air conditioning to the new Faculty of Medical Sciences Teaching and Research Complex and other surrounding facilities like the Faculty of Law and the Sir Alister McIntyre buildings.



Mona e-Services Park: Built for a Sustainable Campus Economy

Situated in close proximity to the campus' maintenance complex, the new Combined Heat and Power plant, The Faculty of Law Complex, Mona School of Business and Management and the new Faculty of Medical Sciences Teaching and Research Complex, The UWI, Mona Campus E-Services Park is in the optimal position to provide call centre, data processing and other electronic services to a worldwide clientele.

Unique among the new buildings being erected in this phase of the campus' physical expansion, the 48,000 square feet, two-level structure provides the institution with significant income-generation capabilities and earning opportunities for well over 5,000 students, on a reduced work week arrangement.

The 750 completely outfitted, ultra-modern workstations are modular in designs and can therefore be configured to a particular client's needs and requirements, as well as to the dictates of a particular job. The project is an advancement on existing partnerships between the university and all of Jamaica's major telecommunications providers, through the Mona Information Technology Services unit. A new Tier-3 data centre which recently came on stream has significantly boosted the campus' capacity to execute this and similar data heavy ventures at Mona.

While the e-Services Park utilises the campus' physical advantages - among them an already secure location and proximity to support services for a large work force - it also takes advantage of the intellectual strength and diverse skill sets of the students. Among the target areas are the contact centre, medical transcription and legal outsourcing industries.

As it is intended to facilitate both local and international clientele, the Mona e-Services Park operates on a 24-hour basis. Built from pre-engineered steel, the facility is designed to physically withstand the sustained impact of a category four hurricane, continuing normal operations before, during and after a hurricane.

The e-Services Park provides a seamless fit into the Mona Campus' existing operations and utilises available intellectual capacity to provide a sustainable income stream for both students and the institution.

In the absence of government funding support for capital projects, the Mona Campus has sought to finance these initiatives through internally generated funds and loan financing. This has proven to be a strain on Campus resources. However, we remain resolute in overcoming the challenges towards ensuring a sustainable future for the Mona Campus.

The new Mona Campus e-Services Park, now in operation.

CHAPTER IV

TRANSFORMING MONA: A HOLISTIC APPROACH



The revamping of existing processes and the introduction of leaner, more effective ones continued to be a key area of focus for Mona during the 2011/2012 academic year, with some significant accomplishments to report.

Digitisation of Student Records

During the 2011/2012 academic year the Registry advanced two

important projects aimed at improving access to complete and accurate student records, namely: the digitization of all student records, and the combining of all data sources to create complete transcripts for graduates. These efforts resulted in:

- The completion of the indexing of approximately 80,000 pages of academic history cards by the Campus Records Office for students registered between 1954 and 1990;
- The indexing of a further 30,000 pages, or approximately 50% of transcript cards;
- The completion of scanning of approximately 100,000 documents representing student files from the 2010/2011 and 2011/2012 academic years.

Indexing of these documents will provide electronic access to supporting documents for data in the student enterprise system. Successful completion of these projects will greatly impact the Mona Campus' ability to access documentary evidence in a timely manner and incorporate these in real-time process flow, reducing dependency on physical files which will eventually be phased out.

Updating of Examination Records

The Examination Section embarked on a project to streamline the data for all student records in the Banner Student System to ensure that the UWI can produce an accurate and complete academic record for any student present or past. This task involved logging of all incomplete data sets, researching examination grids and mark sheets for missing data, updating information and validating the data.

The immediate focus of this systematic and labour intensive process is on records for the years 1980 to 1990, the period was deemed to have the highest level of incomplete data. By the end of the reporting period for this report, some 3241 examination results and 1843 graduation records were updated.

Initiative in the Human Resource Management Division

Key initiatives undertaken during the 2011/2012 academic year, aimed at supporting the transformation of administrative processes across the Mona Campus and enhancing the efficiency of core Registry functions included:

- Implementation of a 'Recruitment Cycle' for the first time at Mona, which has resulted in decisions for new appointments now being made much earlier (in March) than in the past. The initiative provides structure to the recruitment of staff and enables better alignment between recruitment and the short, medium and long-term objectives of the Mona Campus.
- Implementation of a 'Contract Cycle', which effectively standardised the end of contract dates for temporary administrative, technical and service staff, linking them to the July 31 end of the academic year, in keeping with the cycle for regular and temporary academic staff. This allow for contract preparation to be undertaken in cycles, thereby reducing the time and effort normally spent on this process.
- Implementation of a new 'Appointments Committee E-Profile System' in support of annual performance evaluation and promotion exercise, which will enable the committee to conduct its evaluations for academic, senior administrative and professional staff in a structured, paperless environment. A similar online performance management system was also implemented for administrative and technical staff. This system facilitates tracking for compliance purposes and quicker response to request for training and performance intervention.



Heads of Department – Leadership Development Programme

During the last academic year, the Registry launched a revamped training programme for incoming heads of departments, which has been rebranded, 'The Heads of Department Leadership Development Programme'. The leadership programme is designed for heads of academic departments as well as persons on track for leadership positions. The programme is divided into three courses to be delivered over 14 modules. The first course titled,

"Working in UWI" will be delivered in Modules 1-5; the second, "Strategic Planning" in Modules 6-11; and the third, "Leadership in Action" in Modules 12-14.

Update on Teaching Load Analysis and Contract Automation

Significant work continued on the Campus' efforts to rationalise teaching loads, with inputting of this information into Banner Student Faculty Load module being made mandatory for all faculties. A manual interface between the Banner Student system and PeopleSoft was enabled to link the teaching load information with employee information in such a way that contracts for adjunct faculty could be generated from the information in the Banner Student system.

Using data obtained from the teaching load information to rationalise employment of adjunct and temporary academic staff across all faculties has now become the norm. Also, the automation of contracts preparation and their provision to all adjunct and temporary staff at the start of the academic year, rather than after teaching begins is now standard practice.



The result has been a significant reduction in the number of transactional activities normally engaged in by the Staffing and Placement Unit in the Human Resource Management Division, which has enabled the Unit to shift its focus to more strategic efforts.

Media Training for Faculty and Staff

Another important undertaking was the development of a programme geared towards preparing academics for media interviews and assisting them in building relationships with the media in an effort to make both academic and administrative staff more responsive to issues of national

importance, as well as enabling them to better promote the important work of the Campus.

Training workshops were also conducted in recruitment and communication strategies in support of recruitment drives organized by the Office of Graduate Studies.

Training of Service Staff

During the 2011/2012 academic year, the Mona Campus expanded its efforts, in collaboration with the HEART Trust/National Training Agency to implement programmes to train its service staff. The programmes were later expanded to include members of the wider community.

At the UWI/HEART Trust National Training Agency graduation exercise held on October 10, 2012, a total of 151 persons were conferred with certificates for varying levels of achievement in the areas of general construction, data operations and housekeeping. Of this number, 127 were UWI, Mona employees and the other 24 were members of the surrounding communities.



