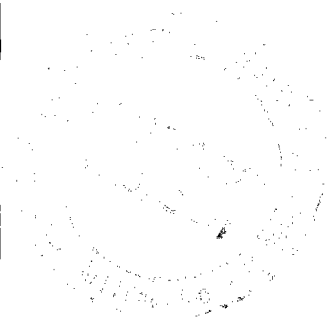


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MONOGRAPH



# HIGHER EDUCATION IN TRINIDAD AND TOBAGO

**CRESALC**

CENTRO REGIONAL PARA LA EDUCACION SUPERIOR EN AMERICA LATINA Y EL CARIBE • REGIONAL CENTER FOR HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN • CENTRE REGIONAL POUR L'ENSEIGNEMENT SUPERIEUR EN AMERIQUE LATINE ET LES CARAIBES.



**HIGHER EDUCATION IN TRINIDAD AND TOBAGO:**  
**A Focus on Organizational Development and Change**

**Gwendoline Williams**  
**Claudia Harvey**

**CRESALC-UNESCO**  
**Caracas, December 1985**

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## **PRESENTATION**

Within the framework of the programme that CRESALC is conducting on monographs on higher education in Latin America and the Caribbean, the monograph of Trinidad and Tobago, written by Dr. Gwendoline Williams of the University of the West Indies, with the assistance of Dr. Claudia Harvey is the first published on the english speaking caribbean countries.

The english-speaking Caribbean has a peculiar feature with respect to higher education which is of great significance for the understanding of the past, present and future situation of this sub-region. After independence, these countries created a regional network for higher education under the name of University of the West Indies, on the basis of different national institutions inherited from the colonial period.

The University grouped the three most populated countries, Barbados, Jamaica and Trinidad establishing a University campus headed by a Vice-Chancellor in each of them. A Vice-Chancellor is in charge of the whole university system, which is based in Jamaica. Later, the university expanded to serve other insular territories of the sub-region.

Later on, the members of the system stated the need for more autonomy given the rapid expansion of enrolment and other problems which made necessary the development of more flexible management approaches to academic as well as administrative matters, especially in those countries where campuses were established. At present, they are implementing a programme for restructuring the University, which is the result of several years of discussions, maintaining, however the regional character of this institution given the need to serve other territories and keep a continuous exchange of information and experiences.

The evolution of the regional system as a whole is very well reflected by the present monograph, placing special emphasis on the particular traits of higher education in Trinidad and Tobago. The project to restructure higher education in this country, which groups all disperse efforts and relates more closely research and teaching activities, in particular with the cooperation of the National Institute for Higher Education Research, Science and Technology (NIHERST) and the University of the West Indies based in Saint Augustine, is of special interest.

These and other relevant aspects of higher education in Trinidad and Tobago are very well described by the authors. This monograph, as well as others which will be published on other countries, is undoubtedly a significant document for understanding the present situation and future prospects of higher education in this sub-region.

**CRESALC/UNESCO**  
**December, 1985.**

## ABSTRACT

This document is essentially a compendium of descriptive data on the role, structure and function of the major agencies of Higher Education in Trinidad and Tobago in the 1980's. A vital concern of the research team is the degree of effectiveness of these agencies in fulfilling their stated goals and purposes. The criteria for assessing effectiveness includes:

- the ensuring of goal and role clarity;
- the ability to attract suitable personnel in adequate number;
- the ability to secure on an on-going basis appropriate levels of funding;
- the demonstration of situationally relevant managerial capabilities; and
- the securing of a sufficient level of public goodwill for the educational efforts of the higher education institutions.

The major focus will be on the University of the West Indies, St. Augustine, and the National Institute of Higher Education (Research, Science and Technology) (NIHERST).

It is difficult to draw firm conclusions on the levels of effectiveness of these institutions in a period of structural change. It may be safer to advance the view that the very exercise of inducing change by the creation of NIHERST and the restructuring of UWI is a major indicator of the awareness of the educational leadership in Trinidad and Tobago and the rest of the Commonwealth region of the need to make these institutions more meaningful instruments of national development.

## ACKNOWLEDGMENTS

*The attempt to capture the dynamism of the change process in Higher Education in Trinidad and Tobago has proved to be a very enlightening experience. The opportunity to undertake this task has been due to the counselling of Dr. Lawrence D. Carrington of the School of Education, UWI, St. Augustine, the special friend and advisor of the research team. To him we offer our heartfelt gratitude and remain eternally in his debt.*

*Special thanks to Professor Lloyd Braithwaite, the Principal of the St. Augustine Campus; Mr. Hugh Gibson, the Secretary; Mrs. Carmen Redhead, Senior Assistant Registrar, (Admissions); Mr. G.E.A. Falloon, Assistant Registrar, (Examinations); Dr. Eric St. Cyr, Department of Economics; and Professor Keith Laurence, Department of History, St. Augustine, all of whom patiently responded to our repeated request for assistance.*

*We are also indebted to all the other members of the University community, and the ever busy officials of the National Institute of Higher Education-Research, Science and Technology (NIHERST) who made the available data readily accessible.*

*Mrs. Ula Best painstakingly typed the manuscript and offered sound editorial advice. We acknowledge her help which was matched only by the unstinting support of Mrs. Vena Jules of the School of Education, St. Augustine.*

Gwendoline Williams  
Claudia Harvey

# INTRODUCTION

## BACKGROUND

Higher education is defined in this paper as post-secondary formal education leading to certificates, diplomas or degrees. A distinction is made between higher and adult education. The latter is seen as any program offered to individuals beyond school leaving age whether formal, non-formal or informal; vocational or non-vocational; initial, remedial or continuing. While adult education is inclusive of higher education, the latter reaches a small and more closely defined population, since it is post-secondary.

In Trinidad and Tobago, there are two major agencies responsible for higher education: the University of the West Indies (UWI) and the National Institute for Higher Education (Research, Science and Technology) (NIHERST). The UWI is a regional institution established in 1948 to serve the English-speaking Caribbean. NIHERST was first conceived in 1977 to coordinate all agencies (except the UWI) involved in higher education, technological research, development and training in Trinidad and Tobago.

The UWI was originally conceived as a regional university when the English-speaking Caribbean territories were colonies of Britain. Several of the participating territories have since become independent but the small size, economic constraints and to some extent, the continuing sense of regionalism have resulted in the maintenance of the regional University. Appendix 1 provides a table containing descriptive data on territories contributing to the UWI. Appendix 2 provides a map showing the location of Trinidad and Tobago and other territories contributing to the UWI.

There are three campuses of the UWI bases in different territories as follows:

Mona	Jamaica	First Established Campus	1948
St. Augustine	Trinidad	Second Established Campus	1960
Cave Hill	Barbados	Third Established Campus	1963

The other territories, often referred to as the non-campus territories, are served by University Centres, the administrative centre of the University in that territory and the home of the Extra-Mural Studies Unit.

The non-campus territories are as follows:

Antigua, Bahamas, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Montserrat, St. Kitts/Nevis, Anguilla, St. Lucia, St. Vincent.

One programme in Hotel Management is conducted in the Bahamas but the Bahamas is not usually referred to as a campus territory. Guyana was originally a fully participating territory, but now has her own (University of

Guyana) and contributes under special arrangements to the professional faculties.

Previous to the establishment of the UWI, Trinidad and Tobago students had to go outside of the region to attend institutions of higher education, or took external programmes from universities abroad. Some students still choose to study abroad, in some cases because the programmes are not offered at the UWI. Thus, any study of higher education in Trinidad and Tobago must focus on:

1. local arrangements for the higher education of nationals;
2. regional arrangements for the higher education of nationals;
3. extra-regional arrangements for the higher education of nationals and;
4. arrangements in Trinidad and Tobago for the education of nationals of other territories in the region.

Arrangements 1, 2 and 4, are largely made through the University of the West Indies (UWI) and other regional post-secondary but pre-university institutions based in Trinidad, for example, the Eastern Caribbean Institute of Agriculture and Forestry (ECIAF). Purely local arrangements for higher education in Trinidad and Tobago are relatively new and are made through the National Institute of Higher Education Research, Science and Technology (NIHERST). Thus the major focus in this paper will be on UWI and NIHERST.

Several other institutions provide adult but not necessarily higher education. These are not discussed in any detail in this monograph. However, the major adult education agencies in Trinidad and Tobago are provided in Appendix 3. (Extracted from Extra-Mural Studies Unit, UWI, St. Augustine, 1983). This appendix outlined the content, location, target group and activities of these agencies.

## **STRUCTURE OF THE MONOGRAPH**

The paper is divided into six chapters, each with subdivisions. Chapter 1 presents the introduction, providing information on background, structure of the report and methods. Chapter 2 gives an outline history of higher education in Trinidad and Tobago. Chapters 3 and 4 focus on the UWI governance including issues of structure and organisation, financing and student welfare in the first instance, and on research and teaching in the second.

Chapter 5 focuses on the relatively infant organisation – the NIHERST, while Chapter 6 presents some summative comments on higher education in Trinidad and Tobago. In some instances there are explanatory notes to chapters. The paper ends with a bibliography and appendices providing necessary details which would have overly cluttered the main paper.

## **METHOD**

The research for this paper has proceeded largely by way of analysis of primary and secondary documentary sources as follows:

### **A. Primary Documents.**

UWI Reports: general and departmental;

UWI Newsletters and Bulletins;

The White Paper on Higher Education in Trinidad and Tobago (1977);

The NIHERST Bill (1984);

NIHERST documentation on courses and projects.

### **B. Secondary Documents.**

Large scale report on the structuring of the UWI by Stevenson and Kellog, Ltd., (1972);

Articles on the early history and continuing efficacy of the UWI;

Articles on the role and function of the NIHERST.

In addition, there was a third source of information used to buttress the documentary sources and very frequently to identify these sources.

### **C. Interviews.**

The Principal of the St. Augustine Campus of the UWI;

The Secretary of the St. Augustine Campus of the UWI;

Lecturers and Researchers of St. Augustine Campus of the UWI;

Senior Professional and Administrative Staff at NIHERST.

## **LIMITATIONS**

Early 1984 marks a significant period in the history of higher education in Trinidad and Tobago. In the case of the UWI, the institution is currently undergoing a restructuring process that will eventually place greater focus on campus as against university governance, thereby emphasising territorial rather than regional inputs. In the case of NIHERST, although it has been in operation since 1977, the Parliamentary Bill to regularise its status was only passed in June 1984. The newly constituted agency is essentially different in role and structure than as originally conceived in the White Paper (1977). Consequently, the implementation of these innovations may substantively change the nature of the two major agencies of higher education and the relationship between them.

Secondly, it was often difficult to procure data, in some cases, because these had not been compiled; in others they were inconsistent across different sources; or in yet others, their confidential nature made them inacces-

sible. As far as possible alternative sources of data were used but, at times, there are still gaps especially in the statistical components of this Report.

Consequently, this paper is examining higher education in a state of transition and can only examine current indicators of structure and function while recognising that these are subject to imminent change. This limitation can prove to be a blessing in disguise since it allows for a pause for reflection on the past, grappling with the present and peering into the future of a changing higher education system in a developing country.

## OUTLINE OF THE HISTORY OF HIGHER EDUCATION IN TRINIDAD AND TOBAGO

### THE HISTORICAL CONTEXT

The form, function and "effectiveness of higher education systems is closely related to the social, economic and political contexts within which they develop" (*Ben-David, 1977, p. xiii*). The development of higher education in Trinidad and Tobago clearly reflects this. During the colonial period when administrators and professionals were largely drawn from the seat of the colonial powers, no special arrangements were made for the higher education of administrators and professionals born in the colony. Those who aspired and achieved matriculation requirements went abroad to study or wrote external examinations. It was felt that education of locals might not serve the colonial interest. Indeed, the only institutions of higher education in Trinidad and Tobago during this period catered for post graduate programmes, largely for citizens of the metropolitan countries and excluded those in the colonies.

During the period of the world wars, when citizens of the metropolitan country could not be spared for administration in the colonies, the need for higher education for locals was recognised, as documented in the following quotation:

*In this stage preparatory to self-government, universities have an important part to play; indeed, they must be said to be indispensable. To them we must look for the production of men and women with the standards of public service and capacity for leadership which self rules required.*

*(Asquith Commission Report, 1945)*

Because administration of the colonies was perceived of in regional terms, then, the establishment of a university was also perceived of in regional terms. However, this era also marked a period of growing nationalism on the part of

those born in the colonies. We note that higher education was thought necessary, in order to provide:

*An increasing number of men with professional qualifications: doctors, agriculturists, veterinarians, engineers, surveyors, geologists and persons qualified to contribute to the improvement of systems of law and land tenure and to assist in the framing and administration of regulations concerning the employment of labour. Apart from the question of cost, it was undesirable that the training of the entire professional class should be conducted in places remote from local conditions and out of range of local influences.*

*(Williams, 1960-62, p. 250)*

Consequently, in the period of relinquishing control by the colonial powers and growing nationalism and regionalism on the part of citizens of the colonies, the University was established as a regional institution and developed as a College of the University of London. Thus, the colonial ties and the sentiments that marked the period were reflected in higher education.

It had been intended that the regional university would serve the Federation of the region; however, the latter was short-lived, (1958-1962). The University suffered some shock during this period but remained a bastion of regionalism, losing only one participating country (Guyana, 1963). Guyana, nonetheless, maintained participation in the professional faculties.

With the independence of the larger territories in 1962, the UWI also received its independence from the University of London. In this period of political optimism and with the increased opportunities for filling professional and administrative positions, the early 1960's saw the expansion of the University to include two new campuses; four more faculties; approximately 2,200 more students and evening and part-time programmes. Significantly, this period saw the Imperial College of Tropical Agriculture, which previously catered for foreign students, become the Faculty of Agriculture welcoming students from the region and intended to act as a catalyst for the main economic endeavour of the region.

The late sixties and early seventies which marked periods of economic crises, political upheavals and cultural assertiveness in the region brought the University a period of heightened internal political awareness. The institution was externally, a major centre of political and cultural activity and was perceived sometimes as posing a threat to existing governments. Thus, academics of one territory working in another, frequently faced the danger of the withdrawal of work permits and the right to work in that territory.

This turbulent period was followed by one of economic boom in one territory and serious appraisal of economic, social and political directions in all. This appraisal includes a rethinking of the meaning of regionalism. Thus the late seventies and early eighties saw several attempts at restructuring higher

education systems within the territories to meet the perceived new imperatives. Changes included:

- The establishment of colleges in Jamaica, St. Lucia and The Bahamas.
- The forging of links with external universities, for example, The College of the Bahamas established links with the American University system.

It is in this context that provisions for higher education in Trinidad and Tobago were conceived as a national system, with UWI forming one part and NIHERST co-ordinating most of the other agencies of higher education. (White Paper, 1977). This period of an oil boom in Trinidad and Tobago (from the mid 1970's) resulted in an increasing emphasis on science and technology. Thus the NIHERST was conceived to:

*co-ordinate the national effort in science, technology, higher education, specialised training and extension services.*

(White Paper, 1977, p. 23)

This co-ordination was proposed because it was felt that the NIHERST would meet the needs of the nation since the UWI was either not geared to do this, or could do so only at extraordinary costs and further substantial delays. (White Paper, 1977, p. 18)

This agency, in fact, has been involved in organising, on a participatory basis, programmes in technical education and scientific research.

In the boom period NIHERST was conceived in the *White Paper (1977)* as playing a leading role through their co-operation activities. However, in a period of economic constraint and lowered political optimism, the Parliamentary Bill (No. 10, 1983) that legally constitutes NIHERST has given it far fewer co-ordinating powers and so less ability to lead the thrust in technological development.

The year 1984 ushered in an interesting stage in the development of higher education in Trinidad and Tobago. In terms of the University, restructuring may see greater autonomy from central university affairs for the St. Augustine campus located in Trinidad. While one goal of such decentralization is faster decision-making in the establishment of new programmes and projects, there may be less money available to pay for these. In terms of student enrolment, the year probably marks a period of consolidation with a significantly higher enrolment of women than in previous years; a slow fall in the enrolment in the Faculty of Arts and General Studies and increased enrolment in the professional faculties.

With respect to the NIHERST, the co-ordinating powers may be fewer, but with the legal status of the agency finally determined, it may now have greater flexibility to initiate teaching and research programmes in its participating institutions. Thus it would be able to fulfill the economic, political and social imperatives of agencies of higher education.

## HISTORICAL OUTLINE SIGNIFICANT DATES AND EVENTS

- 1830 The only higher education institution in the British colonies was Codrington College in Barbados, essentially a theological college, later affiliated to the University of Durham (1875). The College graduated students in theology, law and education to serve needs throughout the Caribbean including Trinidad and Tobago.
- 1922 The Imperial College of Tropical Agriculture (ICTA) was established in Trinidad offering a postgraduate diploma in tropical agriculture to students from various parts of the commonwealth. ICTA was a higher education institution in Trinidad and Tobago but served an external, extra-regional clientele.
- 1930's This was a period of marked political activities in the Caribbean. There was a growing awareness of the need to fill professional/technical positions with nationals. The political awareness also influenced the move to self-government and British attempts to establish local institutions to meet local needs. The following quotation illustrates the points:
- "There was obvious need of responsible and well-informed leaders. These would not all come from the University, but a substantial body of graduates would form an influential element in the population, without which it was difficult to see the West Indies successfully embracing the greater political independence of self-government".*
- (Williams, 1960-62, p. 249)*
- 1943 The Asquith Commission was appointed to examine the higher education needs of colonies of Britain.
- 1944 The Irving Committee of this Commission examined the needs of the then British Caribbean. The report was completed in August of that year.
- 1948 The centralised, residential University College of the West Indies (UCWI) was established at Mona, Jamaica. It was a one campus college offering pre-medical teaching to students in the English-speaking Caribbean territories. The UCWI functioned as a college of the University of London. Similar colleges were established in other British colonies, notably, for example, in East and West Africa –The University of Makerere, Ibadan and Ghana.
- 1948
- State of College, Pre-Med. only - enrolment approximately 30.
  - Continuing through to 1951, there was the establishment of Extra-Mural classes in the various territories.
  - Large number of students, between the ages of 20-40.

- Provisions were made for community oriented courses, for example, "Rural Leadership and Extension Work".

(*Sherlock, 1952*)

(In these early years 1948-58, nearly all the capital for the upkeep of the University was provided by the British Government with some funding coming from the Americans, the Canadians and Foundations, through scholarships and grants for research).

- 1949 **Natural Sciences degree** introduced - enrolment approx. 70.
- 1950 **Arts degree** introduced - enrolment approx. 150.
- 1952 **Diploma in Education** introduced - enrolment approx. 250.
- 1959 **Social Sciences degree** introduced. Regulations regarding residence were relaxed; Enrolment approx. 700.
- 1960 Imperial College of Tropical Agriculture was absorbed into the UCWI, thereby drawing this institution into the regional University and making Trinidad a campus site for regional higher education. A one year certificate of education programme for upgrading primary school teachers and a Diploma in Public Administration were also added to the programme of studies. The total number of students at UCWI was approximately 980.
- 1961 The Faculty of Engineering was established at St. Augustine, furthering the higher education opportunities available in the region to Trinidad and Tobago nationals. Total number of students at UCWI, approximately 1270.
- 1962 The University was granted a Royal Charter, thereby becoming the University of the West Indies, and ceasing to be a college of the University of London.  
  
This year also marked the formation of the University Grants Committee (UGC), consisting of representatives of the contributing territories to discuss and determine university funding. Trinidad and Tobago became the second largest contributor to the UWI.
- 1963 Cave Hill in Barbados became a campus with a Faculty of Arts and Science. This faculty was also established at St. Augustine. Evening programmes in arts and sciences became available at all three campuses. Total number of students at UWI approximately 2190.
- 1964 The Faculty of General Studies was established to co-ordinate general degree programmes in Arts and Natural Sciences. Degree programmes in Economics and Accounting were also introduced. Post graduate programmes were extended.