Scenes from the UWI/HEART Trust National Training Agency graduation exercise, held on October 10, 2012. A total of 151 persons were conferred with certificates for achievements in the areas of general construction, data operations and housekeeping.

CHAPTER V

DYNAMIC COMMUNITY ENGAGEMENT



The UWI, Mona Campus' engagement efforts with the wider community is multifaceted. Such efforts range from engagement on national policy development, to fostering the sustainable development of whole communities, to direct assistance with the nurturing of young minds. The 2011/2012 academic year marked yet another very important one for developments at all levels.

Supporting National Imperatives

During 2011/2012, the UWI, Mona Campus engaged policy makers, business leaders and other stakeholders in various sectors on key issues of national importance in

several forums. Many of the issues examined in these forums have critical relevance to, and sought to inform approaches to dealing with currently unfolding developments in Jamaica and other Caribbean societies:

International Conference on Forensic Medicine

In May 2012, the UWI, Mona Campus through its Department of Pathology, in collaboration with University of Toronto's Centre for Forensic Science and Medicine, staged the first International Conference on Forensic Medicine. The conference which was supported by the Ministries of Justice and National Security, sought to build forensic capacity in Jamaica with the specific aim of improving our social justice system.

Research Conference on Violation of Child Rights

The Sixth Annual Caribbean Child Research Conference held in Jamaica in October 2011 under the theme "Promoting Child Rights with Equity – Our Children in Post-Independence Times," explored issues such as violence, lack of family care and sub-standard education among

Dr Michael Pollanen, Director of the Centre for Forensic Science and Medicine and Chief Forensic Pathologist for the Province of Ontario, Canada - conference convener and keynote speaker - making his presentation at the first International Conference on Forensic Medicine.

Participants at the first International Conference on Forensic Medicine pose for photos.



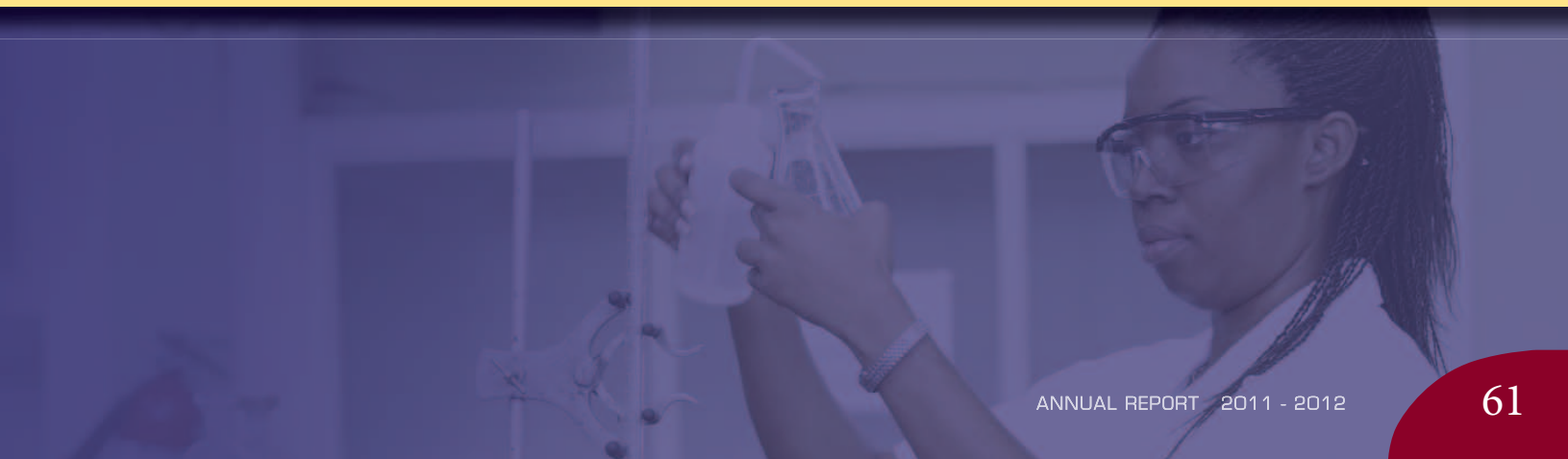


the many violations of child rights. The conference's focus on equity resulted from the growing recognition worldwide by UNICEF and other child-focused agencies, that national development goals cannot be met without paying greater attention to the most vulnerable and marginalized populations.

Following the staging of the Conference, the Sir Arthur Lewis Institute of Social and Economic Studies hosted a child rights course, with the primary objectives of strengthening participants' capacity to improve the design and implementation of child-centred policies; promote the wide scale use of the Convention on the

(L-R) Mr Darren Miller, President, National Secondary Schools Council of Jamaica; Professor Brian Meeks, Director, Sir Arthur Lewis Institute for Social and Economic Studies, UWI, Mona; Mr. Robert Fuderich, Representative, UNICEF Jamaica; Miss Shereece Hall, 2011 Caribbean Child Research Conference Essay Winner; Professor Mark Figueroa, Dean, Faculty of Social Sciences; and Dr Jan Vandemoortele (Keynote speaker), Development Economist, formerly of United Nations Development Programme and United Nations Children's Fund, at the Caribbean Child Research Conference.

Rights of the Child and the Jamaica Child Care and Protection Act; and improve the ability of public sector workers to monitor and evaluate child-centred policies.





Science: Bridge to the future

In April 2012, the Faculty of Science and Technology hosted its 9th Biennial Conference under the theme, "Science: Bridge to the future." The keynote speaker, Mr. Ricardo Jenez, Consultant in Silicon Valley and former Director at Google Enterprise, spoke on the topic, "Educational Institutions and Industry as Agents of Innovation and Entrepreneurship: Lessons from Silicon Valley." He noted that the best way to unleash innovation and entrepreneurship in a society is to have educational institutions and industry foster and support practices that enable students and faculty to turn ground-breaking research and ideas into commercial products.

Keynote speaker Mr. Ricardo Jenez, Consultant in Silicon Valley and former Director at Google Enterprise, chats with young participants following his presentation on the topic, "Educational Institutions and Industry as Agents of Innovation and Entrepreneurship: Lessons from Silicon Valley", at the Faculty of Science and Technology's 9th Biennial Conference.

First Conference Held at the UWI Mona, Western Jamaica Campus

The first joint international conference hosted by the Faculty of Social Sciences and the Faculty of Medical Sciences, was also the first conference to be hosted by the UWI Mona, Western Jamaica Campus. Held under the theme, "Dying to be Beautiful? Body Image, Eating Behaviours and Health in the Caribbean," the Conference which was held in January 2012, examined strategies for treating with current topical issues related to health and culture, such as skin bleaching, obesity and eating disorders.

Workshop on Anti-Doping in Sports

In November 2011, the Mona Campus hosted a workshop on Anti-doping in Sports. The event was designed to create greater understanding



of the need for the 2012 review of the WADA global anti-doping code and to generate awareness about the rationale for scientific data and research in anti-doping control. It also sought to sensitize key players to the impact of nutrition on performance and injury management.

Caribbean T-Vet Conference

Hosted by the School of Education, in collaboration with UNESCO, under the theme "TVET and Human Capacity Development in the Caribbean", the Caribbean T-Vet Conference provided an opportunity for Technical Vocational Education and Training (TVET) and other Human Capacity Development (HCD) practitioners to meet and share ideas towards the development of a Regional TVET & HCD Policy.

Panel Discussion with Local celebrities: Defining Sexy: Fluffy or Slim Body, Black or Brown Complexion, Tattooed or Natural Skin? Discussants : Mutabaruka, Dub Poet, Professor Carolyn Cooper, Professor of Literary and Cultural Studies, Ms. Yendi Phillips, Ms. Jamaica Universe 2010, Mr. Junior Tucker, Gospel Artist, at the 'Dying to be Beautiful?' conference held at the UWI, Mona Western Jamaica Campus.



Participants sit captivated by the presentations at the first 'Dying to be Beautiful?' conference.



Budding talents show off their skills at the launch of the first Greater August Town Basic Schools' Football Competition, in March 2012, by the Mona Social Services: UWI Township project. Scores of residents and UWI staff attended the ceremony where teams from the nine basic schools: Mona Common, Hermitage, Goldsmith Villa, Church of Christ, August Town Seventh Day Adventist, Covenant, Shalom Pre-school, Escarpment Road and Christ the King Basic, paraded in front of banners bearing their names.

Building/ Strengthening Capacity in Surrounding Communities

Efforts by the UWI, Mona Campus to foster development in surrounding communities through initiatives aimed at providing educational and skills training opportunities; encouraging business development and employment; unearthing talents

in sports and culture; and crime and violence prevention, achieved important outcomes in the 2011/2012 academic year.

UWI Township Challenge Scholarship Recipients

Two of the first five recipients of the UWI Township Challenge Scholarship, Shenhaye Ferguson and Annarhesia Farquharson, graduated in November 2012. Shenhaye pursued a BA in History degree, completing her programme with First Class Honours. Annarhesia, who also majored in History, graduated with an Upper Second Class Honours Degree.

Shenhaye has since been accepted to the Faculty of Law to pursue an LLB degree in pursuit of her goal of becoming a lawyer. She is also actively involved in capacity building in her community, and has been giving of her time by assisting at the UWI Mona Source and helping students from her community prepare to sit the Caribbean Secondary Examination Council (CSEC) examinations.



Miss Shenhaye Ferguson, UWI Township Challenge Scholarship recipient, BA History, First Class Honours

communities who accepted the Campus' invitation.

Vocational Training for Community Members

In an effort to upgrade the skills-sets of service staff, the UWI, Mona Campus in collaboration with the HEART Trust/ National Training Agency implemented a programme to train staff in the areas of general construction, data operations and housekeeping. As part of its community outreach efforts, the Campus invited members of the surrounding communities to participate in the training programme.

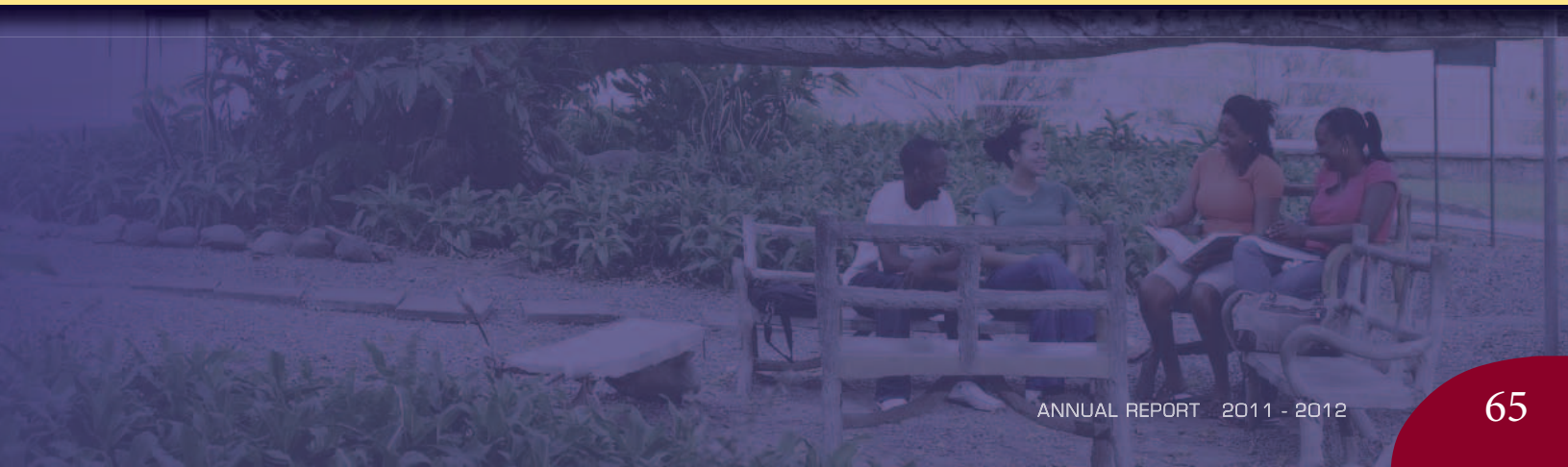
We are delighted to report that at the end of the programme, 151 persons were conferred with certificates for varying levels of achievement. Importantly, 24 of these persons were members of surrounding

The Greater August Town Film Project

The Greater August Town Film Project is another innovative intervention aimed at capacity building through engagement of the large number of unattached youth in the Greater August Town community. The initiative seeks to create a more positive community image, help develop Greater August Town and UWI Mona into film and heritage tourism destinations, widen the scope of experience for young people, provide opportunities for residents to work in a variety of areas related to film and video making, and to develop a community film school linked to Centre for Tourism and Policy Research (CTPR) and the Caribbean Institute of Media and Communication (CARIMAC).

In 2011, the CTPR commenced its community tourism project in August Town. By August 2012, community documentation efforts resulted in the training of five persons in the basics of film and video production. The initiative which has strong community support, plans expanded training in 2012/2013, and is eyeing its inaugural August Town Film Festival in June 2013.

The above initiatives and accomplishments affirm the Mona Campus'





conviction that with a little support, immense potential can be unearthed from depressed communities and sustained interventions targeted at capacity building can result in lasting transformation.

Fostering Improved Performance amongst High School Math and Science Students

Recognising what was then a growing challenge - the decreasing levels of performance of high school students in mathematics and the sciences generally, and the low levels of preparation of incoming students to the UWI, Mona Campus, the Faculty of Science and Technology embarked on an ambitious programme in 2007 to reverse this trend. The initial outreach effort was focused on staging workshops to help Fifth and

Sixth Form students and teachers with preparation for the CSEC and CAPE examinations.

Since then, the intervention has evolved into a deeper, more sustained drive to achieve general improvement in the performance of students in mathematics and the science subjects. To accomplish this, the faculty significantly increased its interactions with high schools, with its outreach efforts now starting at Third Form and running through to Sixth Form. CAPE labs, conducted by UWI undergraduate students and lab demonstrators, are regularly held on Thursday afternoons and weekends, allowing students much needed access to lab facilities and engage in experiments crucial to their academic development.