- 1965 **Diploma in Management Studies** introduced. **Social Science degree** introduced in Trinidad in Economics, Accounting and Management Studies - approximate number of students 2930. Establishment of the Management Development Centre by the Government of Trinidad and Tobago to meet the need for management development and productivity improvement.
- 1966 **Bachelor in Education** introduced as follow-up to Certificate in Education, **Diploma in International Relations**, **Diploma in Anaesthetics** started. Approximate number of students 3250.
- 1967 **Certificates in Nursing Education and Administration** introduced. Approximate number of students 3620. And continuing through to 1972, the University was in crisis. A period of political and social upheaval and renewed cultural awareness was seen throughout the Caribbean. Much of the ferment centred at the University and involved both students and Faculty. Threats to "academic freedom" were perceived when several lecturers had their work permits withdrawn and were therefore in effect banned from various campuses for "subversive activities". Differing political ideologies in the region threatened the whole concept of a regional university. Combined with the demands for the university to serve the economic needs of the region, these upheavals added further impetus to the demands for rethinking the idea of the university and reformulating its structure.
- 1969 **Degree in Applied Social Studies and Diploma in Community Nutrition** introduced. **Degree in Management Studies** introduced at Mona. Approximate number of students 4630. Faculty of General Studies accepts its first students. Consideration of the role, character and structure of the UWI is undertaken by the Commonwealth Caribbean Heads of Government.
- 1970 A Caribbean Task Force on the UWI is appointed. Several proposals are devised intended to restructure the University so as to streamline its operations to meet the national needs of contributing territories within the context of a regional university. Faculty of Law started. First-year courses given at three Campuses but second and third-year only at Barbados. Two-Year Law Schools prerequisite to Law practice established in Trinidad and Jamaica. B.A. Theology approved for affiliated Colleges, such as the United Theological College in Jamaica, Codrington College in Barbados and St. John Vianney Seminary in Trinidad. Special Certificate Courses for Teachers of the Deaf. Total number of students at UWI approximately 5000.

Establishment of the National Training Board in Trinidad and Tobago to, inter-alia:

- advise Government on general policies and types of technical and vocational education.
  - recommend the establishment of technical and vocational institutions.
  - assess manpower requirements for craftsmen and technicians and
  - advise Government on the role of industry in technical/vocational training (cited in *Williams and Harvey, 1983, pp. 45-57*).
- 1971 Postgraduate Medical Training more formally established and extended to all disciplines with the assistance of the Hope Foundation. Degree Course in Librarianship started. Approximate number of students 5780.
- 1972 Special Certificate courses introduced in Education. Final Year in Law started. Social Sciences degree at Cave Hill. Approximate number of students 7500.
- 1975 Commonwealth Caribbean Heads of Government again consider the role, character and structure of the UWI in serving the needs of the individual territories.
- Diploma in Mass Communication started at Mona.
- 1976 Hotel Management programme introduced. First Year courses at all Campuses but years 2 and 3 in Nassau, Bahamas. Postgraduate Diploma programme in Engineering.
- 1977 Commencement of Challenge Examination Scheme in non-Campus territories.

A White Paper on NIHERST proposed the establishment in Trinidad and Tobago to co-ordinate:

*"the national effort in science, technology, higher education, specialized training and extension services".*

(White Paper, 1977, p. 23)

An administrative arm of NIHERST was established and started functioning to co-ordinate research and teaching activities despite no incorporation by Act of Parliament.

Extensive task of restructuring the UWI is undertaken in keeping with needs expressed earlier. This activity is still in process in 1984 and is documented in Section 5 of this paper.

1981/82 The registration of students in is an indication of the growth of the student body in the University. The individual campus registration is as follows:

Cave Hill	1566
Mona	4892
St. Augustine	3124
<b>TOTAL</b>	<b>9582</b>

1984 The Restructuring Exercise continues at the UWI.

The Parliamentary Bill is passed to legally incorporate NIHERST but with functions far more restricted than proposed in 1977. (See page 90).

## **THE UNIVERSITY OF THE WEST INDIES: GOVERNANCE**

### **GOALS AND STRUCTURE**

#### **Focus on the Primary Educational Goals**

The organizational structure of the University of the West Indies, including the St. Augustine Campus, Trinidad, reflects, in the main, three financial categories of personnel:

- a. Academic Staff;
- b. Administrative and other Support Staff;
- c. Students.

The administration of the institution, on an inter and intra Campus basis, requires the collaborative efforts of all three categories of personnel. In principle, they are expected to engage in joint decision-making for the attainment of the principal educational goals. These include the fundamental concern of 'parity of academic standards' reflected in an extract from the UWI Charter on the Objects of the University as a seat of learning:

*"To provide a place or places of education, learning and research of a standard required and expected of a university of the highest standard and to secure the advancement of knowledge and the diffusion and extension of arts, science and learning throughout our Territories of the West Indies..."*

(The UWI Charter, in *Stevenson & Kellog*, 1972, p. 14)

## Academic and Administrative Decision-Making: A Regional Approach

Traditionally, joint academic and administrative decision-making at UWI has been done on a regional basis. This approach has been characterised by the following:

- a. joint regional financing on a triennial basis, paying attention to the principles of efficiency and effectiveness in the utilization of funds;
- b. a regionally composed governing body;
- c. a complement of academic and administrative/support staff drawn from the Caribbean region and, where necessary, from the wider international community; and
- d. a student intake principally from the English-speaking Caribbean area.

In respect of (b), administrative governance has in the main centred on decision pertaining to academic concerns such as organising and monitoring curricula, instruction, examinations, research and development efforts, staff appointments and student admissions.

*Perkins* (1970) highlighted the way in which complex university institutions tend to approach the collaborative decision-making process. His judgment is reflective of the espoused philosophy on governance, held by UWI academic and administrative leaders:

*"Universities true to their role of enquire and criticism have become laboratories for experiment in continuous democratic control, not on the naive one-man-one-vote principle which is inapplicable in a professional situation where some must by definition be more equal than others, but on the principle that all members of this enterprise will contribute according to their ability and experience to decisions arrived at by open rational discussion".*

*(Perkins, 1970)*

In line with the objective of a participative approach to decision-making at UWI as a regional institution, a committee system was devised. This has been functioning on an inter and intra campus basis. The emphasis in this decision will be on the St. Augustine Campus. The use of the committee system reflects a philosophy of decentralization of decision-making and accountability, even though it operates within a wider framework of a centralized authority which is both academic and managerial in scope. At the present time, academic/administrative governance of the UWI (St. Augustine Campus) is undergoing some degree of institutional change. This is with a view to furthering the decentralization process. This change will be discussed more closely in the section devoted to organizational development at the UWI.

## **Academic Governance Pre-1984**

The “committee structure” is the basic functional unit of governance in the University as a regional body. It can be viewed as a matrix arrangement which allows for simultaneous decision-making at the following levels:

- the university (regional);
- the campus (territorial); (See Appendix 4).

Any attempt to understand how academic decision-making takes place at the St. Augustine Campus, Trinidad and Tobago, must of necessity take account of the regional committee arrangements.

## **The Committee Structure of the Senate**

The Senate is the University’s highest academic board. Its authority is devolved on both a Campus and Faculty basis. It derives its power from the University Charter and Statutes. This body is considered as:

*“...the academic authority of the University and shall subject to the Statutes and control and approval of the Council, regulate and super-intend the education and discipline of students of the University”.*

(UWI Charter, para. 14)

Additionally, the Senate’s power is derived from its membership of senior University academics who usually meet once each academic term. The decision-making process is facilitated by the Senate’s devolution of authority and responsibility to the following campus and faculty based sub-committees:

- University Academic Committee.
- Three Academic Boards (for each of the three campuses including St. Augustine, Trinidad).
- Eight Faculty Executive Committees (regional).
- Eight Faculty Committees.

The Standing Committees of Senate are:

- University Academic Committee
- University Planning and Estimates Committee
- Senate Committee on Ordinances and Regulations
- University Consultancy Committee
- University Interdisciplinary Committee
- Board for Examinations
- Matriculation Board
- Board for Undergraduate Awards

- Board for Postgraduate Awards
- Board for Higher Degrees
- University Library Committee

### **Powers of the Senate**

These include the right to:

- regulate structure of course and examination including those related to higher degrees;
- determine matriculation requirements;
- prepare annual and forecast estimates of expenditure for submission to Council;
- appoint Deans of Faculties on the recommendation of Faculty Boards.

Senate reserves the right and sometimes does delegate authority to the St. Augustine Academic Board, for example:

- consideration and approval of syllabuses for courses to be offered at the particular campus and not directly affecting the work of the other campuses;
- consideration and approval of recommendations from Faculty Boards concerning their Faculty regulations, where the Faculty Board exists only on one campus;
- examination of the estimates for the campus prepared for submission to Senate.

The minutes of all Academic Boards are sent to the Senate. Initially, there was some degree of confusion over the spheres of competence and lines of authority of the Campus Academic Board and the cross-campus Faculty Executive Committee. As a result, many academic issues would go to both bodies. Soon functional lines of demarcation of responsibilities evolved. For example, on the St. Augustine Campus most matters pertaining to syllabi, degree structure and course requirement now go from the Faculty Board of Studies to the inter-campus Faculty Executive Committee and then to the Senate. Alternatively, those matters related to student regulations and discipline would go to the Senate through the Campus Academic Board.

## **ACADEMIC GOVERNANCE AT THE ST. AUGUSTINE CAMPUS**

### **Headship**

According to the rulings of Statute 4 of the University Charter, the Vice-Chancellor is the top full-time officer of UWI. He is the academic and executive head of the University and the ex-officio Chairman of the Senate. He is

expected to exercise general supervision over the educational arrangements of the University and shall supervise the admission of students.

The Vice-Chancellor derives much of his power from his Chairmanship of key University committees -Senate and Council. There are also four appointed Pro-Vice Chancellors (P.V.C.'s) one of whom is the Principal of the St. Augustine Campus. Under him is the hierarchy of academic leaders among whom are:

- Faculty Deans and Vice-Deans;
- the Heads of Department in the various faculties.

### **Elections of the Deans and Vice-Deans**

The Deans and Vice-Deans co-ordinate, monitor and evaluate the work activities of the academic staff as these relate to: teaching, research, administration and other duties (counselling and University outreach).

Up to 1984, the Dean has been acknowledged as a cross-campus academic leader of the particular faculty. The major undertaking is that of chairing the University Faculty Executive Committee which had a functional relationship with the Campus Academic Board and the related Faculty Committees. In collaboration with the Faculty Vice-Dean, the Dean organizes the academic staff for purposes of making decisions on (a) academic staff matters, and student affairs, and (b) financial and maintenance matters.

### **Appointment of Deans**

*"The Dean of each Faculty is appointed by the Senate on the nomination of the Board of that Faculty from among the members of the Faculty, except in the case of the first Dean who shall be appointed by the Senate on the nomination of the Vice-Chancellor. Length and conditions of service are determined by the Senate. The Dean acts as the Chairman of the Board for Faculty and is an ex officio member of all committees of the Faculty".*

*(Stevenson & Kellog, 1972, p. 39)*

The specific qualifications and procedures for electing a Dean are specified in the Standing Orders of each faculty. At the Senate meeting in July 1970, approval was given to a recommendation of the Planning Committee that the following rules, being debated as revisions of the Standing Orders for the Faculty of Arts, would apply to all Faculties throughout the University:

- (i) The Dean shall be elected from among the following:
  - Deans or former Deans;
  - Heads of Departments or former Heads of Departments;

- Chairman of Divisions or former Chairman of Divisions; and
  - Persons above the rank of Lecturer holding appointment on indefinite tenure.
- (ii) If no person among these categories is nominated, the nominations may be sought from among persons of the rank of Lecturer holding appointment on indefinite tenure.

No two faculties specify their senior academic positions in exactly the same way. The appointment, qualifications and length of office of the Dean, number of Vice-Deans, Sub-Deans, Associate Deans, and Deputy Associate Deans, election procedures, terms of office, and areas or responsibility vary among the nine Faculties. (*Stevenson and Kellogg Report, p. 40*).

### Academic Staff

Members of the academic staff are also grouped into faculties. The University of the West Indies permits and encourages students to take courses in faculties other than those in which they are enrolled. Also average class size varies by faculty. So the distribution of students among faculties is different from the distribution of staff. The staff of approximately 650 is distributed as follows:

● Arts and General Studies	11%
● Education	9%
● Medicine	18%
● Natural Sciences	20%
● Social Sciences	21%
● Agriculture	11%
● Engineering	5%
● Law	2%

---

100%

The distribution of academic staff across campuses is about the same as the distribution of students.

Academic staff are ranked according to the British system. Here is current distribution of staff across the grades:

● Professor	11%
● Reader	1%
● Senior Lecturer	16%
● Lecturer	48%

- Assistant Lecturer 6%
- Other 18%

Each academic department is usually under the headship of a full professor. Readers are of equivalent rank to, but without the responsibilities of, a head of department. Directors of Institutes within UWI are also equivalent to professors. "Other" ranks include full-time posts such as research fellows, visiting professors, tutors, but exclude part-time posts such as consultants and associate professors. Tables 1 and 2 provide a schedule of Faculty/Department posts for the period 1982/83.

### **Role of Heads of Department**

Generally speaking, the Head of Department is responsible to the Senate and the Council:

- through the Vice-Chancellor and Campus Principal, for the general administration of his Department;
- through the Dean of his Faculty, or the Vice Dean where appropriate, for the relations of his Department with the Faculty and with the other Departments in the Faculty, especially with Departments in his subject at other campuses.

While it is accepted that there may be variations in details between Faculties, or even between Departments in a Faculty, the Head of Department would normally:

- act as co-ordinator of all the activities of the Department so as to ensure its cohesion;
- play a leading role in securing personnel and material to enable the Department to attain its teaching and research objectives;
- administer the Budget allocated to the Department;
- promote the academic standards and progress of the students enrolled in the courses in the Department;
- assist in the career development of staff, especially Junior staff in his Department, by taking a close interest in the performance of young members of staff to ensure that they are given guidance, when this is needed, and by continually assessing the performance of all staff and not only at the time of submissions for Assessment and Promotions Annual Staff Review purposes.

(Senate Guidelines on the Role of Heads of Departments, July, 1972)

**TABLE 1**

**UWI, ST. AUGUSTINE SCHEDULE OF FACULTY/DEPARTMENT POSTS 1982/83**

Faculty/Department	ACADEMIC AND SENIOR ADMINISTRATIVE STAFF					NON ACADEMIC STAFF				
	Prof.	Snr.Lect.	Lect.	Teach/Grad Asst.	Demon.	TOTAL	Cler.	Teach.	Unq.	TOTAL
U.G.C.										
Agriculture	6	13	19	1	12	51	13	38	15	66
Engineering	6	12	19	8	4	49	8	36	19	63
Natural Sciences	5	7	30	1	24	67	9	30	10	49
Arts & General	2	8	14	5	--	29	8	1/2	2	10 1/2
Social Sciences	2	5	0	2	--	18	4	--	4	8
ISER	1	1	2	--	--	4	3	--	2	5
School of Education	1	3	4	--	--	8	4	8 1/2	2	14 1/2
Medicine	3	5	6	--	(a)	14	5	4	1	10
Faculty of Law	--	1	1	--	--	2	1	--	1	2
The Library	1	4(b)	11(c)	--	--	16	34	7	11	52
Extra-Mural	--	1	--	--	--	1	2	--	1	3
Computer Centre	--	1	3	1	--	5	9	--	1	10
Administration	4(d)	9(e)	12(f)	--	--	25	124	1	33	158
<b>TOTAL</b>	<b>31</b>	<b>68</b>	<b>130</b>	<b>18</b>	<b>40</b>	<b>289</b>	<b>224</b>	<b>125</b>	<b>102</b>	<b>451</b>

FROM: The University of the West Indies, St. Augustine Revised Estimates for 1983/84.

**TABLE 2**

**UWI ST. AUGUSTINE SCHEDULE OF FACULTY/DEPARTMENT POSTS 1982/83**

Faculty/Department	<u>ACADEMIC AND SENIOR ADMINISTRATIVE STAFF</u>						<u>NON ACADEMIC STAFF</u>			
	Prof.	Snr. Lect.	Lect.	Teach/Grad. Asst.	Demon.	Total	Cler.	Tech.	Unq.	Total
<b>PROJECTS</b>										
T & T Grants in Engineering Expans	8	14	33(g)	15	--	70	36	41	16	93
T'dad Tesoro Chair in Petro- leum Eng.	1	--	--	--	--	1	--	1	--	1
T & T Govt. Grant for Teaching in French	1	1	5	--	--	7	1	--	1	2
T & T Govt. Grant for Govt. & B. Sc. Econ.	1	5	13(h)	4	--	23	17	--	3	20
Trinton Chair in Mgt Studies	1	--	--	--	--	1	1	--	--	1
In-service Diploma in Education	--	3(i)	9	--	--	12	5	--	1	6
<b>TOTAL</b>	<b>12</b>	<b>23</b>	<b>60</b>	<b>19</b>	<b>--</b>	<b>114</b>	<b>60</b>	<b>42</b>	<b>21</b>	<b>123</b>
<b>TOTAL UGC &amp; PROJECTS</b>	<b>43</b>	<b>91</b>	<b>190</b>	<b>37</b>	<b>40</b>	<b>403</b>	<b>284</b>	<b>167</b>	<b>123</b>	<b>574</b>

## Table 2 (cont'd)

### NOTES

- |   |  |   |
|---|--|---|
| <p>(a) (18) Associate Lecturers<br/>(b) Includes (1) Deputy Librarian<br/>(c) Includes (1) Snr. Lib. Asst.<br/>(d) (1) Pro-Vice-Chancellor<br/>(1) Deputy Principal<br/>(1) Secretary<br/>(1) Bursar<br/>(e) (1) Deputy Bursar<br/>(3) Snr. Accountants<br/>(2) Snr. Asst. Registrars<br/>(1) Works Superintendent<br/>(1) Snr. Project Officer<br/>(1) Medical Officer</p> | <p>(f) (3) Asst. Registrars<br/>(1) PRO<br/>(2) Asst. Works. Wupt.<br/>(1) Housing Officer<br/>(1) Accountant<br/>(1) Director of Students<br/>(1) Placement Officer<br/>(1) Sports Officer<br/>(1) Counsellor</p> | <p>(g) Includes (1) Clerk of Works<br/>(1) Workshop Engineer<br/>(1) Admin. Officer<br/>(2) Librarian III<br/>(1) Project Officer<br/>(1) Accountant<br/>(h) Includes (1) Asst. Registrar<br/>(1) Accountant<br/>(i) Includes (1) Director<br/>(j) 122 for Works<br/>49 for Staff houses<br/>45 Estate Constables</p> |
|---|--|---|

From: The University of the West Indies, St. Augustine Revised Estimates for 1982/84.

## THE ADMINISTRATIVE FUNCTIONING OF ST. AUGUSTINE CAMPUS

The Stevenson and Kellogg Project Report on the Administration of the University of the West Indies (1972) identified the Bursary, Registry and the Development and Planning Units as the major administrative divisions of the University, (See Appendix 5). They also identified eight functional categories of administrative activities:

- Top management
- Planning
- Bursary
- Registry
- Academic support
- Maintenance
- Student Welfare and Wardens
- Other.

The Report also identified the Heads of the major units:

The Pro-Vice-Chancellor (Finance), Registrar and the Secretary of the Development and Planning Unit respectively –all have multi-campus responsibilities, and all are responsible to the Vice-Chancellor. The Vice-Chancellor is “the academic and executive head of the University” according to the Charter.

Because of the multi-campus nature of UWI the Vice-Chancellor delegates authority for purely campus matters to a Principal on each campus. The Vice-Chancellor acts as Principal of the Mona campus. Principals on the smaller campuses have Pro-Vice-Chancellor rank.

The Pro-Vice Chancellor (Finance) also delegates to campus officers – Financial officer at St. Augustine; Accountant at Cave Hill.

It is important to appreciate that the administration of the St. Augustine Campus can only be understood meaningfully in the context of the wider University governance. For example, the Pro-Vice-Chancellor, as the St. Augustine Campus Principal, assumes both campus and University responsibilities. It is to be noted that:

*“All Pro-Vice-Chancellors should be appointed to perform University functions. In all cases their campus functions, even narrowly defined, have a regional significance. This is accomplished by having the Pro-Vice-Chancellors, who are Principals, chairing committees with University scope”.*

*(Stevenson & Kellogg, 1977, p. 30)*

The Pro-Vice-Chancellor and the Principal of the St. Augustine campus act on inter-campus University administrative policy as determined largely by:

### **University Committees**

- Council
- Finance and General Purpose Committee
- University Planning and Estimates Committee

### **Non-University Committees**

- Heads of Government Conference
- University Grants Committee
  - Permanent Secretariat
  - Ministerial Policy Committee
- Legal Advisory Committee.