To help ease the critical shortage of lab equipment in schools, the Electronics Unit recently developed and introduced LabPro Max (LPM), a lab equipment for electronics experiments required for High School physics. The device is intended to be used to enhance the teaching of electronics in high schools, particularly for students at the CSEC and CAPE levels.

With the assistance of a small group of second year and final year students from the Department of Physics, the Electronics Unit recently fabricated a larger set of the LPM devices for field testing. Reports on



High school Third to Sixth Form students participating in workshops on various subject areas, hosted by the Faculty of Science and Technology.

their use thus far have indicated that the units have met all expectations. The LapPro Max is now being made with the added feature of a Scope Card which facilitates connection of the device to a monitor, computer or laptop, allowing it to be used as an Oscilloscope.

In general, the intervention has netted significant positive results for the UWI, Mona Campus. Figure 5 shows the growth in enrolment of math and science students in the Faculty of Science and Technology since commencement of the initiative.

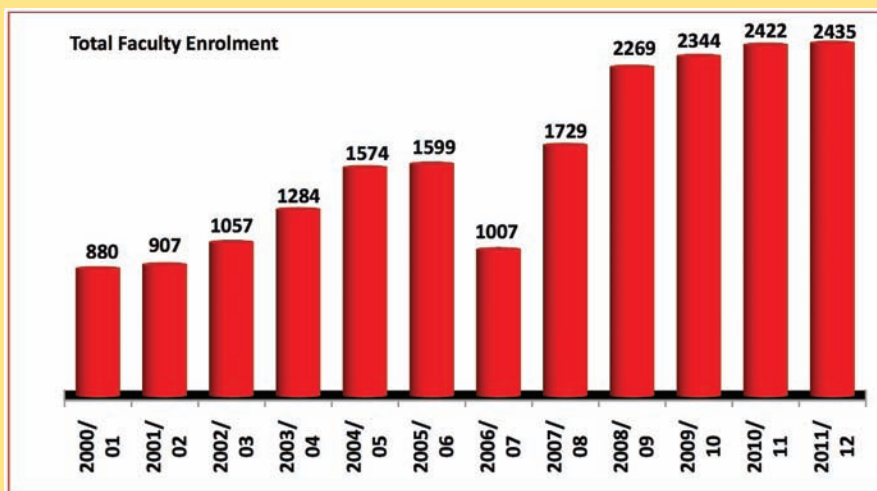
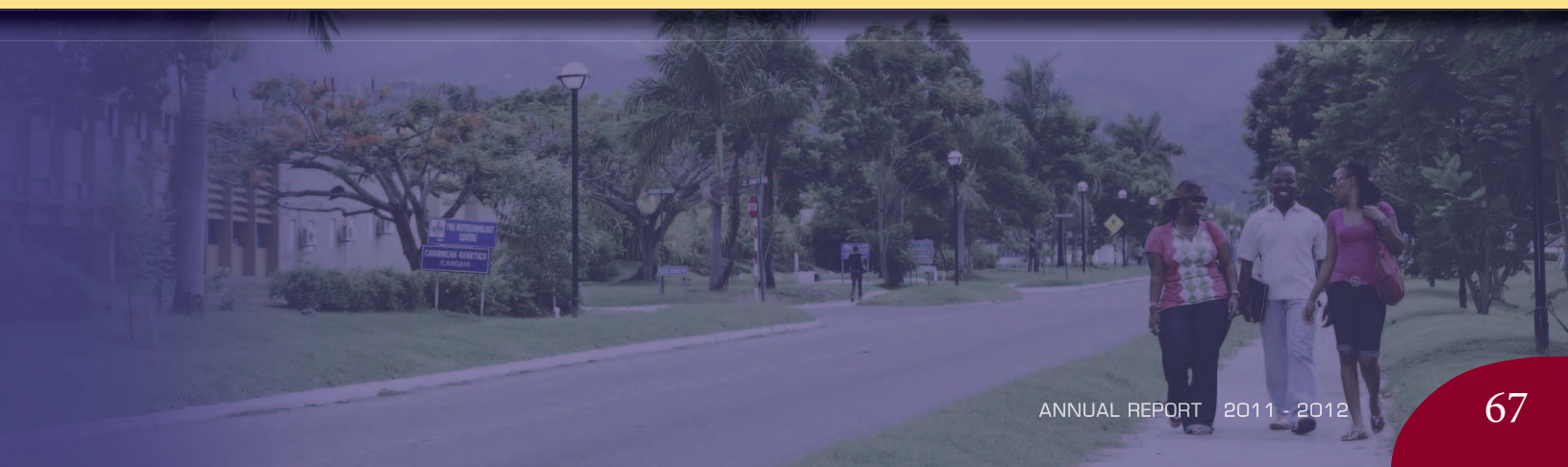


Figure 5: Total Enrollment in the Faculty of Science & Technology 2001/2002 to 2011/2012



CHAPTER VI

BUILDING PARTNERSHIPS & CELEBRATING LEADERSHIP

2012 Homecoming Celebrations

The University of the West Indies, Mona Campus hosted its annual Homecoming and Commemoration Celebrations during the period February 16-19, 2012. This year's celebration was of particular significance, as it marked the 50th anniversary of Jamaica's independence, as well as commemorated the 50th anniversary of the UWI's transition from being a College of the University of London established in 1948, to a full-fledged degree granting institution in its own right in 1962. For that reason, the 2012 Celebrations focused on the Graduating Class of 1962. Professor Orlando Patterson, a member of the 1962 UCWI graduating class and the John Cowles Professor of Sociology at Harvard University, emerged as this year's honouree for his outstanding scholarship and international contribution to the dialogue on issues of culture, race and society.

The annual UWI, Mona Homecoming Celebrations have traditionally been dedicated to an individual who has achieved local, regional or international recognition in his or her field, or who has made a significant contribution to the university.

Prince Harry Visits the Mona Campus

On March 6, 2012 the UWI, Mona Campus hosted His Royal Highness Prince Henry of Wales, popularly known as Prince Harry. The visit formed part of official celebrations by the British Monarchy in commemoration of the Diamond Jubilee of Her Majesty, The Queen, on the 60th anniversary of her coronation as Queen of England. During his visit, Prince Harry toured facilities at the Mona Bowl for Sporting Excellence, interacting with the Hon Usain Bolt and other athletes from the Racers Track Club and UWI, Mona track team, as well as students from schools in the surrounding communities.



Professor Orlando Patterson making a presentation at the special UWI Homecoming 2012 luncheon, held in celebration of the UWI's and Jamaica's 50th Anniversary.



Professor Gordon Shirley and the Hon Usain Bolt share a moment with Prince Henry of Wales at the UWI, Mona Bowl for Sporting Excellence on March 6, 2012.

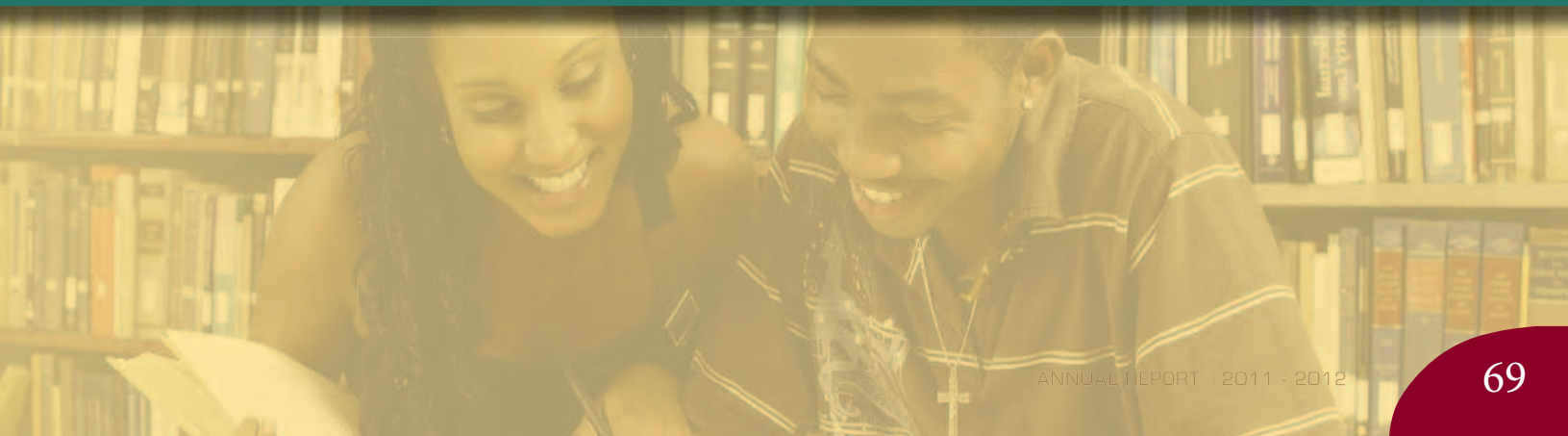


The Hon. Natalie Neita-Headley, Minister without Portfolio (Sports) in the Office of the Prime Minister and Professor Gordon Shirley, Pro Vice Chancellor and Principal of UWI, Mona with Prince Henry of Wales at the UWI, Mona Bowl for Sporting Excellence on March 6, 2012, on the occasion of his official visit to Jamaica to commemorate the Queen's Diamond Jubilee.

Prince Harry subsequently toured facilities at the new Faculty of Law building where, during a brief ceremony, he unveiled a plaque commemorating his visit. There, the Vice Chancellor conferred on him the title of Honorary Fellow to mark the occasion of the Diamond Jubilee of Her Majesty, The Queen, and the 50th Anniversary of the University of the West Indies as a full-fledged degree granting institution, granted by Royal Charter. Additionally, he was awarded a silver medal with the inscription, "Presented to HRH, Prince Henry of Wales, on the occasion of his visit to the UWI, Mona, Jamaica, March 6, 2012."



Professor Gordon Shirley and Prince Henry of Wales at the unveiling of a plaque in honour of Her Majesty, The Queen's Diamond Jubilee at the newly established Faculty of Law building.





Statue of Mahatma Gandhi - a gift to the UWI from the people of India

Professor Gordon Shirley, PVC and Principal of UWI, Mona and then High Commissioner of India, His Excellency Mohinder Singh Grover sign the MOU for the establishment of the ICCR Chair of Indology/Gandhian Studies at Mona.

Chair in Indology/Gandhian Studies Established at Mona

On Thursday, July 12, 2012, the UWI, Mona Campus hosted an unveiling ceremony for a statue of Mahatma Gandhi, which was erected in the Inspiration Garden at the Faculty of Humanities and Education. The Statue was a gift to the University from the people of India. It is intended to promote Gandhi's teachings of non-violence and human rights.

During this same period, the UWI, Mona Campus entered into a Memorandum of Understanding with the Indian Council for Cultural Relations (ICCR) for the establishment of the ICCR Chair of Indology/Gandhian Studies. The Chair will promote the study of the languages and literature, history and cultures of the Indian subcontinent, as well as the life and thought of Mahatma Gandhi, his predecessors and other social revolutionaries.



Professor Gordon Shirley and then High Commissioner of India, His Excellency Mohinder Singh Grover exchanged documents and shook hands after the signing of the MOU. Looking on were Professor Silvia Kouwenberg, Head, Department of Language, Linguistics and Philosophy and Mr. Amil Saxena, Second Secretary, Indian High Commission.



The parties discussed the possibility of a training engagement between the Government of Antigua and Barbuda and the UWI, Mona Campus.

Official Visit of Antigua and Barbuda's Minister of State with Responsibility for Sports

In July 2012, Senator the Hon. Winston Williams, Antigua and Barbuda's Minister of State with responsibility for Sports, National School Meals Service and Special Projects came to Jamaica on an official visit. During the visit, the Office of Prime Minister of Jamaica facilitated meetings with selected tertiary institutions, to discuss possible arrangements for training of coaches and athletes from Antigua and Barbuda beginning September 2012.



The Government of Antigua and Barbuda was seeking to operationalise this plan through Government to Government Scholarship arrangements or direct agreements with institutions including the University of the West Indies, through its Sports Department and IAAF High Performance Centre.

Mr. Dalton Myers, Student Services and Development Manager for Sports, shake hands with Senator the Hon. Winston Williams, Minister of State with responsibility for Sports, National School Meals Service and Special Projects, Antigua and Barbuda, on his arrival at the UWI, Mona Campus, as Dr. Camille Bell-Hutchinson, Campus Registrar looks on.



Dr. Parris Lyew-Ayee, Director of the Mona Geo Informatics Institute; Dr. Derrick McKoy, Dean of the Faculty of Law; and Professor Gordon Shirley, PVC and Principal of UWI, Mona, engage in a conversation with Professor Keith Hoggart, Vice Principal (International), Kings College, London.

Dr. Barbara Carby, Director of the Centre for Disaster Risk Reduction; Mrs. Elizabeth Mullings-Smith of Kings College, London; and Professor Ishenkumba Kahwa, Dean of the Faculty of Science and Technology share a laugh at a luncheon hosted in honour of the visiting delegation from Kings College.

Kings College, London Delegation Visits UWI

As part of efforts to develop Kings College's global networks of research and collaboration, a team from the London, UK based university, headed by Professor Keith Hoggart, Vice-Principal (International), visited the UWI in July 2012. While here the group engaged in



discussions with UWI Vice Chancellor Professor E. Nigel Harris, PVC and Principal of UWI, Mona Professor Gordon Shirley, and members of various faculties at the Mona Campus. The discussions focussed on collaborations on programmes as well as research in sustainable development, cultural studies and in vitro fertilization, among other areas.



CHAPTER VII

CELEBRATING EXCELLENCE

The UWI aims at all times to promote excellence in all its spheres of endeavour - in research, in teaching and in services to the wider community. Accordingly, it recognises and celebrates the outstanding accomplishments of staff upon whose dedicated service this thrust for excellence is built, as well as the efforts of those members of the wider community, who mirrors the university's quest to foster the development of Caribbean people.