### **Council**

This is the major unit of University administrative governance and the membership includes:

- The Chairman (The University Chancellor)
- Ex-officio members (The Vice Chancellor and Pro-Vice-Chancellors including the Campus Principals)
- Appointees by the Chancellor (drawn from wider society)
- Appointees by the Governments of the fourteen contributing territories (including Trinidad and Tobago)
- Academic appointees (drawn from the various campus faculties)
- Appointees by the Guild of Graduates
- Inter-campus student representatives
- The University Registrar (Secretary).

### **Finance and General Purposes**

The membership of this University Committee, like that of Council, is drawn from the contributing territories, the University academic community, student representatives and those of the Guild of Graduates.

### **Planning and Development Unit**

The activities of this unit are co-ordinated by the Planning and Estimates Committee, a standing committee of Senate. Its principal goal is the overseeing of the general policy of the University as an academic institution in relation to both campus and regional needs. The focus is on the long term academic development of the University.

The Development and Planning Unit is headed by the Secretary. He is responsible to the Vice Chancellor and his responsibilities include: secretarial and planning services; statistical projects related to manpower needs and admission levels; reporting and monitoring foundation grants and public relations.

### **The Bursary**

The Bursary at St. Augustine has only campus responsibilities and is headed by a financial officer called the Bursar. There are several senior posts in this division, including:

- Head of the Finance Section
- Head of Budget Section
- Head of Accounts and Statistics Section
- Head of the Internal Audit Section.

There is also a Secretarial Section which performs secretarial duties for the Bursar and Accountants; handles the typing for all the sections and coordinates the work of the messengers and mail services.

The following is an overview of the Departmental Structure of the Bursary.

- The Bursar
- The Deputy Bursar
- Senior Accountants: Budgets, Finance, Systems
- Accountants/Assistant
- Accountants: Cost and Statistics, Projects, Internal Audit
- Accounting Supervisors including: Finance, Systems, Audit and Projects
- Administrative Assistants: Budgets, Secretarial and Bursary services, Departmental accounts
- Students Accounts Clerks: Engineering, Agriculture, Loans, General.

### **The Registry**

This is the administrative centre of the University. The staff is headed by the Pro-Vice-Chancellor, as Principal of the Campus. Other senior administrative staff include:

- the Deputy Principal
- the Campus University Secretary
- Senior Assistant Registrars (student affairs: admissions and examinations; appointments)
- Assistant Registrars (secretarial, personnel, industrial relations)

- Administrative Assistants and Secretaries (admissions; examinations; personnel)

### **Maintenance (St. Augustine Campus)**

The Works Department is the functional unit for the maintenance of the physical facilities on the Campus. It is headed by a Works Superintendent who works along with two Assistant Works Superintendents, an Administrative Assistant, a Secretary, a Storekeeper, Budget Control and Costing Clerk and a Superintendent of Police.

The major functions of this Department include:

- Maintaining all buildings, grounds, roads, drainage, water and electrical distribution and sanitation services;
- Providing security services under the establishment of an Estate Police Force directed by an Estate Assistant Superintendent of Police (whose responsibilities also include fire protection);
- Constructing all minor new building work and the supervising of minor new work carried out by contract;
- Providing, supplying and issuing all stores and materials for the Works Department;
- Hiring of accommodations for all academic staff;
- Operating a furniture pool;
- Overseeing Trade Union relations within the Department;
- Liaising with Public Utility services and local authorities.

(Extract from *Stevenson and Kellogg*, 1972, p. 46)

## **FINANCIAL MANAGEMENT AT THE UNIVERSITY OF THE WEST INDIES**

Much of the financial planning and budgetary responsibility within the University rest with both senior academic and administrative staff. The process of determining financial needs, securing of funding and budgetary allocation/monitoring has been conducted on a triennial basis. Triennial estimates are prepared by the various departmental heads both within the faculties and other related educational and support agencies. At St. Augustine, the latter include the Library, the Institute of International Relations, Administration and the Maintenance Services. (See Appendix 6).

The estimates are presented as "Memoranda of Departmental Needs" and sent to the Campus Bursary through the Vice Dean and Deans. The various memoranda represent the Campus statement of its financial needs. A common estimate is collated, usually during the period of May to September, and

is called the "Estimate of Needs, 1982-83". It is important to note that this process of budgetary estimation is also done on an annual basis and approval is secured in a similar fashion as that required for the triennium.

### **Approval of "Estimate of Needs"**

The St. Augustine Campus version of this document is passed for approval at both the Campus and University levels. At the campus level, it is examined and evaluated by: Campus Estimates Committee, Academic Board and Finance Committee.

At the University level, final decision-making is done by the: Senate Committee on Estimates, Senate and Finance and General Purpose Committee. Council is informed of the decision made.

The collated inter-campus "Estimates of Needs" is eventually approved by the Finance and General Purposes Committee as the University budget for the triennium. Although identifiable in terms of the needs of both the campus and non-campus territories, it must be noted that the approach to financial management has been traditionally a high centralized one. The format of the budget is:

- Inescapable Commitments -requirements for funding existing programmes;
- Consolidations -requirements for improving existing programmes and attracting new students entrants;
- New Developments -requirements for funding expansions of different types.

### **Sources of Funding**

The centralized approach to budgetary estimation and allocation is also used for securing funding. The regional approach to the funding of the University's activities is facilitated by the work of three non-University Committees:

- Heads of Government Conference
- University Grants Committee (UGC)
  - Permanent Secretariat
  - Ministerial Policy Committee
- Legal Advisory Committee.

The University Grants Committee, established in 1962, is the main body responsible for determining the amount of funding that each of the contributing countries should provide.

The Permanent Secretariat and the Committee of Ministers of Education of each contributing government form the two major sub-divisions of the

UGC. The former, staffed by representatives of each country's Finance Ministry, evaluates and reports on the University's annual and triennial estimates to the Ministerial Policy Committee. The latter considers the report and makes the final decision on budget allocations.

### Format for financial Contributions to the University Triennial Estimates 1981/84

The UWI submitted to the UGC the Triennial Estimates for the period 1981/84 in the sum of TT\$ 342 million. The UGC approved the Estimates, but only after the reduction of TT\$ 32 million. At the time, this meant that the Projections Estimates of the UWI for the Triennium was to be reduced by 9.21%. The table below shows the respective Campus estimates for the period after the reduction.

**TABLE 3  
CAMPUS ESTIMATES (AFTER REDUCTION)  
FOR TRIENNIUM 1981/84**

	J\$	TT\$
(1) <b>Mona</b>	116,932,131	157,858,000
Less:		
9.21% - 10,769,449		
add'l 850,000	11,619,449	15,686,000
	<hr/>	<hr/>
	105,312,682	142,172,000
	<hr/>	<hr/>
(2) <b>St. Augustine</b>	97,068,450	138,764,000
Less:		
9.21% - 8,939,267		
add'l 705,000	9,644,267	12,752,153
	<hr/>	<hr/>
	87,416,183	118,011,847
	<hr/>	<hr/>
(3) <b>Cave Hill</b>	39,344,220	58,414,697
Less:		
9.21% - 3,628,085		
Less: 1,555,000	2,873,085	8,198,544
	<hr/>	<hr/>
	37,271,135	49,216,153
	<hr/>	<hr/>
<b>TOTAL NET UNIVERSITY ESTIMATES</b>	<b>J\$ 239,000,000</b>	<b>TT\$314,000,000</b>

**SOURCE:** Estimates for the Triennium 1981/84  
Estimates for 1981/82 and Forecast for 1982/84.  
The UWI St. Augustine, June 1982.

## **The St. Augustine Campus Estimates**

After the agreed reduction the total Campus Estimates amounted to TTS 118,011,847 (J\$ 87,416,183), a reduction of TT\$ 12,752,153 or 9.75%. The original submission to UGC in respect of Projections being TT\$ 136,763,623 (J\$ 97,000,450).

## **Consolidation Estimates**

The University Grants Committee did not approve the submissions in respect of Consolidation Estimates which were put by the University.

## **Capital Estimates**

The University Grants Committee approved in principle the sum of TTS 20,852,000 (J\$ 15,477,000) as follows:

- Equipment for Natural Sciences (particularly Chemistry) and Agriculture, Arts and General Studies, Social Sciences and equipment in the Video Centre in Education.

A Total of TT\$ 1,729,000 (J\$ 1,283,000).

### **Urgent Capital Needs**

The new Chemistry Building in Natural Sciences. Expansion of the Library, Central Administration, Student Amenities and Infrastructural Facilities.

Totalling TT\$ 19,123,000 (J\$ 14,194,000).

(See Appendices 7 and 8 for a breakdown of estimates for the Triennium 1981/84 including and excluding Projects.

N.B. The estimates for 1983/84 were revised to allow for salary increase for academic and non-academic staff. (See appendix 9).

## **Major Benefactors to the University, Focus on the St. Augustine Campus**

Over time, the St. Augustine Campus has benefitted from contributions from national and international agencies. These contributions have served to ensure that, even in the face of limited funding from the contributing governments, the work of teaching, research and community outreach could be carried out with a high degree of efficiency (See appendix 10).

## **Canadian International Development Agency (CIDA)**

Under the 1972/77 CIDA/UWI Programme of Technical Assistance CAN \$ 1.5 million was allocated for financing the expansion of the Faculty of En-

gineering. By 1978, it was recommended that the sum be increased to CAN \$ 2.25 million. This expansion has taken place in the four fields of:

- Agricultural Engineering
- Industrial Engineering
- Construction and Project Management
- Food Technology

The actual assistance took the form of:

- Visiting professorships
- Training for UWI personnel at Faculty
- Postgraduate, Undergraduate and Technician levels
- Scholarships, equipment and books

## **European Development Fund, Lome I and II**

St. Augustine Campus has benefitted from an allocation of three million European units of accounts (approximately US\$ 3.2 m) to the three Campus University. This is under the provisions of the Fourth European Development Fund for support for projects likely to contribute to regional development. St. Augustine was to have benefitted from the construction of an Analytical Chemistry building. Instead the European Economic Community (EEC) has agreed that the funds can now be used for equipment.

Under the provisions of LOME II, a second agreement concluded between the EEC/EDF and the CARICOM secretariat, UWI is due to get a further allocation of US\$ 10 million. St. Augustine Campus hopes to continue to benefit under project heads such as:

- Agriculture and Food Related Studies
- Energy
- Institutional Development and Training

LOME I together with an earlier USAID loan injected over ten million US dollars into infrastructural development of the Campuses. LOME II will provide a similar amount, with particular emphasis on training and postgraduate developments. For example, funding for this area of concern will include:

- Training for NCC students           US\$ 3,000.00
- Postgraduate Students Amenities   US\$ 1,165,410

## **United States Agency for International Development (USAID) Project**

In September 1975, the University Council, with the approval of the University Grants Committee, secured a US\$ 8.5 million loan agreement with USAID. These funds have been used over a six year period, and the major development objectives were realized by 1982. St. Augustine Campus benefitted by way of:

- A Training/Technical Assistance Programme
- Equipment Procurement and Construction Programmes

For example, under the scholarship component of the Programme, St. Augustine personnel have been among the 84 trained persons in areas such as Agronomy, Library Studies and Management Studies. New courses and research programmes have been amountted at St. Augustine. These are in the areas of Food Science and Agri-business, Plant Protection and Tropical Food Production. The Construction Programme at St. Augustine included an extension to the Campus Library. This project has been more or less completed and has been funded by the joint financing of the USAID Loan and the Government of Trinidad and Tobago.

## **UWI Integrated Regional Development Project**

This Project was initiated in 1975 and in 1981 entered the sixth and final year of implementation. It was geared to the strengthening of regional and national development activities of the UWI as a means of improving the quality of life in the region. Particular emphasis has been placed on the contributing territories to the UWI which form the less developed states (LDC's).

The Project received financial assistance from USAID in the sum of US \$ 8.5 million, used for purpose of construction, equipment procurement, as well as training and technical assistance. St. Augustine has benefitted from the project in the following ways:

- extension to the Library (also jointly financed by the Trinidad and Tobago Government)
- supplementary funding of the Agricultural Expansion Programme (for example, the construction and equipping of the CARDI building)
- staff training and course development in Food Science (for example, courses such as Evaluation of Rice cultivators, Study on the Floral Initiation of Avocado)

## **Financing Students' Studies : The Case of the St. Augustine Campus**

The contributing Commonwealth Government to the UWI pay the full economic cost of courses for which their nationals are registered on the respective campuses. This contribution usually exceeds TT\$ 8,000 per student, and is quite high in the "professional Faculties of Engineering, Law and Medicine" (See appendix 11 for the estimated cost of degree courses available at the University). The Government of Trinidad and Tobago pays full tuition fees for all nationals registered in the Faculties of Natural Sciences and Art General Studies.

### **Student Scholarships**

According to the 'Guide to Applicants' provided by the St. Augustine Registry 1983, the University holds a Scholarship Examination in February/March each year. This is advertised in the local Press during November/December of the preceding year.

Scholarships and Bursaries administered by the University are awarded on a merit basis to candidates who perform well in this Examination. The Examination is conducted throughout the Commonwealth West Indies. All persons applying for entry to the University are eligible to sit this Examination. The standard of the Examination is that of G.C.E. Advanced Level. It is **not an entrance examination.**

In Trinidad and Tobago, funds for University Education are also available from the following sources:

- Government Scholarships or Scholarships offered by
- Private Companies.  
(These are usually advertised in the local Newspapers).
- Student Revolving Loan Fund
- University Bursaries

(A limited number of Bursaries are available to students who perform very well in the First and Second Year of their Degree Course at University. Applications for these Bursaries, when available, are invited through notices on Campus and Faculty Notice Boards).

Normally renewal of Scholarships and Bursaries depends on satisfactory progress and conduct.

## **FACILITIES**

### **Library Facilities**

The library began in 1922 with 2,000 items passed on from Imperial Department of Agriculture when the Imperial College of Tropical Agriculture was founded. By mid-1960 when the college (ICTA) was merged with the University, it held 27,000 bound volumes and 83,000 unbound items comprising pamphlets and serial parts. This collection has since doubled in size twice to keep pace with the expanded teaching and research programmes at St. Augustine.

By 1980, the Library held over 76,000 bound volumes including 26,000 bound journals. Additionally, pamphlets, unbound serial parts, microforms and maps are among almost two million unbound 'journal items' which are currently received by the institution. A large number of these are in Agriculture, and there is a growing collection in Engineering, the Social Sciences and the Humanities. Some 8,000 to 10,000 volumes are being added to the collection annually.

Since 1969, the Library has occupied a centrally sited four-storied building. It is organized on the basis of three major subject divisions, devoted to: Humanities, Social Science, and Science/Technology. There are relatively modern accommodations for reading, microform materials, audiovisual activities, faculty studies and production-line library processes.

Xerox copies are available for staff and student use. Additionally, photocopies of materials from libraries overseas are available. So too are inter-library loans.

### **Expansion of Library Facilities**

During 1982/83, successful efforts were made to improve the Library's facilities by expanding the building. This expansion has added 1,900 sq metres on the ground floor and now provides for 70,000 additional volumes and 300 additional seats. This would be of benefit mostly to the Faculty of Engineering. There would also be additional space for housing the facilities of the University of the West Indies Distance Teaching Experiment (UWIDITE) and the teleconferencing amenities.

Efforts are being made to restore the electronic system for automating operations (including loans processing and security) at the Library. The Technical Services Section benefitted in 1980 from the installation of a Kodak MRD-2 Microfilm Camera.

A major research project of national and regional significance is the Oral and Pictorial Records Project launched in conjunction with the teaching staff in 1981. The objective is the acquisition of oral and pictorial material relevant to the history of Trinidad and Tobago.

## **Computer Facilities**

The UWI (St. Augustine) Computer Centre houses a computer system, data preparation equipment and offices.

The Computer is an ICL 1091T with 64K words core store. The operating system in use is GEORGE 2 with automatic spooling of input and output. Computers are available in the languages: FORTRAN IV, COBOL, RPG, ALGOL 68, BASIC, (Batch), PASCAL PLAN SFOR. The equipment for data preparation comprises four Key Punches, a Verifier and four IBM Key Punches.

## **The University Bookshop**

The Bookshop is organized and run by personnel of the Student Advisory Services, and co-ordinated by the Director of the Unit. It is intended to service students' needs for textbooks and supplementary readings. Its funding comes from the Advisory Services budget, with periodic grants from the Business Community.

## **Communication Technology Facilities: University of the West Indies (UWIDITE)**

UWIDITE is essentially an experiment in providing University outreach services to both campus and non-campus countries, using a modern telecommunications network. UWIDITE is considered an outgrowth of the Caribbean Regional Communication Study (CARCOST) which examined how the UWI could optimally make use of modern telecommunications systems to extend and improve its services to the region as a whole. The CARCOST Report has been circulated to the Government of the region, international organisations and the UWI community itself.

The CARCOST study was preceded by the USAID-funded Project Satellite linking the Mona and Cave Hill Campus in Jamaica and Barbados respectively and the University Centre in St. Lucia. UWIDITE now links Jamaica, Barbados, Trinidad and the Extra-Mural Centres in St. Lucia and Dominica. This is facilitated by the infrastructural support services of the local telephone companies.

Funding for UWIDITE has come from two major international donor agencies:

- USAID (a grant of US\$ 600,000 has been made to cover the period 1982 to 1985. This excludes technical assistance, a small equipment grant and communication costs).

- Commonwealth Fund (through the Commonwealth Association of Science and Technology Education, UWIDITE received US\$ 90,000 to train laboratory technicians and science teachers).

UWIDITE provides the facilities for teleconferencing and distance teaching. At the present time, several programmes for University education are being developed. These include:

- Programmes for teachers of reading and teachers of the deaf;
- The offer of Sociology by St. Augustine to St. Lucia and Dominica in preparation for the UWI and Challenge examinations which caters for non-campus degree students;
- Training to school practitioners in preschool and science education;
- Programmes in the areas of legal and medical education as well as Agriculture.

### **STUDENT WELFARE**

The Student Advisory Services of UWI St. Augustine is an arm of the General Administration responsible for student welfare arrangements on the St. Augustine Campus. Prior to 1972, the responsibility for these services came under the headship of Dean of Students and Wardens of the student residences. Additionally, the Registry staff attended to the students' academic needs.

In 1972, with the appointment of a Director of Personnel Services (Director of Student Advisory), a department of Student Advisory was created. Most of the duties undertaken by the former Dean of Students, were taken over by the Director. His duties include:

- Student discipline, welfare and counselling
- Career planning and placement
- Overall responsibility for the students' advisory services
- The University Bookshop and the J.F.K. Cafeteria
- General responsibility on behalf of the Principal and in consultation with the Wardens for matters affecting the halls of residence
- Administering student regulations on non-academic matters on behalf of the Principal
- Administrative responsibility for major student activities including visits of student groups to other territories and inter-campus activities
- Liaison between students and staff, between the Guild Council and the Central Administration and between the students and non-University groups
- Determining applications by external groups to use student facilities
- Student loans, travel grants, lodgings
- Serving on committees dealing with general matters.

The Domestic Bursar on the St. Augustine Campus serves on both halls of residence and the duties are similar to those of the Domestic Bursar on the Mona Campus.

Sub-Wardens are appointed by the Warden and authority is delegated unto them for approximately a floor of a residence. Sub-Wardens may be faculty members, graduate students or come from outside the University. For this, they receive free accommodation and meals.

### **Student Accommodation: Housing**

One of the major concerns of the Advisory Services is the provision of adequate accommodation for students. To this end, efforts are made to maintain the level of service provided in the three major Halls of Residence. The Hall fee, whether single or double occupancy, is TT\$ 440,00 monthly.

#### **Milner Hall**

This Hall is part of the original Imperial College of Tropical Agriculture (ICTA). In 1960, it was taken over by the University, which improved the facilities. It can now accommodate 108 students, comprising 76 males and 32 females.

#### **Trinity Hall**

This Hall was built with funds provided by the Friends of the University under the chairmanship of the Late Chancellor of UWI, The Rt. Hon. Sir Hugh Wooding. The maximum accommodation is for 60 women, and the residence is organized mostly on a double occupancy basis.

#### **Canada Hall**

Funds provided by Canada under the Commonwealth Caribbean Assistance Programme were used to construct this Hall which has accommodation for 192 men.

### **Problems of Student Accommodation and General Facilities**

The meteoric rise in student admission to the Campus has resulted in an ever increasing demand for student lodgings. The inadequacy of the Campus provisions means that housing in the immediate vicinity of the Campus is in great demand. Consequently, the rents are relatively high (See appendix 12). This poses some level of serious difficulty for students and the situation has worsened with the increased intake of students in the Faculty of Engineering and the new Medical School, a few kilometers away from the main University Campus at Mount Hope.

In 1977/78, the Institute of Social and Economic Research St. Augustine, was asked to undertake a study of the problems. The findings are to be used in the attempt to alleviate the situation.

### **Student Cafeteria**

This service to students has been steadily threatened by the increasing financial deficits which the University has been facing. The problem of both the cafeteria and housing has engaged the attention of the University Grants Committee (UGC). An Inter-Governmental Task Force was set up in 1981/82 to investigate the operations of the Halls of Residence on all the campuses. At the same time a Task Force on the issue was set up by the Government of Trinidad and Tobago to study the Report by the UGC's investigating team. Up to the present time, the Report is still being studied. In the interim, the UGC has agreed to the construction of a Students' Union Building and a Pavilion on the Campus. The formula for sharing costs among the contributing governments is yet to be worked out.

### **Student Loans**

Usually, students can receive small loans from two sources. Both provisions are very limited. For example, only a \$200.00 loan is possible from one of the funds, while \$1,000.00 is available from the Hardship Loan Fund.

### **Health Services**

Students and staff of the University have the service of a Health Clinic manned by a full-time doctor, pharmacist and a nurse. Drugs can also be purchased at the Clinic by members of the Campus community.

In the 1981/82 period, the physical facilities of the Clinic were improved to better accommodate both staff and patients. Additionally, facilities for a Student Counsellor were provided.

### **Career Planning and Placement**

Much of the effort in this regard is concentrated on looking after:

- vacation employment for students
- arranging interviews for and conducting correspondence with employers for the purpose of placing graduates in both the public and private sectors of industry.

The chief areas of employment are the Public Services, Statutory Authorities and the Extra-Mural Studies Unit of UWI. A major highlight of the Career Planning and Placement Programme is an Annual Seminar on placement. This effort is usually well patronized. In 1980, for example, 1,315 interviews/discussions were held with students by 131 representatives of 63 organizations from Trinidad and Tobago, Barbados, Jamaica and Guyana.

In 1981, 66 officers from 31 organizations met with 700 students and discussed career opportunities as well as vacation employment. Final year students were interviewed by 144 employers' representatives and approximately 1,500 interviews were conducted. Some 39 students were employed by the Caribbean Examination Council to assist in its marking exercise in Trinidad.

In 1983, the annual survey questionnaire to undergraduates to determine their level of success in gaining employment revealed that of the 695 applicants for vacation employment, 65.3% were placed. The level of response to the questionnaire was 71.06%.

### **Career Guidance**

At the present time, the Placement Officer at St. Augustine is in the process of establishing a Library of Career Guidance literature entitled 'Career Guidelines'. There is also a 'Directory of Opportunities'.

### **The Guild of Undergraduates**

The Students' Guild is the officially recognized body representing students' interests and matters in the University. In terms of the routine administration of its affairs, it usually works in close collaboration with the Student Advisory Services. Its operations centre on sporting, cultural, political and educational activities, and are geared to the development of a strong and vibrant student body.

A Committee, called the Guild Council, is entrusted with the Administration and control of the Guild. This Council consists of elected representatives of the various Faculties and Halls of Residence. The Executive officers are elected by the entire student body and their offices are those of: President, Vice-President, Secretary, Chairman and External Affairs Chairman.

Other officials of the eighteen member Council are elected by the areas they represent. There are Faculty and Hall representatives along with those who seek the interest of: Evening students, Postgraduate students, Inter-club Committees, Publications and Games Committee.

Some of the major working Committees of the Guild are:

- **The External Affairs Committee.**

It is the external and public relations arm of the Guild and acts as a liaison between the Campus and the wider environment. It is, for example, affiliated to the International Union of Students (I.U.S.) and the Continental Organization of Latin American Students (OCLAE)

- **The Inter-Club Committees (ICC).**

These clubs are organizations of the ICC and include:

1. Caribbean Research and Cultural Committee
2. UWI Folk Choir, Dance Troups, and Drama Club
3. French Society and the Hindi Language Class
4. UWI Indian Dance Class; Indian Orchestra
5. Islamic Society, Bahai Society
6. Law, Music, Engineering, Photography, Agriculture (Harland) societies
7. The Society for the Propagation of Indian Culture (SPIC)
8. UWI Yoga Class; Transcendental meditation
9. Inter-Varsity Christian Fellowship (IVCF)
10. Tassa; Kaiso Club; Drumming Group.

### **The Games Committee**

It provides for and attends to the physical education needs of students by making available recreational activities and equipment.

The clubs and organizations which comprise the Games Committee and which are open for students participation are: Athletics, Basketball, Badmington, Billiards, Cricket, Football, Gymnastics, Hockey, Karate, Lawn Tennis, Netball, Rugby, Swimming, Table Tennis, Volleyball and Weightlifting.

### **The Publications Committee**

The Publications Committee consists of interested students from the different Faculties as well as representatives from the different clubs and organizations. This committee is responsible for publishing and printing all materials for the Guild. It has the responsibility of publishing a campus newspaper (EMBRYO) as well as an annual Campus Magazine (INSIGHT). It also publishes bulletins and other matters for Clubs and halls on Campus.

### **Routine Administration of the Guild**

The Guild Executive is assisted by a 18 member staff headed by a Permanent Secretary, a Bar and Cafeteria Supervisor and two typists.

The Guild is financed by the Guild fees paid to the University by new students. These are TT\$ 120.00 for full-time students and TT\$ 60.00 for part-time students. The funds are administered by the Campus Bursary. The following areas are funded by the Guild Council:

- General administration of the Guild
- The Guild Cafeteria
- Games Committee
- Publications Committee

- Inter-Clubs Committee
- External Affairs Committee
- Halls of Residence
- Faculties.

Any other purposes which shall, in the opinion of Council, assist in promoting and providing for the interest and needs of students. In Appendix 13 a proposed budget for 1980/81 is presented.

## **RESTRUCTURING THE SYSTEM OF GOVERNANCE AT THE UWI: THE QUEST FOR EFFECTIVENESS**

Since 1975, a regional university working party has been engaged in discussions on the restructuring of the University. The espoused intention is to further the process of decentralization of decision making, particularly with respect to matters related to funding and the meeting of academic needs. The Chairman of the working Party on Restructuring noted that:

*"The new structure will preserve the regional character of the University while, ... giving greater autonomy to each campus to enable it to more effectively respond to national needs.*

(Memorandum from the Chairman, University Working Party on Restructuring, October 7, 1982)

The unanimity of the call for the restructuring of the UWI suggests that as a regional institution the university has fallen short of the expectations of the respective contributing governments. This is in respect of meeting the educational needs at the national and regional levels.

The problems of achieving and maintaining effectiveness in the UWI can be discussed in terms of the constraints faced in the quest for:

- Funding for existing and new programmes which are supposed to be beneficial to the region as a whole and the respective countries in particular
- personnel who are sensitive to the service goals of the institution
- an academic/administrative leadership of proven efficiency and commitment
- a level of public goodwill and support from the Caribbean peoples for an indigenous educational institution.

### **Some Problems Faced by the UWI**

The Vice-Chancellor of the UWI succinctly summed up the problem of credibility of the institution when he alluded to the 'sense of crisis and futility' which permeated the consciousness of both the leader and peoples of the Caribbean in the struggle for decolonization and the development of a

sense of nationhood. This is in the face of the articulated quest for economic, political and socio-psychological emancipation. The University is therefore faced with:

*"competing claims by three fully-fledged campuses... along with those from ten other supporting nations now in varying degrees of political and constitutional advancement, which continue to tax the already over-taxed administrative resources of the UWI as well as the intellectual and creative energies of all in its employ".*

(The UWI Vice-Chancellor's Report to Council, April 1981, p. 1)

In the final analysis, it is expected that the 'over-taxed' administrative and academic heads of the campus and non-campus centres would still find the resources to strengthen the teaching and research capabilities within the institution. The essential pre-requisites for the meeting of this objective include securing the resources for:

- Upgrading the physical facilities and amenities
- Attracting staff (particular academics) whose appointment is consistent with the goal of the West Indianization of the University
- Organizing new intra-institutional and community outreach programmes for purposes of both formal and non-formal education on economic, political and social issues of both regional and national importance.

### **The Efforts at Restructuring: Focus on St. Augustine**

A significant point in the discussion on the restructuring of the UWI in the mid-seventies came with the publication by the Trinidad and Tobago Government in 1977 of a White Paper on Higher Education in Trinidad and Tobago. It listed proposals for the restructuring of the UWI, so that Campus personnel would be better able to respond to the educational needs in the national development efforts. The Paper also called for the establishment of a National Institute of Higher Education (Research, Science and Technology).

The Standing Committee of Ministers of Education of the territories responded to the White Paper by mandating a top-level University team of officials to identify the similarities between the White Paper and a previous Inter-Governmental Committee Report on organizational change within the governance of the UWI. The Report findings contained the views of members of the University Academic Committee, the University Planning and Estimates Committee, the Campus and Faculty Committees. (Vice-Chancellor's Report, 1981).

At a meeting of Ministers of Education of Lesser Developed Countries

(LDC's) of St. Lucia, Dominica, Montserrat and Grenada in 1981, the participants declared that:

*"In any approach to the Restructuring of the University, the regional character of this important Caribbean Institution must be maintained".*

(Vice-Chancellor's Report, University of the West Indies 1982, p. 21)

This declaration was based on the premise that the proposed administrative arrangements for catering more effectively to the needs of the Campus territories should at the same time continue to attend to those of the non-campus territories and maintain a Caribbean perspective on regional development. The Trinidad and Tobago Government continued to accept this position in principle, but insisted on a greater degree of administrative and academic autonomy.

### **Areas of Agreement on Restructuring**

By 1980, a general consensus on the restructuring of the University had been arrived at and the Report of the Meeting of the Committee of Ministers on the University Council in September 1982 was received and approved by the Council. The major policy statement in the Report was that the newly proposed University structure should enable the respective campuses to manage their own academic/administrative affairs within the context of a regional University. (See Appendix 14 for the points of common agreement on the restructuring of the UWI). Among the stated general principles for restructuring is the statement that:

*"The urgent tasks for restructuring is to devise arrangements which would mobilize the individual Campuses, the Centre and the regional community at large, to ensure that the devolution of authority to the individual Campuses is consistent with the guidelines enumerated..."*

(University Working Party on Restructuring, October 7, 1982, p.3)

### **The Proposed New Structure Campus Bodies**

At the Campus level, there should be Campus Bodies which include:

- **Campus Council**

- The campus equivalent of the University Council, and responsible for managing and developing on a consultative basis programmes and projects on the Campus.

- Each Council should have one representative from each of the other Campus territories, two from the non-campus territories and one from the University Council.
- **Academic Board**
  - This Campus body should reflect greater Campus autonomy. For example, it should be allowed final responsibility for syllabuses and curricula, while allowing for effective inter-Campus consultation.
  - The Board should prepare and forward to the Campus Council the estimate of expenditure for the operation of academic and administrative affairs on the Campus. It can respond to the request from the Government for the setting up of new courses and programmes. Note that the responsibility for curriculum evaluation and student assessment would remain ultimately with the University Academic Committee.

### **Single and Cross Campus Facilities**

- The Campus faculties should enjoy greater devolution of authority, without prejudice to the 'parity of standards' at the University Level.
- **Campus Appointment Committees**
  - These Committees would have complete responsibility for the appointment of junior academic staff, but would participate in a Joint Assessment and Promotions Committee established by the Centre for deciding on the appointment of senior academic staff.

### **Central Bodies**

These include the:

- University Council (and Committees of Council)
- Senate (and committees of Senate)
- Advisory Council on Education
- Central Appointments Committee (with Joint Assessment and Promotions Committee)

These bodies operating at the University level have been assigned continuing responsibilities for:

*"The academic functions of the regional University —admission requirements, the appointments of certain Senior Academic Staff, the approval of academic programmes and the award of Degrees, Diplomas and Certificates".*

(University Working Party on Restructuring, October 1982, p. 9)

Additionally, they have the function of servicing the non-campus territories by the mounting of University programmes and outreach educational activities for the benefit of these countries.

### **Restructuring: A New Approach to Financing the University**

Perhaps the central issue with respect to the restructuring efforts is the development of a decentralized system of funding and financial management. Despite the new accommodation to Campus academics who are to have relatively unlimited involvement in curriculum and instructional development, the University goals of maintaining academic excellence and 'parity of standards' remain essentially unchallenged. What seems quite evident is the Campus Governments' desire to see each main Campus pursue strategies for funding and programming which are first and foremost sensitive to the economic, political and social circumstances of the individual country.

The following are the agreements on mobilising funding under the new decentralized system:

- Each Campus territory Government will advance funds for all campus activities in its country. (This includes the costs of specialized research and service units located at the Campus).
- The funds will be sought and managed through a Campus University Grants Committee (UGC). It will be advised by a Campus Academic Committee and will have representatives from the other Campus territories, the University Centre and the non-Campus countries as a group.
- There will continue to be a University Central U.G.C. and the Campus Academic Committee (T.A.C.) with ministerial representation of all member countries (as now exists). The Campus territories will share the cost of the activities of the Central University, except in specialized circumstances (for example, special programmes which are funded at the Centre through grants).

(University Working Party on Restructuring,  
October 7, 1982, p. 11)

### **Some Likely Problems of Restructuring**

These include:

- Single Campus cash flow problems, especially in a period of temporary or permanent economic difficulties in the country.
- Little real guarantee of on-going funding for carrying out academic/administrative activities at the Central University

- Disproportionate funding for single campuses in a situation where all the Campus and non-Campus territories are expected to observe the same standards of academic excellence.
- The absence of any guarantee that Campus academic would vigorously pursue curriculum renewal in their particular faculties; and the ever present danger of the undue influence of the Government in programme development and the appointments of Junior Staff.

The foregoing chapter illustrates the complex structures needed to support the regional university. Its very nature requires an elaborate bureaucracy with several divisions. These structures are often criticised because they are perceived to negatively affect the substantive business of the university. The obvious problems and criticisms raised by member states led to the attempts at restructuring. These attempts represent the on-going struggle to devise administration systems that facilitate the core functions of the University. The next chapter focuses on these core functions: Teaching and Research.

## **UNIVERSITY OF THE WEST INDIES: TEACHING AND RESEARCH**

### **GROWTH OF THE STUDENT REGISTRATION IN THE UWI AND PARTICIPATION OF TRINIDAD AND TOBAGO STUDENTS IN VARIOUS PROGRAMMES**

This chapter presents the major teaching/research activities being undertaken in the various faculties. It begins with general statistical data on the growth of the University and the participation of citizens of Trinidad and Tobago in the University.

Table 4, and Figure 1 show the growth in student registration at the University from 1948-83. It is to be noted that registration at the St. Augustine Campus grew steadily, showing only one year (1982/83) of small decline (-19). Since the highest national representation at St. Augustine comes from Trinidad and Tobago, it can be inferred that the participation of Trinidad and Tobago citizens in the University has also enjoyed steady increase.

Table 5 illustrates the number of graduates of Trinidad and Tobago from first degree, diploma and certificate programmes from 1952-83. The highest number of first degree graduates come from the Faculty of Arts and General Studies (2109) and Natural Sciences (1251). This seems consistent with an international trend, since participation in these faculties tends to be less expensive and are often pre-requisites for enrolment in professional faculties.

**TABLE 4**

**GROWTH OF TOTAL STUDENT REGISTRATION 1948 TO 1983**  
 (The figures bellow are for the whole University, Totals for Mona,  
 St. Augustine and Cave Hill respectively are shown in brackerts.)

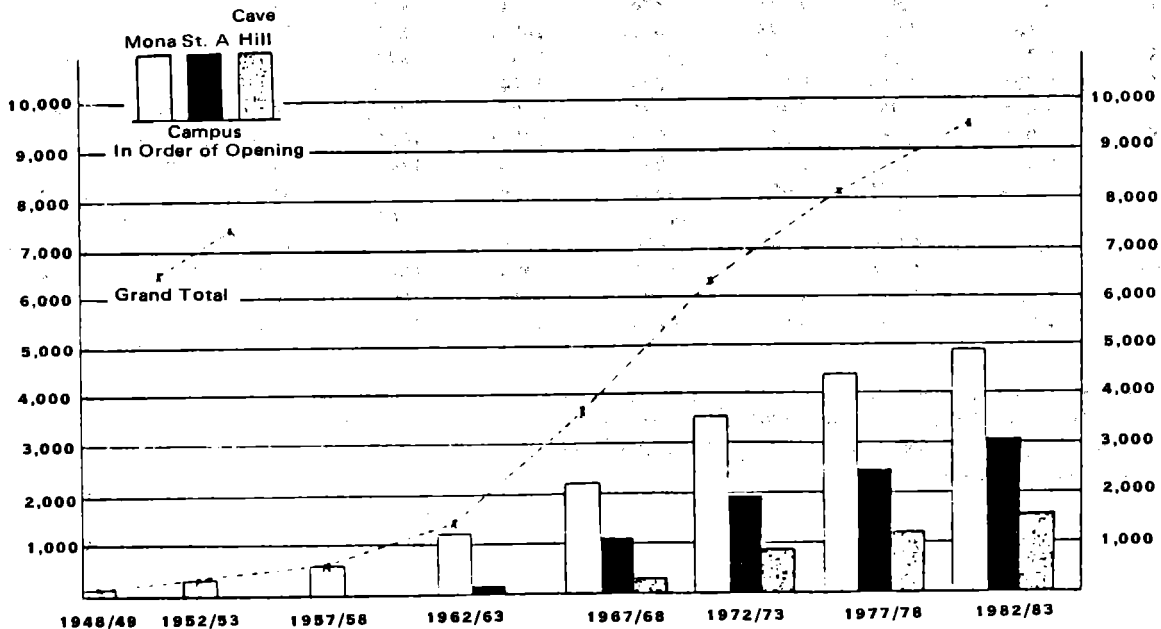
YEAR	MEN	WOMEN	TOTAL			YEARS INCREASE			
1948/9	23	10	33			33			
1949/50	54	16	70			37			
1950/1	108	37	145			75			
1951/2	152	53	205			60			
1952/3	175	79	254			49			
1953/4	212	90	302			48			
1954/5	275	109	384			82			
1955/6	299	145	444			60			
1956/7	325	169	494			50			
1957/8	354	201	555			61			
1958/9	391	231	622			67			
1959/60	446	249	695			73			
1960/1	657	320	977	( 910;	67)	282	(215;	67)	
1961/2	852	416	1,268	(1172;	96)	291	(262;	29)	
1962/3	954	468	1,422	(1276;	146)	154	(104;	50)	
1963/4	1,465	722	2,187	(1486;	583;	118)	765	(210;	437 118)
1964/5	1,661	862	2,523	(1558;	780	185)	336	(72;	197; 67)
1965/6	1,966	1,072	3,038	(1902;	910;	226)	515	(344;	130; 41)
1966/7	2,047	1,212	3,259	(2073;	964;	222)	221	(171;	54; -4)
1967/8	2,330	1,284	3,614	(2234;	1087;	293)	355	(161;	123; 71)
1968/9	2,657	1,559	4,216	(2564;	1267;	385)	602	(330;	180; 92)

**Table 4 (cont'd)**

1969/70	2,914	1,713	4,627	(2687;	1511;	429)	411	(123;	244;	44)
1970/1	3,102	1,914	5,016	(2886;	1671;	459)	389	(199;	160;	30)
1971/2	3,482	2,296	5,778	(3301;	1862;	615)	762	(415;	101;	156)
1972/3	3,739	2,587	6,326	(3516;	1967;	843)	548	(215;	105;	228)
1973/4	3,926	2,734	6,660	(3608;	2114;	938)	334	( 92;	147;	95)
1974/5	3,871	3,057	6,928	(3735;	2202;	991)	268	(127;	88;	53)
1975/6	3,994	3,263	7,257	(3963;	2229;	1065)	329	(228;	27;	74)
1976/7	4,052	3,489	7,541	(4091;	2310;	1140)	284	(128;	81;	75)
1977/8	4,320	3,765	8,085	(4361;	2489;	1235)	544	(270;	179;	95)
1978/9	4,477	4,042	8,519	(4496;	2661;	1362)	434	(135;	172;	127)
1979/0	4,762	4,224	8,986	(4574;	2915;	1497)	467	( 78;	254;	135)
1980/81	4,684	4,374	9,058;	(4548;	2923;	1587)	72	(- 26;	8;	90)
1981/82	4,830	4,713	9,543	(4798;	3144;	1601)	485	(250;	221;	14)
1982/83	4,704	4,869	9,573	(4884;	3125;	1564)	30	( 86;	- 19;	- 37)

Note Registration in the Hotel Management Programme in the Bahamas:  
 Figures for 1978/79 - 12; 1979/80 - 25; and 1980/81 - 31 were not  
 included in the tables, whereas figures for 1981/82 - 32; and 1982/83 -  
 29 are included in the Mona totals.