Recipients of National Honours and Awards:

- Professor Frederick Hickling, Department of Community Health and Psychiatry, awarded the Order of Distinction in the rank of Commander (CD) for his contribution to Education and Research in the field of Psychiatry
- Ms Jean Tulloch-Reid, Retired Lecturer, Department of Community Health and Psychiatry, awarded the Order of Distinction in the rank of Officer (OD) for outstanding contribution to family life and health education in Jamaica.
- Mr James Moss-Solomon, Executive in Residence at the Mona School of Business and Management, awarded the Order of Distinction in the rank of Commander (CD) for his contribution to

Professor Frederick Hickling, CD; Ms. Jean Tulloch-Reid, OD; Mr James Moss-Solomon, CD; Professor Terrence Forrester, OJ; Dr. Franklin Ottey, OD: 2012 recipients of National Honours and Awards.



Business and Regional Integration.

- Professor Terrence Forrester, Tropical Medicine Research Institute, awarded the Order of Jamaica for sterling contribution to medical research and the establishment of medical research facilities in Jamaica.

- Dr Franklin Ottey, Associate Lecturer, Department of Community Health and Psychiatry, awarded the Order of Distinction in the Rank of Officer (OD) for outstanding service in the field of Psychiatry

Recipients of the 2012 Musgrave Medal:

- Professor Horace Fletcher, Acting Dean of the Faculty of Medical Sciences, recipient of the 2012 Institute of Jamaica Gold Musgrave Medal for his revolutionary work in maternal health.

- Professor Emeritus Edward Baugh, recipient of the 2012 Institute of Jamaica Gold Musgrave Medal for his contribution to literature.

Professor Horace Fletcher and Professor Edward Baugh, 2012 Institute of Jamaica Gold Musgrave Medal awardees.



Professor Mark Figueroa receiving the Vice Chancellor's Award for Excellence from Professor E. Nigel Harris, Vice Chancellor of the UWI.

VC's Award for Excellence

- Professor Mark Figueroa, former Dean of the Faculty of Social Sciences, received the 2011/2012 Vice Chancellor's Award for Excellence, for service to the University community from the UWI, Mona Campus.

Honorary Graduands 2012

During the 2012 Graduation Ceremonies, the University of the West Indies, Mona Campus proudly conferred honorary doctorate degrees on eight individuals, for outstanding achievements in their various fields of endeavour.



Mrs. Valerie Bloomfield-Ambrose – DLitt

Born in Glasgow in 1933, the second of four children in a family noted for their artistic and intellectual gifts, Mrs Valerie Bloomfield-Ambrose has contributed tremendously to the cultural development of her adoptive country Jamaica, as an art educator, portraitist, painter, sculptor, actress and set designer. As an art educator, she nurtured and honed the skills of many of Jamaica's renowned artists, such as Hope Brooks, Carol Crichton and Philip Supersad, among others. Described by Edna Manley as "Jamaica's best portrait painter", Mrs Bloomfield-Ambrose has painted portraits of major Jamaican political figures and businessmen. Her work includes the official portraits of four of The UWI's Vice Chancellors, and the iconic full statue of UWI founder, Sir Philip Sherlock. She is a much sought-after portraitist because of her extraordinary talent to reach beyond the surface of her subjects, and convey their inner personalities in her paintings. Mrs Bloomfield-Ambrose has also contributed to the performing arts in Jamaica as an actress and set designer, appearing in many stage productions in the '60s and '70s. To look at Valerie Bloomfield-Ambrose's treasury of art is to see Jamaica as it unfolded in those defining years between the move to independence and the emergence of nationhood. Though she no longer resides in Jamaica, she returns often to participate in art exhibitions and undertake commissioned work. She continues to make her mark as a sculptor in the United States of America, where she now lives.



Professor George Eaton – LLD

Professor George Eaton has made outstanding contributions to the Caribbean in the field of Labour and Economic Development; he is responsible for the building of much of the Caribbean's Civil Service. His contribution to the development of workers' education institutions as well as his influence with respect to the economic development of some Caribbean islands is renowned. Professor Eaton played a major role in the establishment of The UWI's Trade Union Education Institute; he launched the Annual Education Programme of the Barbados Workers' Union; and also helped in drafting the Jamaican Government's Fair Labour Code. By the late 1960s he had established himself as a leading authority in labour relations and labour economics in the Caribbean and internationally. Professor Eaton has served on numerous technical cooperation missions and consultancies focusing on administrative reform and institutional strengthening in Jamaica, Latin America, Western Europe and Asia. He is also the author of several books, reports and articles on trade union development in Jamaica and the Caribbean Region, the role of the Jamaican and Caribbean Labour Movements in Caribbean Regional Integration, and Industrial relations systems and practices.



Mr. Lowell Hawthorne – LLD

Lowell Hawthorne demonstrates how individuals from humble Caribbean backgrounds can, through the dint of hard work, good sense and entrepreneurship, achieve remarkable success in the most competitive environments. As an entrepreneur and philanthropist, Mr Hawthorne has made significant contributions to The UWI and Jamaica as a whole. Born in Jamaica and educated up to the secondary level, he migrated to the US in 1981, with a dream of working for a year to earn enough to purchase a minivan and start a business on his return to Jamaica. His sojourn however extended beyond the year he intended. By the late 1980s, he started a "patty business", and over the next two decades, Mr Hawthorne built the Golden Krust Caribbean Bakery and Grill Inc., an enterprise that grosses more than US \$100 million in annual sales and now has 122 branches across nine states in the USA. This achievement has been recognised both in the USA and the Caribbean through numerous awards, including Entrepreneur of the Year for the Tri-State Area in 2001, Top Franchise Opportunities in the Nation by Entrepreneur Magazine in 2008, Man of the Year by Gleaner's North American edition and the Jamaica Observer Business Heads Award in 2010. Far more than a successful businessman, Mr Hawthorne invests heavily in the education of students both in Jamaica and the USA. His business contributes sizeable endowments and scholarships to high school students in Jamaica and to university students, primarily from the Caribbean diaspora in the USA. Mr Hawthorne is currently the Chair of the American Foundation for UWI's (AFUWI) Partnership Board.



Mr. Vincent HoSang – LLD

Chinese Jamaican entrepreneur Vincent HoSang's generosity has helped many institutions expand and students excel. Mr HoSang is the President and CEO of Royal Caribbean Bakery and Caribbean Food Delights. Described as one who epitomizes the essentials of entrepreneurship, vision, courage, commitment and risk-taking, Mr HoSang has received several honours for his business acumen. In 2010, Mr HoSang was awarded the First Commonwealth Award by the St George's Society of New York, instituted to recognise the growing contributions of the Commonwealth immigrant population to New York City. He was nominated for the Jamaica Observer Business Leader Award in 2011. In that same year he was recognised by Wal-Mart as one of its best minority suppliers. Mr HoSang is also well known for his charitable contributions and has received many accolades for his untiring work and dedication to nation building, through his unselfish giving to the children of Jamaica in sport and education; and for his dedication, commitment and compassion to the community. Through the Vincent HoSang Family Foundation he gives thousands of dollars annually for student scholarships and donations to institutions and community organisations like the Cornwall Regional Hospital in Montego Bay, Jamaica, and his contribution of a state-of-the-art medical bus to bring services to Jamaica's poor rural communities.



Professor Emeritus Errol Miller – LLD

Errol Laurence Miller, OJ is described as a visionary, consummate educator, scholar, trailblazer, nation builder, Caribbean man, committed church leader and family man. Not only did he pioneer the online delivery of UWI programmes at the School of Education, as a trailblazer, he has racked up a number of firsts: the first graduate of both the UWI Masters and PhD in Education programmes; the first non-Englishman appointed to the Board of Trustees of the Lady Mico Charity in England; Jamaica's youngest Permanent Secretary and the first educator from the Commonwealth Caribbean to receive the Andres Bello Award of the Organization of American States for contribution to Education. Professor Miller has served on numerous boards and in many capacities including Chairman of the Jamaica Broadcasting Corporation and National Committee of Libraries, Archives and Documentation Services, Independent Senator in the Jamaican Parliament, founding President of the Jamaica Association of Teacher Educators and President of the Jamaica Teachers Association. More recently as Chairman of the Electoral Advisory Committee of Jamaica, Professor Miller has been at the forefront of Jamaica's achievement of consistently fair and peaceful General Elections. In the wider Caribbean and the international community, Professor Miller has served major international agencies funding education, such as the World Bank, UNESCO, UNDP, the Inter-American Development Bank, the Canadian International Development Agency, International Development Research Centre, the British Department for International Development, the European Union and the United States Agencies for International Development.



Mrs. Joy Spence – LLD

Mrs Joy Spence has the distinction of being the first woman to hold the position of Master Blender in the Jamaican Rum industry. According to her, rum-making is a perfect balance of art and science, and so intricately intertwined that it is difficult to pinpoint where the science stops and the art begins. She fell in love with chemistry at age 13 and set her mind on a career as a scientist. The UWI Alumna taught high school chemistry and was also a lecturer at the College of Arts, Science and Technology (now the University of Technology, Jamaica) before moving to England to pursue a Master of Science degree in Analytical Chemistry at the University of Loughborough where she excelled, earning the highest exams score ever achieved by a student at the time. She returned to Jamaica and to lecturing, and in 1979 switched careers to work as a Research and Development Chemist at Estate Industries Limited, the producers of Tia Maria Liqueur. Mrs Spence joined Appleton Estate Jamaica Rum as Chief Chemist in 1981, and held a series of key positions before she was appointed General Manager, Technical and Quality Services in 1996, a position she still holds along with that of Master Blender, which she took up in 1997. She is also a Director of the Jamaica Bureau of Standards Foundation. In 2005, Mrs Spence was honoured by the Government of Jamaica with the Order of Distinction in the Rank of Officer, (OD) for her service to Industry. In 2011, she received the Rum Experience Pioneer's Award for outstanding rum achievement at the Golden Rum Barrel Awards. Mrs Spence is committed to promoting science in schools and frequently gives motivational speeches at high schools, colleges and universities across Jamaica.



Professor Emeritus Hugh Wynter – DSc

Professor Hugh Wynter is currently Professor Emeritus of The University of the West Indies, Mona Campus; a post to which he was appointed in 2003. An early graduate of the University College of the West Indies, Professor Wynter spent his entire career at the University and has the distinction of being the first of the University's graduates to be appointed Professor and Head of the Department of Obstetrics and Gynaecology from 1973-1984. His pioneering research in the field of fertility management has been published in a number of distinguished regional and international medical journals. Professor Wynter founded the Advanced Training and Research in Fertility Management Programme in the Department of Obstetrics and Gynaecology in 1979. He has been a member of the Board, Faculty of Medicine since 1967 and the Jamaica National Family Planning Board since 1980 as well as an Overseas Examiner in the Membership Examination (MRCOG) of the Royal College of Obstetricians and Gynaecologists. Professor Wynter has been the recipient of numerous awards for meritorious service among which are the Order of Jamaica in 1991, the Vice Chancellor's Award for Excellence in the area of Public Service (1994) and the United Nations Population Award – Laureate (1998).



Mr. Glen Mills - LLD

Mr. Glen Mills, currently recognised as the leading sprinting coach in the world, has had a long and distinguished career as a coach. For many years, he was head coach at Camperdown, one of Jamaica's high schools noted for its sporting prowess, Coach Mills subsequently became national coach in 1987, serving in that capacity until 2009. He came to international attention when he resuscitated the career of Usain Bolt who, having shot to fame in the World Junior Championship Games in 2002, had experienced a significant slump in performance immediately thereafter. Having joined forces with Mr Mills, Bolt went on to repeatedly win every major sprinting title and is currently the holder of the world records in both the 100m and 200m sprint events and a key member of the world record-breaking team of Jamaicans in the 4x100m men's relay team.

Mr Glen Mills' reputation as the world's best sprinting coach rests not only on his accomplishments with Dr the Honourable Usain Bolt (himself a 2011 UWI honorary graduate). He is also the only coach in the history of the Olympics to have coached five of the six medallists in the male sprint events in any single Olympic Games, having trained the gold and silver medallists in the 100m sprints for men, and the gold, silver and bronze medallists in the men's 200m event at the 2012 Olympics in London. He has also been inducted into the Penn Relays Hall of Fame.

As founder, president and head coach of the Racers Track Club, Mr Mills has seen its membership swell, with a corresponding growth in the Club's output of Olympians. The Club, which from its outset has been located at the University of the West Indies' Mona Campus, has produced over a dozen Olympic and IAAF World Championship medallists, including non-Jamaican athletes such as Mr Kim Collins of St Kitts & Nevis. Because of his instrumentality, The UWI Mona Bowl of Sporting Excellence can safely claim to have produced more Olympic and World Championship medallists than any other sporting academy in the world.

For over a decade Mr Mills has been a coach at UWI Mona and has contributed substantially to the growth of the athletics programme at the Campus and its emergence as a pre-eminent academy in the Caribbean for athletic scholars. For the above reasons and for his outstanding contribution to the development of athletics in Jamaica and the Caribbean, this singular honour has been bestowed on Coach Glen Mills.