**FIGURE I**  
**Growth of Total Student Registration**  
**1948/49 - 1982/83**



**TABLE 5**

**DISTRIBUTION AND PERCENTAGE OF FIRST DEGREE, DIPLOMAS, CERTIFICATES  
AWARDED GRADUATES OF TRINIDAD AND TOBAGO BY FACULTY 1952-83**

Faculty	First Degree			Certificates			Diplomas		
	No.	%	All Univ.	No.	%	All Univ.	No.	%	All Univ.
Arts & General Studies	2109	30.4	6916	---	---	---	---	---	---
Social Sciences	956	27.0	3528	268	19.9	1350	273	27.1	1009
Law	315	29.3	1076	---	---	---	---	---	---
Education	23	7.2	388	78	5.6	1351	817	35.2	2320
Natural Sciences	1251	30.6	4090	1	50.0	2	---	---	---
Medicine	470	24.9	1981	---	---	---	50	10.1	493
Agriculture	372	44.2	846	---	---	---	---	---	---
Engineering	823	46.7	1762	---	---	---	54	61.4	88
All Faculties	6326	30.9	20497	344	12.7	2703	1194	30.5	3912

The highest number of graduates from professional faculties is Engineering (823) at the first degree level and Education (817) at the Diploma level. The high participation in Engineering in part reflects the increased level of government financial and other support during the economic boom which led to a policy of industrialization and consequently a decision to encourage participation in this faculty.

The high number of Trinidad and Tobago diplomas in Education is the result of the In-service Diploma in Education Programme at St. Augustine for secondary school teachers, initiated in 1973 and since then catering for approximately 90 teachers a year who attend on a day release basis. This programme, too, reflects special interest and funding by the Trinidad and Tobago Government which solely supports it.

The low number of first degree graduates (28; 7.9%) in Education are attributable to two factors:

1. The programme is not offered at St. Augustine; and
2. Individuals are eligible to enter the teaching service with graduate status and benefits at the end of any content relevant first degree programme.

Many prospective teachers therefore may enter these general programmes and could subsequently receive a professional development component via the In-service Diploma in Education Programme.

The relatively high number of Trinidad and Tobago graduates from certificate (261) and diploma (273) programmes in the Social Sciences is in part the result of programmes in Management Studies which can be taken on a part-time basis. This too represents a deliberate policy in an attempt to train managers to lead the national development effort.

Table 5 also indicates that the number of Trinidad and Tobago graduates vis-à-vis other territories is highest in the professional faculties of Engineering (46.7%) and Agriculture (44.2%) both of which are located in Trinidad and receive relatively high levels of financial support since they are seen to address directly manpower needs in the economy. Equally significant is the fact that the number of graduates from the Faculty of Engineering over the period is twice as high (2.2%) as graduates from the Faculty of Agriculture, again reflecting the emphasis on industrialization and the professions related to it. This may be perceived as problematic given the high food import bill of the country. However the department of chemical engineering and the developing department of agricultural engineering reflect in part an inter-faculty approach to the food import problem of the country.

An examination of the overall percentage of Trinidad and Tobago graduates from 1952-83 shows an approximate 30% participation of citizens of Trinidad and Tobago in the University (assuming that percentage of graduates

reflect a matching percentage of registrants). This is a relatively high percentage given the number of participating territories. It indicates in part a relatively high level of access given:

- Government financial support of students –for example, no tuition fees in some faculties and scholarship support in areas for which there is economic demand;
- the mass education system of Trinidad and Tobago; and
- the location of the second largest campus of the University (St. Augustine, over 3,000 students 1982/83) in the territory thereby lowering costs to participants especially through evening and part-time programmes.

Table 7 indicates the number of Trinidad and Tobago students enrolled in higher degree programmes by Faculty, campus and scheduling from 1980/81-1982/83. Probably the most startling statistics on this table is the proportion of part-time to full-time participants in all three years (approximately 1:8 - 1980/81; 1:4 - 1982/82; 1:4 - 1982/83). This probably negatively affects post-graduate programmes in three ways:

1. Little time can be devoted to building up a new research capability via postgraduate students;
2. Students would tend to study in their home territory, thus pursuing programmes that are available there and missing the academic "cross-fertilization" that can come from residing in another territory; and
3. There could be a high level of incomplete programmes, because of competing demands on time and attention. This would exacerbate the point raised at 1.

The highest participation in higher degree programmes for the three year period is in engineering (280); social sciences (221) and agriculture (118); reflecting the tendency to attend in the home territory (all three faculties are located at St. Augustine) and where funding is available (Engineering and Agriculture)\*. A look at the tables illustrates a ratio of approximately 1:35 (1980/81); 1:23 (1981/82); 1:35 (1982/83) of postgraduate to undergraduate students.

These figures seem to represent a relatively higher percentage of post-graduate students but may present a less optimistic picture if one considers the factors affecting performance in higher degree programmes which will be discussed later in this monograph.

Table 6 also illustrates the number of males and females registered in first degree programmes in the various faculties for 1980-81, 1981-82 and 1982-

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\* (See Table 7).

**TABLE 6**  
**NUMBER OF TRINIDAD AND TOBAGO REGISTRANTS IN FULL-TIME**  
**FIRST DEGREES, BY YEAR, FACULTY AND SEX**

	1980-81			1981-82			1982-83		
	M	F	T	M	F	T	M	F	T
Arts & General Studies	198	350	548	195	372	567	95	265	360
Social Sciences	147	137	284	140	148	288	170	196	366
Law	54	60	114	55	69	124	124	169	293
Education	—	2	2	—	1	1	—	1	1
Natural Sciences	452	191	643	285	216	496	305	220	525
Medicine	129	36	165	118	43	161	118	54	172
Agriculture	125	102	227	116	112	228	106	90	196
Engineering	282	54	336	298	63	361	270	68	338
All Faculties	1187	932	2119	1213	1024	2237	1106	963	2069

SOURCE: C. Harvey. Taken from UWI Statistics, 1980/83.

**TABLE 7**

**NUMBER OF TRINIDAD AND TOBAGO REGISTRANTS IN HIGHER DEGREES BY YEAR,  
FACULTY, CAMPUS AND SCHEDULING (Full-time/Part-time)**

		1980-81			1981-82			1982-83		
		FT	PT	T	FT	PT	T	FT	PT	T
<b>Arts &amp; General Studies</b>	- Mona	0	1	1	2	1	3	1	1	2
	- St. Aug.	5	28	33	6	39	45	11	47	58
	- Cave Hill	0	0	0	0	3	3	0	4	4
	<b>Total</b>	<b>5</b>	<b>29</b>	<b>34</b>	<b>8</b>	<b>43</b>	<b>51</b>	<b>12</b>	<b>52</b>	<b>64</b>
<b>Social Sciences</b>	- Mona	1	0	1	0	0	0	2	0	2
	- St. Aug.	34	19	53	46	29	75	62	28	90
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>35</b>	<b>19</b>	<b>54</b>	<b>46</b>	<b>29</b>	<b>75</b>	<b>64</b>	<b>28</b>	<b>92</b>
<b>Law</b>	- Mona	0	0	0	0	0	0	0	0	0
	- St. Aug.	0	0	0	0	0	0	0	0	0
	- Cave Hill	5	3	8	2	1	3	3	0	3
	<b>Total</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Education</b>	- Mona	0	3	3	0	4	0	0	4	0
	- St. Aug.	0	0	0	0	0	0	1	10	11
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>14</b>	<b>11</b>

**Table 7 (cont'd)**

Natural Sciences	- Mona	3	5	8	0	0	0	4	2	6
	- St. Aug.	5	15	20	10	20	30	12	13	25
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>8</b>	<b>20</b>	<b>28</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>16</b>	<b>15</b>	<b>31</b>
Agriculture	- Mona	0	0	0	0	0	0	0	0	0
	- St. Aug.	10	28	38	16	34	50	15	25	40
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>10</b>	<b>28</b>	<b>38</b>	<b>16</b>	<b>34</b>	<b>50</b>	<b>15</b>	<b>25</b>	<b>40</b>
Medicine	- Mona	13	1	14	10	3	13	10	1	11
	- St. Aug.	0	0	0	0	0	0	0	0	0
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>10</b>	<b>1</b>	<b>11</b>
Engineering	- Mona	0	0	0	0	0	0	0	0	0
	- St. Aug.	8	66	74	18	80	98	21	87	108
	- Cave Hill	0	0	0	0	0	0	0	0	0
	<b>Total</b>	<b>8</b>	<b>66</b>	<b>74</b>	<b>18</b>	<b>80</b>	<b>98</b>	<b>21</b>	<b>87</b>	<b>108</b>
All Faculties	- Mona	17	10	27	8	96	104	17	18	35
	- St. Aug.	62	156	218	96	202	298	122	210	332
	- Cave Hill	5	3	8	2	4	6	3	4	7
	- University			<b>253</b>			<b>408</b>			<b>374</b>

FROM: C. Harvey, Taken from UWI Statistics 1980/83.

83. For all the years the total number of male registrants is higher than of female –however, the difference grew smaller over the three year period (225; 189; 143).

The number of men was far greater than that of women for the three year period in Medicine and Engineering; while women far outnumbered men in Arts and General Studies.

Men outnumbered women in the Faculty of Natural Sciences for the three year period, but the difference grew much smaller in the last two years 261, 69, 85. In the other faculties the differences were relatively small –this was particularly interesting in the faculties of Law and Agriculture in which, traditionally one expects male registration to outnumber female.

The differential participation of men and women in higher education is a field of growing interest, especially since in Trinidad and Tobago, as in other parts of the world, higher education and the professions are male dominated.

It would be interesting to note if representation at University is matched by participation in the work place or whether women hold “traditional” positions in what are for them non-traditional occupations. In Law for example, although women slightly outnumber men at the University, informal observation indicates that men continue to dominate the profession. It would be interesting to monitor if and how this trend develops.

## **MATRICULATION REQUIREMENTS AND COURSE OFFERINGS**

### **Types of Requirements**

**Basic Requirement:** Every student is required to have an Ordinary level pass in English Language or its equivalent.

There are two levels of admission to the University which are represented by Normal Matriculation (Higher Level), and Ordinary level Matriculation (Lower Level).

**Normal Matriculation** is required for entry to all full-time three year degree courses (viz, five year course in Medicine but three year course in other Faculties) except in Education (B.Ed.) for which special requirements are specified.

**Ordinary level Matriculation** permits entry to the Preliminary (4 year) Course in Natural Sciences, to Evening Classes in both Arts and Sciences and to the Pre-Agriculture Course in the Faculty of Agriculture.

A person satisfying the normal ‘A’ Level matriculation requirements may not satisfy the specific Faculty or subject requirements and so can only qualify for admission to courses like a person with Ordinary level matriculation.

This often happens in Science-based degree courses so that some students admitted to the 4 year course satisfy the normal matriculation requirements but do not have the requirements for entry to a 3 year course in Science.

a) **Normal Matriculation** may be obtained in the following ways:

- (i) Persons having degrees from recognised Universities.
- (ii) Holders of G.C.E. passes as follows:
  - 2 Advanced levels and 3 Ordinary levels, or 3 Advanced levels and 1 Ordinary level in different subjects. The Matriculation Regulations indicates certain subjects which may not be counted together and some which are not acceptable for admission to the Faculty of Arts and General Studies.

Holders of the CXC General Proficiency Certificate will be considered as having obtained the equivalent of G.C.E. Ordinary level passes in the subject taken if awarded Grades I and II.

- (iii) Holders of certain certificates or diplomas from other post '0' level institutions, for example:

Associate Degree from the Jamaica School of Agriculture or three-year Diplomas and certain two-year Certificates from the College of Arts, Science and Technology in Jamaica. (Qualifications from the John Donaldson Institute in Trinidad are assessed as required). Two-year Certificates from Teachers Training Colleges, provided certain G.C.E. Ordinary level subjects or the equivalent have also been passed.

- (iv) Holders of UWI Certificates or Diplomas.
- (v) Holders of the Ontario Grade 13 Honours Graduation Diploma, or equivalent Canadian qualifications. However subject passes at Grade 13 level are not accorded unqualified 'A' Level parity.
- (vi) Holders of certain professional qualifications such as the A.C.C.A. (Accounting) or A.L.A. (Librarianship).
- (vii) Persons holding other qualifications assessed as appropriate by the Matriculation Board. This includes persons who are allowed to compensate the deficiency of one or more G.C.E. passed with other qualifications, as well as other assessed on a different basis. For example, matriculation is usually granted to students who have successfully completed some University work - (at least one year) - in another country and occasionally to some who have completed High School. Students who have completed High Schools in the Americas are usually only granted Ordinary Level Matriculation. (See Appendix 15 for academic programmes offered at the UWI).

(Taken from Guide to Applicants, UWI, 1983)

## **TEACHING AND RESEARCH IN THE FACULTIES AND OTHER UNITS: FACULTY OF ARTS AND GENERAL STUDIES**

This Faculty consists of the following departments:

- English
- French and Spanish Literature
- History
- Language and Linguistics.

### **Department of English Curriculum, Learning and Teaching**

The Department offered seven courses at the Under-graduate level and one in the M. A. programme. Students registration totalled 304 in 1981/82 with 16 at the post-graduate level.

### **Research and Development Activities**

Areas of research focus on:

- The History-Nature Dialectic in the New World
- Calypso and Politics
- Research of West Indian literary figures —Naipaul, Walcott, Lamming and Braithwaite.

### **Department of History Curriculum, Learning and Teaching**

The eleven full-time staff members are engaged in teaching seventeen courses including: West Indian History, History of Trinidad and Tobago, Afro-asian Studies and Economic History.

### **Research and Development Activities**

Research in progress include:

- Archaeological excavations in Trinidad and Tobago
- East Indians in the Caribbean
- Sugar and Society, and the Trade Union Movement
- Social Life in Trinidad
- Canada-West Indies Relations
- History of Tobago.

### **Department of Language and Linguistics Curriculum Learning and Teaching**

This department has a full-time staff of eight members who lecture in:

- French and Spanish Linguistics
- Logic and Composition
- Use of English and Language
- Linguistics and Language.

### **Research and Development Activities**

Research centres on:

- Varieties of Trinidad Creole
- Medicinal folklore of Hispanic Trinidadians
- Trinidad Spanish Lexicon
- Afro-Hispanic Linguistic Peculiarities
- Sociolinguistics aspects of Creole
- Language Communities.

### **The Caribbean Lexicography Project**

This is a major project in the Department of Language and Linguistics. Its long term objective is the production of a Dictionary of Caribbean English Usage. So far the project has received financial assistance from several contributing governments (Guyana, Barbados and Trinidad and Tobago), USAID UNESCO and the IDRC.

The Trinidad and Tobago Government has given considerable assistance to the Project. For example, in 1981 it gave supportive funds to develop the operations of the Project in Trinidad and Tobago. In addition, four public officers were released to increase the personnel involved in the undertaking. Despite the several setbacks related to funding and personnel, a 120 page Demonstration Preprint was produced in 1982. This was entitled "Dictionary of Caribbean English Usage: Selected Entries" (SEDEUC).

### **Department of French and Spanish Literature Research and Development Activities**

Research centres on:

- The Black man in Venezuelan narrative
- Carpentier and the Baroque
- Gillsant and Schwarth-Bart

### **The Faculty of Social Sciences Institute of Economic and Social Research**

The Faculty of Social Sciences offers undergraduate and postgraduate programmes within and between the following departments:

- Economics

- Government
- Management Studies
- Sociology

Some of the undergraduate degree courses are:

- B.Sc. Economics
- B.Sc. Sociology
- B.Sc. Management Studies
- B.Sc. Social Sciences

### **Department of Economics Curriculum, Learning and Teaching**

The Undergraduate teaching in the Department is presented in table 8. of examination results for 1980/81.

At the postgraduate level, an M.Sc. programme is conducted. In 1981, thesis topics included:

- The Caricom Petroleum Market
- *Organization and Development of the Trinidad Fertilizer Industry*
- Exchange Rate Policy for Trinidad and Tobago.

### **Research and Development Activities**

Research is being undertaken in the following areas:

- Income Distribution and Development in the Commonwealth Caribbean
- Caribbean Technology Policies
- The Regional Food and Nutrition Plan
- Transport Planning in the Caribbean
- Foreign Exchange Management
- Wages, Prices and Balance of Payments
- Industrial Development Strategies.

### **Department of Government Curriculum, Learning and Teaching**

Some courses offered in this Department are:

- Government and Politics
- Comparative Politics I and II
- Public Administration
- Political Sociology
- International Politics
- Modern Political Thought.

**TABLE 8**  
**Examinations Results 1980/81**

COURSE	June		September		Total Passed	% Passed
	Sat	Passed	Sat	Passed		
Elements of Economics	175	148	18	14	162	93
Mathematics and Statistics	152	89	29	16	105	69
Statistics and Scientific Method	79	45	16	3	48	61
Economic Theory I	90	69	---	---	69	77
Economic Theory II	64	56	---	---	56	88
Economics Statistics	59	33	2	2	35	59
Basic Mathematics for Social Scientists	18	6	---	---	6	33
Caribbean Economic Problems	61	51	---	---	51	84
Public Finance	40	38	1	1	39	98
International Economics	45	43	---	---	43	96
Elementary Econometrics	21	16	---	---	16	76
Labour Economics	24	23	1	0	23	96
Economics of Transport	10	10	---	---	10	100
Political Economy of Planning	33	33	---	---	33	100

Source: Departmental Report, 1981.

## **Research and Development Activities**

Areas of research include:

- The Socio-political and Economic costs of Modernization
- Political and Business Elites
- Economic Joint Venture Initiatives.

## **Department of Management Studies Curriculum, Learning and Teaching**

- Accounting I, II and III
- Organizational Theory and Behaviour
- Business Economics
- Business Policy
- Caribbean Business Environment
- Taxation
- Financial Accounting
- Commercial Law
- Marketing
- Production and Operations Management.

## **Research and Development Activities**

Areas of research include:

- Public Enterprise Management
- Personnel Management
- Work Attitudes
- Market Prices and Social Costs.

## **Department of Sociology Curriculum, Learning and Teaching**

Courses offered in this Department include:

- Caribbean Social Structure
- Sociology of Development
- Industrial Sociology
- Criminology
- Sociology of Education
- Social Psychology.

## **Research and Development Activities**

Some areas of research in process are:

- Juvenile Delinquency and Decolonization in the West Indies

- The Labour Movement in Trinidad and Tobago and the Caribbean
- Trial by Jury in Trinidad and Tobago
- Political Bias in Media Reporting
- Agricultural Development in Trinidad and Tobago: A Sociological Assessment of State Land Development Projects.

### **Institute of Social and Economic Research (ISER) Research and Development Activities**

The Institute is, in effect, the research and development arm of the Faculty of Social Sciences on all the Campuses of the University. In early 1980's the emphasis at St. Augustine has been on the Human Resources Research. The focus is on Manpower Forecasting and Education Fertility Relationships. Some of the completed projects are:

- Female Labour Force Participation and Fertility in Guyana, Trinidad and Tobago.
- Fertility and Work in the Commonwealth Caribbean
- A post World War II Analysis of Women's Educational Attainments in Trinidad and Tobago.

Studies in Progress are on topics related to:

- Fertility
- Economic Inequality and Poverty
- Economic Development and Industrialization.

### **Publication Activities**

The Institute also publishes Occasional Papers which highlight the research activities and position papers of mainly staff members in the Faculty. Over the years ISER has become a storehouse of indigenous research on the Caribbean economic, political and social environment. For example, the publication "*Human Resources 4*" was published in 1981.

### **Innovative Programmes in the Faculty: Consortium Graduate School**

This has been conceived as a postgraduate institution in Applied Social Sciences catering to the needs of English-speaking Caribbean, Suriname and Guyana. The plan has been initiated under the sponsorship of UNESCO. Its curriculum programme would involve multidisciplinary studies and there would be course options similar to those in existing graduate programmes on the respective Campuses. The implementation of the programme is being facilitated by UNDP financial assistance.

## **The Caribbean Technology Project**

This project centres on a series of studies on Caribbean technology policies and is being funded in its second phase by the Swedish Agency for Economic Development (SAREC). The focus of research is the Impact of the Bauxite/Alumina Industry on Rural Communities in Jamaica.

## **Health Development and Management Project**

This project was initiated during 1981/82, and was launched under the auspices of the American Public Health Association together with UWI and the University of Pittsburgh. Much of the funding has come from USAID.

The project is being jointly undertaken by the Faculties of Medicine and Social Sciences and is designed to improve the management capabilities in harnessing and using effective health sector resources. Operationally, the UWI will collaborate with the various Ministries of Health involved in planning and organizing in four main areas:

- Campus-based training programmes through the Faculties of Medicine and Social Sciences
- In-Service training programmes through the Department of Extra-Mural in collaboration with teaching personnel in the Faculties of Medicine and Social Sciences
- Provision of a pool of local Health Management Consultants
- A Health Service Research Programme through the ISER.

## **Postgraduate Programme in the Faculty of Social Sciences**

According to the Report on the Postgraduate Programme in the Faculty of Social Sciences, there were 132 registered students of whom 70 had entered for the Diploma in Management Studies and 62 for the M.Sc. and Ph.D. programmes.

The data reveals a decline in the number of students registered for post-graduate programmes in the Faculty in 1983/84 (132) as opposed to:

- 1982/83 (1979)
- 1981/82 (148)

The Report noted some of the major problems faced by the administrators of the programme, which are:

- Lack of adequate financial support for students
- Insufficient budgetary support for academic staff
- Inadequate Physical Facilities
- Insufficient Senior Academic Staff and an over reliance on part-time Staff.

## **Faculty of Law Curriculum, Learning and Teaching**

The teaching department engaged in cross campus teaching programmes, which are similar to the organizational arrangement in the Faculty of Medicine. There is great pressure for entry into the undergraduate programme, for example, in 1982/83, more than 600 applicants competed for the 100 places available to new entrants. Of the number of applicants 200 had already acquired first degrees.

### **Research and Development Activities**

Research publications include topics on:

- The Law of the Sea
- Reform in Commonwealth Caribbean Real Property Law
- Legislative Drafting
- The Rule of Law
- The Labour Movement and the Law.

### **The School of Education**

The School of Education, St. Augustine has been working in close collaboration with the Ministry of Education, Trinidad and Tobago to develop teaching programmes which are sensitive to the educational needs of the society. Some of the programmes are:

- The In-Service Diploma Programme (for secondary school teachers)
- Certificate Programme in the Teaching of Reading, Science and Mathematics.
- M.A. Programme.

Additionally, the school has been actively involved in the work of the Caribbean Examinations Council (CXC). To his end, plans are afoot for the physical expansion of the facilities at St. Augustine, in order to provide more modern amenities.

## **Faculty of Medicine (St. Augustine) Curriculum, Learning and Teaching**

In Trinidad, the Faculty has been organizing for teaching in the Eastern Caribbean Medical Scheme. The programme of teaching would centre on the Basic Medical Sciences. This is in keeping with the new four-year curriculum which was implemented in 1978. The undergraduate programmes are com-

munity-oriented, and clinical problem solving. A study is being conducted to assess the effectiveness of this new curricular orientation of doctors in the programme.

In 1980, the Faculty in its efforts to develop a postgraduate Residency Programme in Family Medicine on all the Campuses, has been assisted by a W. K. Kellog Foundation grant. The Faculty in Trinidad and Tobago is furthering Continuing Medical Education by holding a series of Medical Update Symposia for practitioners.

### **Sources of Funding International Agencies**

These include:

- W.K. Kellog Foundation
- Rockefeller Foundation
- PAHO/WHO
- USAID
- Project Hope
- The German Agency for Technical Co-operation.

### **Research and Development Activities**

The variety of research projects include studies on:

- hypertension
- malnutrition and childhood disorders
- diabetes.

### **Mount Hope Medical Complex**

This Committee is soon to house the Trinidad and Tobago Schools of Medicine, Dentistry and Veterinary Medicine. The target date for the completion of the construction of the Complex is mid-1984. Proposals are also on the way for the establishment of Schools of Nursing and Pharmacy.

### **Faculty of Agriculture**

The Faculty, as it is known today, is the offshoot of the Imperial College of Tropical Agriculture (ICTA) which was noted for research and teaching from 1924-1960. In 1960, the Faculty of Agriculture was established and was an integral part of the University College of the West Indies. The primary objectives of the Faculty have been to train agriculturalists at both the undergraduate and postgraduate levels, as well as to conduct research relevant to the needs of the Commonwealth Contributing Governments.

From 1960-1975 the Governments, with financial assistance from the British Government, funded a research centre –the Regional Research Centre, RRC– within the Faculty. In 1975, the RRC was established as a separate organization, the Caribbean Agricultural Research and Development Institute (CARDI).

In a 1980 document, “*A Compendium of Research*”, it is revealed that the Faculty has 40 professional staff members, 85 research and 340 undergraduate students. There is a full-time Dean and two part-time Associate Deans, one for Academic Affairs and the other for Research. There are six departments:

- Agricultural Economics and Farm Management
- Agricultural Extension
- Biological Sciences
- Crop Science
- Livestock Science
- Soil Science

The annual budget provided by the Governments for Teaching and Research is approximately US\$ 1.2 million.

### **Teaching and Research Facilities**

These include Library facilities, the Computer Centre and a Field Station.

#### **The Field Station**

The field station has been set up on approximately 350 acres of land and includes a dairy herd of about 150 animals. The buildings house a central management office, an open-sided machinery barn, and a milking parlour among other facilities. A machine shop along with a fair range of machinery and wheel tractors are available as aids to teaching and research.

### **Teaching Activities in the Faculty of Agriculture Undergraduate Programmes**

The Faculty offers both general and specialist degrees from the six departments. Considerable efforts are being made to increase specialist undergraduate degrees, for example, in 1983 the first group of 15 B.Sc. Agronomy students graduated.

The number of graduates in the various B.Sc. programmes has increased steadily. (See Table 9).

**TABLE 9****B. Sc. (AGRICULTURE) GRADUATES — FACULTY OF  
AGRICULTURE, UNIVERSITY OF THE WEST INDIES  
ST . AUGUSTINE****1 9 8 3**

<b>Year</b>	<b>Number of Graduates</b>	<b>Year</b>	<b>Number of Graduates</b>
1963	7	1974	50
1964	7	1975	56
1965	23	1976	70
1966	18	1977	33
1967	15	1978	59
1968	22	1979	50
1969	28	1980	71
1970	24	1981	64
1971	47	1982	72
1972	27	1983	35
1973	34		

From- Overview of the Teaching, Research and Development Activities Faculty of Agriculture, UWI, 1983, p.2.

**Postgraduate Programmes**

The Faculty now offers a range of M. Phil. degrees in specialist areas of agriculture. These include Soils, Crop Science, Plant Science, Livestock Science and Extension. M.Sc. degrees are often on the basis of course examinations and/or theses. Details on the awards of postgraduate degrees over the period 1963-1982 are shown in Table 10.

**Research and Development**

In a report entitled *Overview of the Teaching Research and Development Activities (1983)*, it was noted that the Faculty has developed an International Centre Network System with responsibility for bringing together the research efforts at the national, regional and international levels.

Over the last twenty years, the focus of research has changed from an emphasis on resolving the problems of export crops to that of food crop

**TABLE 10**  
**POST GRADUATE DEGREES AND DIPLOMAS**  
**AWARDED BY THE FACULTY OF AGRICULTURE (1963-1982)**

Department	DTA	AICTA	M.Sc.	Ph.D.
Agricultural Economics	13	1	17	2
Agricultural Extension	7	0	11	0
Biological Sciences	14	0	14	11
Crop Science	85	3	46	21
Livestock Sciences	55	1	8	6
Social Sciences	20	4	20	12
Biometrics	0	0	0	0
General	12	0	0	0
<b>TOTAL</b>	<b>206</b>	<b>9</b>	<b>116</b>	<b>52</b>

FROM: Overview of the Teaching, Research and Development Activities  
Faculty of Agriculture, UWI, 1983, p.3.

investigations. For example, the Governments of Trinidad and Tobago and Jamaica have given much support for Food Crop Programme. Support for these efforts have come from International Funding Agencies such as:

- The Ford and Rockefeller Foundation
- USAID
- International Development Research Centre of Canada (IDRC)
- Overseas Development Agency (ODA)
- Swedish Agency for Research Co-operation (SARC).

The Report also states that collaborative research programmes have been established with Universities and Institutes in North America and Europe. In the 1960's and early 1970's, much financial and institutional support was given for research in the areas of agricultural science, technology and economics. From the mid-70's onward, there was a shift in support to sociology and agricultural extension.

### **The Organization of Research**

Research in the Faculty of Agriculture has been organized on a multi-disciplinary basis. Consequently it is project oriented and draws on resources from the respective departments in the Faculty. Nine types of research programmes exist. These are:

- Agricultural Economics
- Agricultural Extension
- Cereals
- Grain Legume
- Horticulture
- Land and Water Management
- Livestock
- Root Crop
- Soils.

Each of these has a Programme Leader and the activities are co-ordinated and monitored by the Faculty Research Advisory Committee (FRAC) which is chaired by the Dean of the Faculty.

### **Contributions to Research and Development**

The Faculty has submitted an overview of research and development as well as teaching activities in support of the Faculty's candidature for The Third World Prize awarded by The Third World Foundation for Social and Economic Activities in 1983. Listed are the following contributions to research and development of agricultural science/technology and agri-business in the Commonwealth Caribbean region over the last two decades:

- The continuation and completion of the soil and land use survey of all contributing countries started by ICTA. The soils in the region have been mapped, classified and their main chemical and physical properties described. The data are now used extensively by agricultural scientists, agricultural planners and regional financial institutions interested in funding projects related to agriculture, engineering and town and country development planning.
- Cocoa research for the development of a bank of data on cocoa genetic material.
- The development of the pig farming industry particularly in respect of educating the members of the Pig Farmers' Association in pig husbandry in Trinidad and Tobago.
- The development of the dairy industry through:
  - a project evaluation of the economic and managerial viability of the five farm pilot dairy project at Wallerfield, Trinidad and Tobago;
  - diagnostic and remedial research on tick-borne diseases.
- A plant breeding project on improving the production capabilities of the pigeon peas shrubs, by the removal of weeds and pests, as well as producing a short-season pigeon pea plant which would crop over a long period of the year.

(There has been much success in this endeavour; for example, cropping time has been reduced from six months to as low as three months).

- The Faculty-run Texaco Food Crops Demonstration Farm as the major practical technological education centre for small scale farmers in Trinidad and Tobago. (This has since been discontinued).
- A study of the yam industry in Jamaica, along with an extensive study of the performance of the Jamaica Hope Breed of cattle on commercial farms.
- The Agricultural Extension Communication Research Project in the Windward Islands, with a focus on the banana industry which accounts for about 66% of the total export earnings of the group of territories. (More than 80% in some of the islands).
- A UNDP study in the livestock sector initiated by the Faculty and later developed into the Regional Livestock Development Programme.  
(The Sugar Cane Feeds Centre operated by CIDA-McGill University/UWI is a significant area of development in livestock feeding with sugarcane. The Trinidad and Tobago Government has taken over this project as one of national importance and hopes to establish other Feed Centres in Trinidad and Tobago).
- The promotion of agri-business via the commercial production and marketing of yam (as yam flakes), cassava and sweet potato. (Collaboration in R & D efforts has been between the Faculties of Agriculture and Engineering as well as the Barbados Agricultural Development Corporation and related agencies in St. Kitts).
- The institutionalizing of the International Society for Tropical Roof Crops at the regional and international levels.
- Assistance in the establishments of a Faculty of Natural Resources (including Agriculture) in Suriname.
- Agricultural economic development with a focus on
  - formulating and testing models for economic development (plantation and small farm models)
  - evaluation of land and farming systems
  - agribusiness in the area of marketing models for both food crop and export crops
  - prospects for establishing agricultural insurance programmes
  - the development of farm management information systems.

A major new development planned for the period 1978-83 has been the Extension-oriented multidisciplinary rural development project in the Leeward and Windward Islands, Belize and Barbados. The Project will be based in three sites in the Less Developed Countries (LDC's) and a model for technology transfer to rural agricultural projects is being developed. It will include

backup training in the Faculty of Agriculture in Trinidad and Tobago and at selected U.S. universities. In 1983, the Department of Agricultural Extension collaborated with the Institute of Mass Communication (Mona) in the holding of two Workshops in St. Lucia and Dominica on the "Effective Use of Radio in Communication for Agricultural Development", aimed at the continuing education of Agricultural Information Officers in the region. Also, the Departments of Agricultural Extension and Agricultural Economics are conducting a base-line agro-socio-economic study of small farming in the LDC's on a sub-contract from the Caribbean Agricultural Research and Development Institute (CARDI).

## **The Faculty of Engineering History**

The Faculty was established in 1961, as an affiliate of the University of London. In 1964 the first students graduated with degrees of that University. The 1965 graduates received their degrees from the by then independent UWI. Up to 1983, some 1,760 students have gained undergraduate and postgraduate and postgraduate awards from the Faculty.

## **Curriculum Teaching in the Faculty**

The major departments of the Faculty of Engineering are:

- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Mechanical Engineering

Related areas of speciality are being developed and taught at the undergraduate level. These are:

- Agricultural Engineering
- Industrial Engineering
- Petroleum Engineering

Specialities are also being developed at the postgraduate level. They include:

- Construction Engineering and Management
- Electronics and Instrumentation
- Food Technology
- Production Engineering and Management
- Power Systems
- Transportation.

The Information Booklet for the Faculty 1983-1984 indicates that programmes of study are offered leading to the degrees of B.Sc., M. Phil. and Ph. D.

in Agricultural, Chemical, Civil, Electrical, Industrial, Mechanical and Petroleum Engineering. M.Sc. Programmes exist in Chemical Engineering, Construction Engineering and Management, Electronics and Instrumentation, Food Technology, Petroleum Engineering, Power Systems, Production Engineering and Management, and Transportation. Diplomas are also awarded in these areas.

## **Course Organization**

### **B.Sc. Programme**

The B.Sc. Programme is conducted over a period of three academic years and is divided into three parts. Part I is common to all students, since the basics of engineering science and their applications are offered. Parts II and III consist of course content in the specialised branches of Engineering.

### **External Assistance for Programme Development**

In the 1981 Vice-Chancellor Report on the University, (p. 24) it was revealed that programme development in Agricultural and Industrial Engineering continued to receive valuable assistance from the Canadian International Development Agency (CIDA) in the form of:

- Faculty staff attachments at the University of Concordia, the University of Guelph and the Technical University of Nova Scotia.
- Visiting professorships
- Undergraduate and postgraduate scholarships
- The provision of books and equipment.

Also, CIDA funded a ten-day Seminar/Workshop in Construction Project Management for practicing professionals. This was held in Barbados in 1980 and the Lecturers were drawn from the Technical University of Nova Scotia and the Construction Unit in the Faculty of Engineering, St. Augustine. A similar undertaking took place in Jamaica in 1981.

### **Areas of Research and Development**

The Faculty performs a vital role in the development of an indigenous scientific/technological base in the Caribbean region. The areas of research include:

- Industrial and production processes
- Engineering materials
- Energy and power technology
- Agricultural mechanization
- Food and sugar technology
- Water resources

- Environmental and coastal engineering
- Transportation and highway engineering
- Electronics
- Bio-medical engineering.

### **Increases in Enrolment of Trinidad and Tobago Nationals**

The enrolment of nationals of Trinidad and Tobago in the Faculty in undergraduate programmes increased from the figure of 162 in 1975/76 to 350-360 in 1983. This figure compares favourably with the 421 nationals of the country who graduated in the 15 years from June 1964 to June 1978 inclusive. This change should be viewed against the background of the 1,621 students who graduated since 1964 from the other contributing territories. The request for the greater student intake of Trinidad and Tobago nationals have come repeatedly from the Government of the Republic in upgrading its manpower capabilities and creative initiatives in science and technology.

### **Expansion of Physical Facilities**

The Faculty is soon to become the beneficiary of expanded facilities in the following areas:

- The construction of the main administrative office building (Block 1)
- Construction of the Mechanical and Industrial Engineering Laboratories
- Extension of the Workshop and Stores
- Increased Stock of equipment for the laboratories
- Construction of the building for Land Surveying.

## **The Faculty of Natural Sciences**

### **Brief Historical Overview**

Much of this information was drawn from the 1984 Faculty Booklet prepared for the Open Day activities in the Faculty.

The Faculty of Natural Sciences, one of the six Faculties of the University of the West Indies at St. Augustine, originated with a Division of Physical Sciences as part of the College of Arts and Science which was formally opened on October 7, 1963. This Division contained the subjects Chemistry, Physics and Mathematics. In addition to the above, the Division of Biological Sciences which, for administrative purposes, is attached to the Faculty of Agriculture offered Botany and Zoology to the students.

Originally both day and evening courses were provided although, at first, evening courses were provided only up to Part I of B.Sc. Day courses were offered in Physics, Chemistry, Mathematics, Botany and Zoology, while Evening courses were offered in Physics, Chemistry and Mathematics. There was a phasing out of the evening programme and no offers were made in this programme from October 1973.

Also in 1977, the discipline of Biochemistry was established as a sub-department of the Department of Biological Sciences and now offers courses at the second and third year levels to Science students.

In 1980 Computer Science was established as a sub-department of the Department of Mathematics. The Computing Science staff are accommodated on the UWI Campus but away from the main Faculty area. The courses offered have proved very popular with students and the demand has exceeded the number of places available.

With this growth and development, and despite the difficult situation created by inadequate accommodation, the Faculty has expanded its offerings and in 1983 offered the following subjects to the final year level: Chemistry, Mathematics, Physics, Zoology, Computing Science, Botany and Biochemistry. The two latter courses are provided by the Department of Biological Sciences in the Faculty of Agriculture. The Faculty also services a Computer Science Option which was previously administered by the Faculty of Arts and General Studies.

Over the years there have been changes in course offerings caused by demand, the availability of staff, and an attempt to provide more vocation-oriented courses. These are noticeable in the areas of Computing Science and in Applied Physics (Medical and Environmental Physics) at the second and third year levels which have been generally well received by students. An overall view of the number of graduates in the Faculty over the last decade can be found in Appendix 16.

## **Contributions to Research and Development**

Areas of research in progress are provided on a departmental basis.

### **Department of Chemistry**

Areas of research and development include investigative work on:

- Traditional natural products
- Solar energy utilization
- Chemical process related to the agricultural sector and the bauxite industry.