New Externally Funded Grants for the Academic Year 2011/2012

DONOR	PROJECT TITLE
United Nations Educational, Scientific and Cultural Organization (UNESCO)	The Development of Free Independent and Pluralistic Media
Caribbean Broadcast Media Partnership	Caribbean Broadcast Media Partnership (CBMP's) "LIVE UP" Campaign
Organization of American States	Development on In-Person and Virtual Training in Communication Strategies for Children's Right
United Nations International Children's Emergency Fund (UNICEF)	Communication for Development (C4D) Strategy for Parenting (Phase 2)
Planning Institute of Jamaica	Climate Change Knowledge, Attitude and Behavioural Practices Study
United Nations International Children's Emergency Fund (UNICEF)	An Evaluation of the Current Status of Maternal, Paternal, Newborn and Infant Health & Well-Being and the Impact of These on National Child Health and Development
National Health Fund (NHF)	
United Nations Educational Scientific & Cultural Organization (UNESCO)	A Review of the Status of Early Childhood Development in Jamaica
International Atomic Energy Agency	Infant Feeding Practices and the Resultant Growth Patterns in Jamaican Children, Assessed by Anthropometry and Body Composition
National Health Fund	A Study of Older Persons
ACDI/VOCA	Promoting Marketing Competitiveness and Adaption to Climate Change among Smallholder Farmers
Forest Conservation Fund	Critical Coastal Forest Restoration Project
Environmental Foundation of Jamaica (EFJ)	Baseline Surveys of Vulnerable and Impacted Mangrove Forest Areas Around Jamaica
The National Environment and Planning Agency (NEPA)	Climate Change Adaptation and Disaster Risk Reduction
Trans Jamaica Highway	Evaluation of Solar Light Intensity Levels on Highway 2000
Environmental Foundation of Jamaica (EFJ)	Assessment and Remediation of the Current Lead Hazards in the Kintyre Basic School Area
Food and Agriculture Organization of the United Nations	Climate Change, Agriculture and Food Security In The Caribbean Region
Grace Kennedy Limited	Evaluation and Development of Plans for Specific Grace Kennedy Sites and Subsidiaries that Articulate Opportunity for Enhanced Energy Efficiency and Reduced Energy Consumption
Planning Institute of Jamaica	Pilot Programme for Climate Resilience
Environmental Health Foundation	Lead Contamination Levels in Fraser's Content, St Catherine and Mitigation Interventions for Reducing Contamination Levels from Back-Yard Smelting
Forest Conservation Fund	Northern Limestone Forest Conservation Project
International Labour Office	Survey on the Situation of Domestic Workers in Jamaica
The United Nations Populations Fund	UWI Population Study on Fertility
Ministry of Agriculture & Fisheries	Demonstration and Training Centre for High Yield (CHYC) Crops and Training in Advanced Fruit and Vegetable Production Technology
Caribbean Community (CARICOM)	
Futures Group International	Health Policy Project (Fertility Study)
Futures Group International	Health Policy Project (UWIHARP)
Caribbean Community (CARICOM)	Assessment of the HIV Vulnerabilities among Migrant Workers from CARICOM Countries in Antigua and Barbuda and Barbados
The United Nations Populations Fund	Men Who Have Sex With Men and Disabilities HIV Research and Publication

Comparative Student Registration for the Period 2009-2010 to 2011-2012

ON-CAMPUS STUDENTS	FULL-TIME			PART-TIME			TOTAL 2011-12			2010-11	2009-10
	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	TOTAL
UNDERGRADUATE											
Humanities & Education	1,599	397	1,202	360	91	269	1,959	488	1,471	1,927	2,009
Law	430	106	324	3	0	3	433	106	327	265	194
Medical Sciences	2,032	528	1,504	36	1	35	2,068	529	1,539	1,918	1,719
Science & Technology	2,310	1,082	1,228	121	62	59	2,431	1,144	1,287	2,158	2,094
Social Sciences	3,148	1,009	2,139	1,192	356	836	4,340	1,365	2,975	4,332	4,232
Gender & Development Studies	104	25	79	65	23	42	169	48	121	32	10
Total	9,623	3,147	6,476	1,777	533	1,244	11,400	3,680	7,720	10,632	10,258
Diploma											
Humanities & Education	5	3	2	3	1	2	8	4	4	13	21
Social Sciences	6	3	3	12	3	9	18	6	12	20	28
Total	11	6	5	15	4	11	26	10	16	33	49
Advanced Diploma											
Humanities & Education	1	0	1	10	2	8	11	2	9	8	66
Medical Sciences	16	6	10	6	0	6	22	6	16	9	0
Science & Technology	0	0	0	0	0	0	0	0	0	0	6
Social Sciences	4	1	3	21	5	16	25	6	19	24	42
Total	21	7	14	37	7	30	58	14	44	41	114
Higher Degrees											
Humanities & Education	159	44	115	688	117	571	847	161	686	784	712
Law	0	0	0	0	0	0	0	0	0	0	0
Medical Sciences	512	166	346	122	26	96	634	192	442	614	568
Science & Technology	176	71	105	198	120	78	374	191	183	406	419
Social Sciences	261	90	171	857	265	592	1,118	355	763	1,242	1,339
Gender & Development Studies	12	3	9	19	2	17	31	5	26	30	23
Total	1,120	374	746	1,884	530	1,354	3,004	904	2,100	3,076	3,061
Special Admittance¹											
Humanities & Education	13	3	10	28	7	21	41	10	31	63	74
Medical Sciences	1	1	0	28	7	21	29	8	21	20	26
Science & Technology	4	3	1	15	7	8	19	10	9	24	33
Social Sciences	13	7	6	59	19	40	72	26	46	100	50
Gender & Development Studies	0	0	0	0	0	0	0	0	0	0	1
TOTAL	31	14	17	130	40	90	161	54	107	207	184
SUBTOTAL ON-CAMPUS	10,806	3,548	7,258	3,843	1,114	2,729	14,649	4,662	9,987	13,989	13,666
OFF-CAMPUS STUDENTS	612	87	525	636	101	535	1,248	188	1,060	1,403	1,815
TOTAL ON- AND OFF-CAMPUS	11,418	3,635	7,783	4,479	1,215	3,264	15,897	4,850	11,047	15,392	15,481

**Graduates by Programme, Sex and Faculty/School
for the Period 2009-2010 to 2011-2012**

On- Campus and Off-Campus Students	2012			2011	2010
	TOTAL	MALE	FEMALE	TOTAL	TOTAL
Undergraduate					
Humanities & Education	476	98	378	516	588
Law	72	13	59	0	0
Medical Sciences	693	117	576	687	635
Science & Technology	378	156	222	358	318
Social Sciences	831	216	615	924	893
Gender & Development Studies	3	0	3	0	0
Total	2,453	600	1,853	2,485	2,434
Diploma					
Humanities & Education	7	2	5	10	11
Social Sciences	2	0	2	6	40
Total	9	2	7	16	51
Advanced Diploma					
Humanities & Education	60	12	48	38	39
Medical Sciences	4	2	2	0	0
Science & Technology	0	0	0	0	5
Social Sciences	8	1	7	16	24
Total	72	15	57	54	68
Higher Degrees					
Humanities & Education	206	34	172	228	219
Law	0	0	0	0	0
Medical Sciences	99	23	76	141	136
Science & Technology	79	52	27	89	73
Social Sciences	352	100	252	440	412
Gender & Development Studies	10	1	9	1	4
Total	746	210	536	899	844
Total Graduates					
Humanities & Education	749	146	603	792	857
Law	72	13	59	0	0
Medical Sciences	796	142	654	828	771
Science And Technology	457	208	249	447	396
Social Sciences	1,193	317	876	1,386	1,369
Gender & Development Studies	13	1	12	1	4
Total	3,280	827	2,453	3,454	3,397