### **Department of Physics**

Research focuses on:

- Use of solar energy for crop drying and air conditioning
- Timber stabilization
- Wind energy
- Utilization of natural fibres-bagasse, in association with cement in the production of superior but cheap building materials.

## **Department of Mathematics**

Research focuses on:

- Operations research
- Computing

## **Department of Zoology**

Research focuses on:

- Local hydrocarbon and geothermal potential
- Fisheries
- Aquaculture
- Botanical investigation related to agriculture.

## **The Extra-Mural Unit**

### **Curriculum, Teaching and Learning**

Since 1949/50 the Extra-Mural arm of the UWI was established initially to meet the needs of the non-campus territories. Later it was also geared to meet the continuing education needs of adult learners in the campus territories. These units intensified their activities after the UWI became an independent institution in 1962.

The Extra-Mural is organized around centres throughout the country and is divided into programmes which serve different functions as follows:

- **The General Class Project** which includes General Certificate of Education (G.C.E.) 'O' and 'A'; level classes, non-examination 'menticulture' classes and a vocational job oriented project.
- **Special Class Project** offering Certificate programmes for professional and para-professional groups, for example, professional secretaries, middle management personnel, allied Health Sciences workers, and a mass media and communication project.
- **The Occasional Class Programme** consists of short courses (60 contact hours) in areas of special interest to particular groups e.g. Macrame, Fine Arts and Design, Functional Spanish.
- **The Vacation Studies Programme** consists of various projects offered during the long August vacation – e.g. Social Work, and the Three Year Certificate Course for teachers of adults from various parts of the Caribbean.
- **Conferences and Other Such Programmes** conferences, seminars, workshops, general and special public lecture series also offer periodical continuing education opportunities.
- **Extension services** are offered by the Unit to facilitate the work of other adult education institutions; and
- **A Publications Programme:** The Unit publishes plays by West Indian authors and Caribbean Issues – a Journal of Caribbean Affairs.

The table below categorises the types of programmes offered by the Extra-Mural Unit.

**FIGURE 2**  
**PROGRAMME OPERATION OF THE**  
**EXTRA-MURAL DEPARTMENT**

Example	PROGRAMMES	Example
Special Class		Special Class
Allied Health Sciences	PROJECTS	Mass Media & Communication
Pharmacy	COURSES	Public Relations
Pharmacology	SUBJECTS	Social Behaviour & Survey Methods

FROM: Report on the Extra-Mural Work in Trinidad and Tobago  
For the period 1980-82, June 1983.

### The Sangre Grande Centre

In an external evaluation of the vocational and job oriented programme of the Sangre Grande Centre, Trinidad and Tobago, (*Harvey 1981*), it was noted that this programme took the UWI beyond its original function of a "liberal" education to free the mind, to a "liberating" function contributing to the attempt in developing countries to free individuals from hunger and unemployment. The evaluator noted that, as a result, courses had been specially designed to be relevant to the needs of the community in which the centre is located. (See Appendix 17).

This needs assessment approach to teaching and learning by the Extra-Mural Unit has led to an emphasis on courses like commercial farming, estate management and works management, since Sangre Grande is a rural town serving an agricultural community. These courses are offered alongside other "traditional" practical courses like home decorating, cake-icing, dress-making, plumbing and woodwork.

To further highlight relevance to the community, whereas original extra-mural courses offered chamber music, at the Sangre Grande Centre the emphasis is placed on guitar and pan –both important in the indigenous folk culture which emphasises *parang* and *steelband* music. The emphasis on relevance, however, does not exclude considerations of the history, philosophy

and basic science informing and underpinning the practical subjects – since these aspects are considered in all courses.

All the vocational and job oriented courses are evaluated by written (or oral where literacy skills are low) examinations and practical displays, both moderated by external examiners. Over the years all courses have received positive evaluations. For all courses, too, the evidence suggests that graduates find easy employment and are often sought after by employers.

### **Restructuring: Intended Impact on Teaching and Learning**

Under a restructured system at the UWI, the Extra-Mural will be conceived in terms of an even more explicit outreach function. Such activities will be co-ordinated by a Board of Extra-Mural Studies, chaired by a Director and with representatives from both the campus and non-campus territories. The operations of the Board will be monitored by a Council on University Outreach. The routine outreach community activities will be done through the major professional faculties such as Agriculture, Education, Engineering, Law and Medicine. (See Appendix 18).

### **Other Arrangements**

In addition to the data provided in this chapter, nationals are offered scholarships abroad to do courses necessary for their professional development and in areas of need which are not offered at the UWI. Examples of such courses are as follows: School Guidance and Counselling, Legal Drafting and Architecture. Other nationals privately pursue courses at foreign universities.

### **The Institute of International Relations Historical Background**

Although affiliated to the UWI and located on the St. Augustine Campus, the Institute of International Relations is a regional, self-governing academic institution. Its establishment in 1966 was the result of a formal agreement between the Governments of Trinidad and Tobago and Switzerland under whose aegis, the Graduate Institute of International Studies, Geneva, set about to develop two major postgraduate programmes:

- a one-year Diploma Course in International Relations, (started in 1966/67); and
- a two-year course (started in 1970) leading to a Master of Science Degree in International Relations.

Later, a Certificate award was introduced with the course of study, syllabus and scheme of examination being the same as that for the Diploma Course.

## **Objectives of the Institute**

In the Institute's General Information Booklet (1983), the major objectives of the programmes are identified. These include enhancement of the understanding of international relations in the Third World in general and in the Latin American and Caribbean regions in particular. As a result, teaching and research at the Institute have a three-fold purpose:

- to provide purely academic and general education in international relations;
- to train personnel for private and public sector organizations where the process of managerial decision-making must be done in a way that is sensitive to the wider regional/international environments; and
- to generate a store of research data which could serve as basis of routine consultancy services to decision-makers in every sphere of national and regional life.

In the widest sense, the Institute is dedicated to the teaching of International Relations and to the conduction of scientific research on the international problems of the Caribbean area and the contemporary world.

## **Curriculum, Learning and Teaching Diploma/Certificate Course**

### **1. Diploma Course            First Semester**

(i) International Politics	4 hours weekly
(ii) International Law	2 hours weekly
(iii) International Economics I	2 hours weekly
(iv) Theory and Practice of Diplomacy	4 hours weekly
(v) Methodology	2 hours weekly
(vi) Seminars	2 hours weekly
(vii) Foreign Language	2 hours weekly

### **Second Semester**

(i) International Economics II	2 hours weekly
(ii) International Law	2 hours weekly
(iii) International Relations of the Caribbean	2 hours weekly
(iv) International Relations of Latin America	2 hours weekly
(v) International and Regional Organizations	2 hours weekly
(vi) Theory of International Relations	2 hours weekly
(vii) Seminars	2 hours weekly
(viii) Foreign Language	2 hours weekly

## **Requirements for the M.Sc. Programme**

In the first year, the requirements are the same as those for the Diploma

course, but a candidate must attain a minimum overall mark of 65 percent in order to gain entry into the M.Sc. second-year programme.

**Second Year requirements include:**

- Courses in Theory of International Relations and Methodology of International Relations;
- Seminar/Tutorials
- A Thesis.

### **Research activities**

The two broad categories of research are:

- strict academic and scientific research; and
- policy-oriented research.

Since 1983, the Institute has been collaborating with the International Research Network of the UNITAR Programme on Regional and International Co-operation in the 1980's. It is also a member of the Research Network of Research Centres of the Third World, established under the auspices of the Chairman of the Group of 77 in New York, to direct the work of international relations institutes in research that is relevant to the needs of the Economic Co-Operation among Developing Countries (ECDC).

Other agencies with which the Institute co-operates and may receive funding are:

- Organization of American States (OAS) for the Regional Studies Project to develop research capabilities
- International Development and Research Centre (IDRC) funds the Institute's Project on Caribbean Migration
- Sistema Económico Latinoamericano (SELA)
- CARICOM
- Commonwealth Secretariat
- UNITAR; EEC and UNESCO.

Finally, the Institute is also a recipient of research grants from the Ford Foundation, CIDA, and the Research Institute for the Study of Man.

### **Specific Research Activities**

Priority is given to research in International Law, International Economics, and International History and Politics as they relate to the Caribbean and Latin American regions.

## **International Law**

### **Topics:**

- The Law of the Sea, with special reference to:
  - a. the Exclusive Economic Zone
  - b. the Deep Sea-Bed as the Common Heritage of Mankind
- Boundary Disputes in the Caribbean Region
- Human Rights

## **International Economics**

### **Topics:**

- Economic Development in the Caribbean
- Trade Patterns between the Caribbean and Latin American Regions
- Integration Movements in the Caribbean and Latin America
- U.S./Caribbean Economic Relations
- The Caricom Integration Experience
- North/South Problems of Trade and Investment
- ACP/EEC Co-operation.

## **International History and Politics**

### **Topics:**

- The Foreign Politics of Caribbean States
- Relations between the Commonwealth Caribbean and Latin America
- World System Approaches to International Relations
- Weak States in the International System (with emphasis on the Caribbean and Latin America)
- U.S. Policy towards the Caribbean
- Caribbean Migration.

Source: General Information Booklet, Institute of International Relations Booklet, 1983, p.18.

## **Caribbean Industrial Research Institute (CARIRI)**

### **Historical Background**

CARIRI, as a research institute, came into being in 1970 through the efforts of the Trinidad and Tobago Government. It is an autonomous institution, which in the first five years of its existence received the assistance of the United Nations Development Programme (UNDP). The United Nations Industrial Development Organisation (UNIDO) serves as organizing/ Executing agency.

The Institute is located at the St. Augustine Campus, UWI, and at the

Macoya Industrial Estate, a few kilometres east of the Campus. It has been established as an industrial laboratory and a consulting agency to serve the industrial community of Trinidad and Tobago and the Government. In the CARIRI 1972 Annual Report it was stated that the Institute's purpose was:

*to serve industry and serve in an immediate practical and business-like manner without redtape and with little formality. (P. 3).*

## **The Objectives of CARIRI:**

### **General Policy**

CARIRI's purpose and main objectives are defined in the Plan of Operation, signed by the Government and UN representatives in October 1970.

"In the course of the five years of the Project, the Institute will undertake the following activities:

- a) Provide industry with technical services which will include the following:
  - (i) Collection and dissemination of technical information, including applicable standards specifications and quality control procedures;
  - (ii) Chemical analytic work particularly in connection with quality control testing in food industries and other local industries;
  - (iii) Physical (measurement) and material testing;
  - (iv) Engineering services, including assistance with establishing production lines, prototype designs, and maintenance and repair problems;
  - (v) Economic and technical feasibility studies, including market surveys, with a view to identifying bankable projects.
- b) Advise the Government on the preparation of industrial standards and to carry out the associated testing and certifying;
- c) To engage in industrial research programmes relating to industrial operation in the region. It is expected that such programmes will be undertaken as a result of specific contracts on a fee basis from Government and interested industrial concerns. The Institute is expected to develop its capabilities in this respect on the basis of the technical advisory work undertaken during the earlier years of the project;
- d) Provide training for the counterpart staff in the above-mentioned fields both through fellowships and on the job training by the international experts".

(Taken from CARIRI 1972 Annual Report, p. 8)

### **Research Activities**

Since 1972, areas of research and development activities have included:

- The development of a sorrel concentrate plant in order to improve the commercial viability of one of the Caribbean's foremost tropical drinks;
- A pre-feasibility survey on the establishment of a Bay Oil Industry in Tobago;
- Research on new uses for Trinidad Lake Asphalt;
- A study to determine the cost of production of ground Trinidad parcel-lanite rock;
- The construction of equipment for testing pipe insulation;
- The formulation of a locally developed cleaning product on a commercially viable basis;
- The development of a new process for duplicating hand-made items produced through the cottage-type handicraft industry;
- A market study on the establishment of an integrated tool industry to produce artisan and agricultural tools; and
- A feasibility study of the manufacture of glassware items.

(CARIRI Annual Report)

## **THE NATIONAL INSTITUTE OF HIGHER EDUCATION (RESEARCH, SCIENCE AND TECHNOLOGY)**

### **BACKGROUND**

#### **Introduction**

As previously stated, until the 1970's, there was only one agency responsible for higher education in Trinidad and Tobago – The University of the West Indies (UWI). The seventies, however, marked a period of economic boom and political rethinking in Trinidad and Tobago. It is in this context in 1977, that a White Paper on Higher Education in the country was prepared after discussions held by a Committee from different Government Ministers. This paper outlined current provisions for higher education, noted the shortfalls of these provisions and made proposals for change. The major proposal for change suggested the formation of a National Institute of Higher Education for Research, Science and Technology.

#### **Needs, Existing System, Shortfalls and Proposals**

The White Paper (1977) noted that the ultimate objectives of the national development process included:

- qualitative improvements in the promotion of higher levels of capabilities of people, institutions and production units;
- laying the foundations of sustained economic growth; and

- more autonomous participation in the activities of the international community in science, technology and trade. (P. 4).

The **White Paper** (1977) further noted that in pursuing these ultimate objectives, there had to be some strategy or plan to build up the indigenous capability in science and technology (p.5). Such a strategy was seen as necessary because of two major objectives articulated in budget speeches for the years 1975, 1976, 1977:

utilization of...hydrocarbon resources; and improvement of the basic infrastructure. (P. 7).

The **White Paper** (1977) goes on:

*“In the achievement of either of these objectives, the activities embraced by science and technology have an important and critical role. Without some attempt to design and adopt a suitable strategy...the new thrusts in the energy-based industries and improvement of the infra-structure will be subject to inefficiencies and possible failure”.*  
(P. 7)

The paper further notes that:

*“The proposed utilization of the nation’s hydrocarbon resources pinpoints very dramatically the critical role that high level technology would play in the future development of Trinidad and Tobago”.*  
(P. 7)

In view of the need for high level technology and its demands on scientific research and development, the **White Paper** (1977) examined the then existing arrangements for higher education, research and development. In view of that assessment the paper questioned the ability of the existing institutions to meet projected needs.

Among the elements noted were:

- ...the absence of policy for technology related to national objectives;...
- a complete lack of co-ordination of the national effort in technology;
- the proliferation of new institutions, new advisory groups, councils, committees, etc.;
- lack of relationships between the education plan and national needs;
- lack of a coherent plan for education oriented towards technology; and
- absence of an environment that places science and technology in its proper perspective.

(**White Paper**, 1977, pp. 6-7)

It was suggested that the problems persisted despite attempts to overcome them:

*"Substantial resources were channelled into the University, with the hope that its efforts in the medical sciences, engineering, education and management would be adequate to meet the needs of the country".*

(P. 7)

However, instead:

*"The industrial sector, dominated by transnational corporations, relied exclusively on imported technology for its own needs. Such foreign knowledge was applied without being absorbed by the internal technological structure".*

(P. 9)

Additionally it was noted:

*In the late sixties and early seventies, it became obvious that the University of the West Indies could not respond to certain demands specific to Trinidad and Tobago. Training in certain specialized professional fields (Accounting, Banking, Petroleum Engineering, Technical Supervisory and Field Personnel, Industrial Relations, etc.) and activities in research relevant to Industrial and Agricultural development were the more conspicuous of these".*

(P. 11)

In view of:

1. these perceived imperatives
2. the difficulties faced by the regional University in responding to the needs of single status, and
3. in this instance, the particular needs of Trinidad and Tobago.

The White Paper (1977) proposed:

*"the Rationalization of resources by improving the institutional framework in which they operate and a closer co-ordination between... efforts (of various agencies) with those of the University of the West Indies as the key steps towards any significant national effort in science and technology".*

(P. 15)

In the light of the above a new model was proposed:

*"This model in its ultimate projection sees only two bodies concerned*

*with science and technology in Trinidad and Tobago.*

— *The National Institute of Higher Education (Research, Science and Technology) and*

— *The University of the West Indies (St. Augustine Campus).*

(P. 17)

Thus then was NIHERST conceptualized.

### Comments on the White Paper

The conceptualization met with some criticism from the University and other sources, mainly for the following reasons:

- an absence of clarity of conceptualization which focussed on science and technology but suggested the inclusion of an Institute of Languages.

(Braithwaite, 1979)

- the tendency to overcentralization of efforts in research, science and technology. It was felt that this could lead to an unnecessarily heavy bureaucratic system resulting in the very problems of slow decision-making and programme implementation of which the University was accused:

(Ryan, 1977)

- the tendency to overemphasize endeavours in science and technology thereby ignoring critical aspects of cultural relevance and valuing as are reflected in the Acts.

(Ryan, 1977)

### NIHERST: Secretariat Bill and Act

Despite these criticisms, a skeleton professional/technical and administrative secretariat of NIHERST was established in 1978, before the idea and organizational structure was incorporated by an Act of Parliament. Although the NIHERST Bill has been passed by both Houses as of June 1984, it has not yet been ratified by the President of the Republic. In the interim, the NIHERST Secretariat has attempted to function as a co-ordinating agency of some higher education programmes and some research and development projects.

There is an anomaly, therefore, in attempting to discuss the structure and functioning of the NIHERST – for in fact there are three aspects:

1. The proposed structure and role outlined in the **White Paper** (1977)
2. The structure and role as outlined in the NIHERST Bill (1984) and
3. The structure and actual functioning of the existing NIHERST Secretariat.

Since, in effect, all the proposals of the **White Paper** (1977) were never implemented and the conditions of the Bill have not yet become law, it is impos-

sible to discuss the effects of the actual operations of either. The paper will therefore focus on structure as outlined in the NIHERST Bill (1984). Comparisons will sometimes be made with the proposals outlined in the **White Paper** (1977) to illustrate instances where there were significant departures. The focus on the Bill is based on the assumption that the structure outlined therein will be implemented. In discussing programmes, attention will be paid to the activities of the only functioning aspect of the Institute, the skeleton NIHERST Secretariat.

## STRUCTURE

The Chart in Figure 3 depicts the structure of the NIHERST. The chart has in part been derived from the NIHERST Bill (1984) and in part from discussions and observations of the existing structure of the NIHERST Secretariat.

The NIHERST will be administered by a fourteen member Board of Governors appointed by the President of the Republic and directly responsible to a Government Minister. With respect to NIHERST, the Government Minister would:

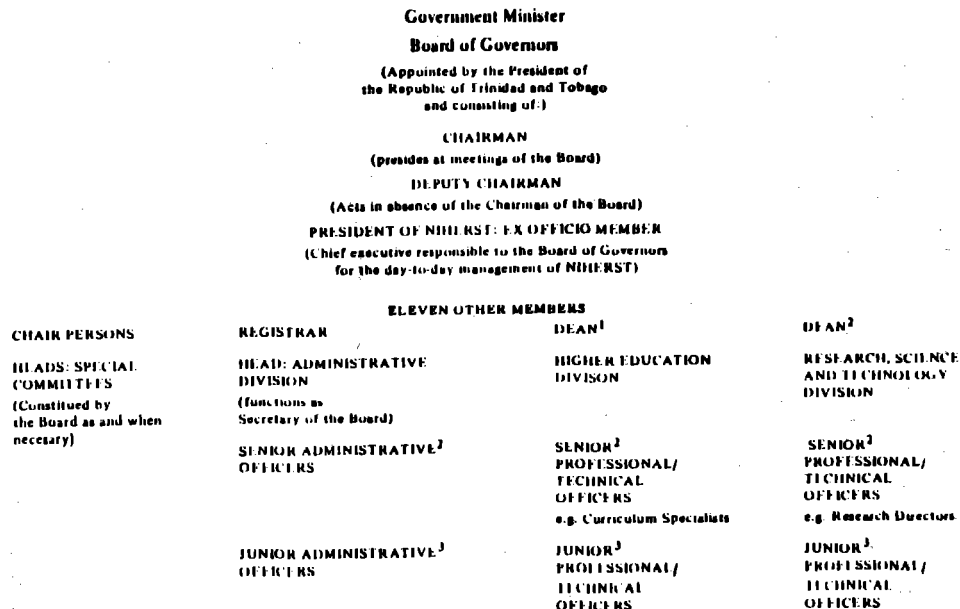
- Advise on the appointment and continuation of service of the President of NIHERST;
- Approve the remuneration, pension and retirement benefits of committee members and employers;
- Provide special or general directions to the Board, vis-à-vis matters of policy, the discharge of its functions and exercise of its power;
- Amend the schedule of institutions, if necessary;
- Approve the establishment of divisions or departments;
- Advise of finances, resources, loans disbursements;
- Receive minutes of Board meetings;
- Lay before Parliament annual financial reports.

(NIHERST BILL, 1984, Inter-alia, pp. 6-17)

As outlined, then, the Minister would have extensive influence on the formulation of policy, routine management, personnel administration and the monitoring of activities. The efficiency and effectiveness of the NIHERST could therefore be affected in large measure by the goals and modus operandi of the relevant Government Minister.

The Board would be headed by a Chairman and Deputy Chairman, with a Registrar acting as Secretary and with the President of NIHERST as an ex-officio member.

**FIGURE 3**  
**ORGANISATION CHART DEPICTING THE PROPOSED**  
**STRUCTURE OF NIIHERST<sup>1</sup>**



1. Information derived from NIIHERST BILL (1984) (p. 6ft.) and interview with senior administrative and professional officers of the NIIHERST Secretariat.
2. Not specifically provided for in the NIIHERST Bill (1984) but these positions have been advertised and in some cases, filled in the Secretariat with Cabinet authorisation.
3. Not provided for in the NIIHERST Bill (1984) and, so far, not filled. However these positions would become necessary if the Unit is expanded.

The President of NIHERST would be the Chief Executive Officer of the Board and would be responsible to the Board for the "day-to-day management, administration, direction and control" of the NIHERST (NIHERST Bill, 1984, p. 7). The Board will also be empowered to appoint committees and delegate any of its functions to such committees.

The NIHERST may with the approval of the Minister, establish divisions or departments within the Institute. In the light of current practice within the existing Secretariat of NIHERST, it seems that three standing divisions would be established:

- An administrative Division headed by the Registrar and responsible for general administration including personnel and financial management, accounting and records;
- A Higher Education Division headed by a Dean and responsible for, among other activities, promoting, developing, monitoring and co-ordinating specialist training programmes;
- A Research, Science and Technology Division headed by a Dean responsible for, among other activities, undertaking, promoting, and facilitating scientific and technological research and development as well as the provision of scientific and technological services.

These Divisions would need to be serviced by senior and junior administrative and professional/technical officers as well as by clerical and manipulative staff.

The foregoing discussion outlines the structure envisaged for a fully established NIHERST.

This organizational structure is less encompassing than the original structure proposed in the **White Paper (1977)**. The chart in Figure 4 provides data for a useful comparison.

If the structure proposed in the NIHERST Bill (1984) seems simple when compared to that of the **White Paper (1977)**, then current provisions for the secretariat are miniscule. (See Figure 6).

The Secretariat now consists of the President and three senior officers, one administrator and two professionals with the support of a small clerical and manipulative staff.

## 1. Institute under the purvey of NIHERST

As noted in earlier sections the NIHERST is intended to co-ordinate research, development and specialist training activities across institutions of higher education. The schedule in the chart in Figure 4 provides the list of such institutions as first outlined in the **White Paper (1977)** and then outlined in NIHERST Bill (1984).

## FIGURE 4

### PROPOSED SCHEDULE OF INSTITUTIONS TO BE INCORPORATED INTO NIHERST

#### SCHEDULE OF INSTITUTIONS TO BE INCORPORATED INTO NIHERST WHITE PAPER 1977, (p. 30)

Existing Organisations to be incorporated into the proposed National Institute of Higher Education (Research, Science and Technology)

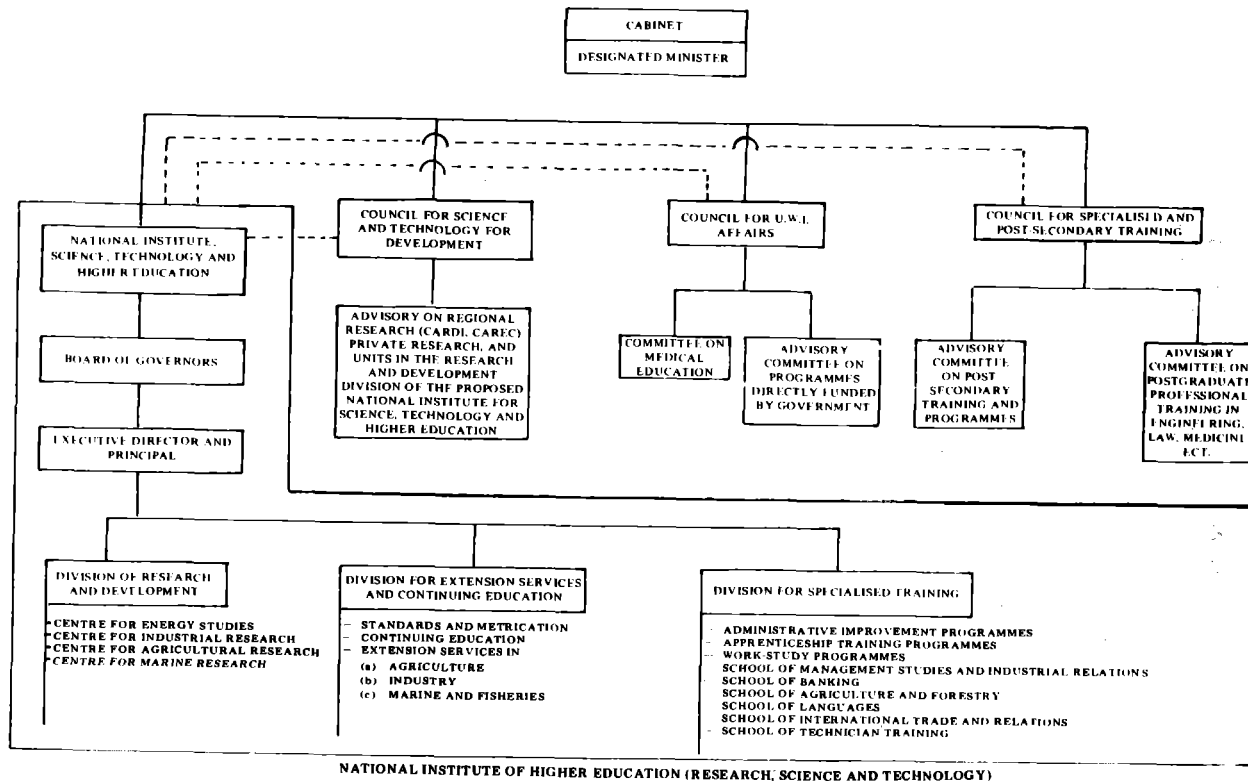
- Caribbean Industrial Research Institute
- Management Development Centre
- Cipriani Labour College
  
- Matriculation Board
- Standards Bureau
  
- Institute of Marine Affairs
- Central Experiment Station (Ministry of Agriculture)
- Eastern Caribbean Institute for Agriculture and Forestry
- John S. Donaldson Technical Institute
- Institute of Petroleum
- Institute of Banking
- National Training Board
- O-Level and Graduate Apprenticeship Schemes
  
- Existing organizations to be Redesignated:
  - National Council for Technology in Development
  - National Council for Training
  
- Regional Institutes to be associated with the efforts in Science, Technology and Higher Education
  - University of the West Indies
  - Caribbean Agricultural Research and Development Institute
  - Caribbean Epidemiological Centre

#### SCHEDULES OF INSTITUTIONS TO BE INCORPORATED INTO NIHERST BILL 1984, (p. 17)

- Central Experimental Station
  
- College of Health Sciences
- Eastern Caribbean Institute for Agriculture and Forestry
- School of Dental Nursing
- Caribbean Industrial Research Institute
- Institute of Marine Affairs

FIGURE 5

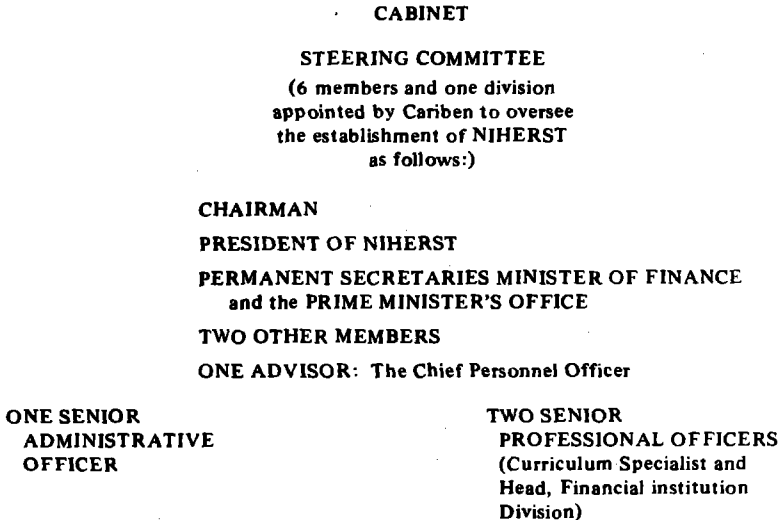
SCHEDULE III - PROPOSED MODEL  
 ORGANIZATIONAL CHART FOR PROPOSED NATIONAL INSTITUTE FOR SCIENCE, TECHNOLOGY,  
 AND HIGHER EDUCATION, AND ASSOCIATED COUNCILS



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## FIGURE 6

### ORGANISATION CHART DEPICTING THE EXISTING (JUNE 1984) STRUCTURE OF NIHERST<sup>1</sup>



<sup>1</sup> Devised from information provided by the Senior Administrative Officer.

A first glance would indicate that the 1984 list is dramatically shorter. Several agencies that are engaged in scientific and/or technological research and specialized training are not included in the 1984 schedule. The UWI and other regional institutions of higher education are not mentioned in the 1984 schedule as institutions with which NIHERST would have special relationships. Implications of these factors will be discussed later.

### FINANCING

The NIHERST Bill 1984 proposes the following sources of funding:

- such amounts as may be appropriated therefore by Parliament;
- special grants or funds as may from time to time be provided by Government for the financing of special research projects or special training projects;

- sums arising from grants, covenants, donations and other receipts from other persons including national and international bodies;
- all sums received from time to time by or falling due to the Institute as fees or payments for services rendered;
- such sums as may from time to time become due to the Institute by reason of its provision of facilities, processes of services;
- sums borrowed by the Institute in accordance with section 16; and
- all other sums of property that may in any manner become lawfully payable to or vested in the Institute in respect of any matters incidental to its functions.

(Pp. 13-14 of Bill)

The NIHERST also has the right to build up resources and negotiate loans within the boundaries set by and with the approval of the relevant Minister of Government.

The funds are to be disbursed for:

- the remuneration, fees and allowances of the members and of members of committees established by the Board;
- the salaries, fees, allowances, gratuities, pensions and other payments of the officers and employee of the Institute;
- the capital and operating expenses, including maintenance and insurance, of the property of the Institutions;
- the making and maintenance of investments under section 15; and
- any other expenditure authorised by the Board in the discharge of its duties and functions. (P.15)

Funding for the existing secretariat has been obtained from government sources and disbursed on the various courses and projects that will be discussed later.

## **FUNCTIONS**

The NIHERST Bill (1984) outlines the functions of the institute as follows:

- a) provide and promote scientific and technological services in the country;
- b) promote and develop and indigenous capability in science and technology relevant to the development needs of the country;
- c) assist national bodies and/or organisations in securing technology appropriate to their needs;
- d) monitor and develop the curriculum of the Scheduled Institutions;

e) promote and operate facilities for higher and continuing education and in particular to:

- (i) undertake, promote and facilitate scientific and technological research and development and the provision of scientific and technological services;
- (ii) provide, promote and facilitate the provision of continuing education and specialised training at the post-secondary level;
- (iii) develop and collect information on scientific and technological development, to evaluate technologies used in/or to be imported into the country and to facilitate the dissemination and application of new technologies.
- (iv) do all things necessary, incidental or ancillary to the efficient discharge of its functions.

(P. 10-11)

The Secretariat has been attempting to pursue some of these functions despite the obvious constraints. These constraints will be discussed further later.

#### **NIHERST AND HIGHER EDUCATION: SPECIALISTS AND TECHNICAL EDUCATION:**

Despite the many constraints alluded to earlier, the skeleton NIHERST secretariat has been engaged in higher education programmes with other education and industrial agencies. Because of the limited access to data, only approximate numbers of participants can be provided—in fact most courses cater for 20-30 participants. Little evidence was available, too, on measures of effectiveness of the various courses. The information provided then would largely be in outline form and of a descriptive nature.

Table 11 presents information on courses in which NIHERST participates, collaborating agencies and comments.

**TABLE 11**

**LIST OF COURSES IN WHICH NIHERST PARTICIPATED:  
COLLABORATING AGENCIES AND COMMENTS**

<b>COURSES</b>	<b>COLLABORATING AGENCIES</b>	<b>COMMENTS</b>
1. Computer Programming	John S. Donaldson and San Fernando Technical Institutes.	Administered by the Technical Institutes, Consistent with the goal of facilitating specialist technical education.
2. Techniques of systems analysis and Design	AS ABOVE	AS ABOVE
3. Teacher Training in Computer Literacy	Ministry of Education Head Office Staff and Secondary Schools	Administered with the Ministry of Education, consistent with functions of promoting and developing an indigenous capability in relevant technology as well as facilitating the provision of continuing and specialised education at the post-secondary level.
4a. Pilot Programme-computer literacy in schools- (15 schools involved)	AS ABOVE	Consistent with White Paper (1977) goal of reforming the education system so as to provide qualified workers for scientific and technological activities.
b. AS ABOVE - Additional 15 Schools	AS ABOVE	Inconsistent with focus on higher i.e. post-secondary education.
5. Inter-Bank Seminar	Institute of Bankers	Consistent with function of providing promoting and facilitating continuing education and specialised training at the post-secondary level.
6. Export Marketing	?	AS ABOVE

**Table 11 (cont'd)**

7. Technical Education Seminars	Electronics Industry and Development process company.	As above. Also consistent with function of promoting and developing an indigenous capability in relevant science and technology.
8. Three In-service Workshops for Foreign Language Teachers - Instructors at the Institute of Languages	Institute of Languages Centro Interamericano Departamento Idiomas (CIDI)	Consistent with function of providing, promoting and facilitating continuing education and specialised training at post-secondary institutes.
9. Three Month Intensive Portuguese Course	Institute of Languages	AS ABOVE
10. Two Week Emersion Course: Spanish	Institute of Languages Native Spanish speakers from Caracas	AS ABOVE
11. Two Week Emersion Course: French	Institute of Languages Native French speakers from Haiti and Martinique	AS ABOVE
12. Regular Foreign Language Evening Programmes	Institute of Languages	AS ABOVE
13. Three scholarships sponsored by Centro Interamericano Departamento Idiomas.	Institute of Languages	AS ABOVE

It is interesting to note the agencies with which NIHERST collaborated on examining Table 12.

**TABLE 12**  
**COLLABORATING AGENCIES**  
**AND NUMBER OF COURSES CONDUCTED**

AGENCIES	NUMBER OF COURSES
Technical Institutes	2
Ministry of Education	2
Institute of Bankers	1
Electronics Industry	1
Institute of Languages	6

Approximately 50% of the courses were in collaboration with an agency not engaged in science and technology and not in the schedule of Agencies to be co-ordinated by NIHERST (NIHERST Bill, 1984, p. 17). No course was conducted with any of the agencies listed in the SCHEDULE. While most of the courses (over 90%) were consistent with the function of providing continuing education and specialized training of the post-secondary level, only 25% were directly related to science and/or technology.

This would suggest that while the NIHERST Secretariat has been engaged in continuing education, it has been more engaged in non-scientific and non-technological fields than in a thrust towards scientific and technical education as was proposed by the White Paper (1977) and planned for by the NIHERST Bill (1984).

**NIHERST AND HIGHER EDUCATION:  
RESEARCH AND DEVELOPMENT  
(SCIENCE AND TECHNOLOGY)**

NIHERST has been engaged in research and development endeavours with collaborating agencies. These are documented in Table 13.

Except in the case of the Institute of Languages, the research projects seem directly related to functions of the NIHERST outlined in the 1984 Bill. Similarly, the collaborating agency tended to be the UWI, the other major agency of higher education in the country, and with CARIRI, an agency

**TABLE 13**  
**LIST OF RESEARCH AND DEVELOPMENT PROJECTS IN WHICH NIHERST**  
**PARTICIPATED: COLLABORATING AGENCIES AND COMMENTS**

<b>R &amp; D PROJECTS</b>	<b>COLLABORATING AGENCIES</b>	<b>COMMENTS</b>
1. Enhanced oil Recovery (EOR) Projects: Steam Stimulation.	Department of Petroleum Engineering, UWI.	Directly related to: 1. use of mineral resources as outlined in White Paper 1977.
2. EOR Project: Distillation in Acsial Flow.	As Above	2. providing and developing indigenous relevant technology, and
3. SOR Project: CNC Analysis	As Above	3. undertaking, promoting and facilitating scientific and technological research and development.
4. EOR Project: Messible Flooding.	As Above	As 2 and 3 above, as well as assisting national bodies and/or organisations in securing technology appropriate to their needs.
5. Construction Industry Research and Development Programme - 3 Projects	UWI CARIRI	As 2 and 3 above, as well as assisting national bodies and/or organisations in securing technology appropriate to their needs.
6. Animal Feed Project using Bagasse	CARIRI	In keeping with functions related to indigenous scientific and technological capability, securing appropriate technology and facilitating scientific and technological research.

**Table 13 (cont'd)**

7. Seed Project	?	As Above
8. Committee on the Recognition of Foreign Degrees for Placement in the Public Service.	Director of Personnel Administration Various Ministries	In keeping with goal of providing technical information, in this case, on higher education.
9. Responsibility for the Institute of Languages.	Institute of Languages	In keeping with function of providing, promoting and facilitating the provision of continuing education and specialised training at the postsecondary level.

listed on the schedule. Unfortunately, because of the lack of access to data, it is impossible to assess the effectiveness of the projects.

The placement of the Institute of Languages under the administration of NIHERST since 1983 seems puzzling, since it is neither in a scientific/technological field, nor is it listed in the schedule of either the White Paper (1977) or the Bill (1984). Despite this seeming anomaly, however, it does contribute to the function of continuing education and specialized training.

## **CONCLUDING COMMENTS ON EFFECTIVENESS, ROLE OF EXISTING SECRETARIAT AND PROS- PECTS FOR PROPOSED FULLY CONSTITUTED INSTITUTE**

### **Role of the Existing Secretariat**

The existing (1984) Secretariat of the NIHERST has been operating since 1978 in a climate of uncertainty since appointments had been made and a secretariat formed but no final legal status awarded to the agency. As such the uncertainty has affected personnel in various ways:

- It was professionally unsettling for there was no guarantee of whether and how the Secretariat would continue to exist;
- It was a systematic problem –the Secretariat was intended to perform a co-ordinating role but had no legal clout to deal with existing agencies that had their own fully established legal structure, codes of operating and organisational climate;
- The NIHERST Secretariat then had to play the role of guest, and at the same time, the role of manager.

Additionally, because of the uncertain situation, senior positions remained unfilled. A Dean-Designate assumed duties and then returned to his original post; while the other was offered the post but never assumed duties. The middle management professionals who stayed on -they were too few, could obtain no directive from immediate Heads of Divisions (the Deans) and had no back up support by way of junior professionals. Any comment on effectiveness, then, must be placed in this general context.

The available data revealed that in respect of specialized training, fourteen projects were attempted with eight collaborating agencies. All the projects were consistent with one or more of the functions outlined in the NIHERST Bill (1984). This is so, even though there seemed to be greater emphasis on continuing education and specialized training in non-scientific and technological fields while NIHERST was intended to co-ordinate activity in scientific and technological fields. Moreover, the over-emphasis on the non-scientific and non-technological training emerged largely because of the

placement of the Institute of Languages for Administrative purposes in NIHERST, a placement over which the Secretariat had no control.

The available data on the research and development activity of the NIHERST revealed that nine projects were undertaken with major emphasis on providing and developing indigenous relevant technology; promoting and facilitating scientific and technological research, and the provision of technical information—all activities at the very core of the intended functions of NIHERST. Approximately 79% of these projects were undertaken in collaboration with the UWI and the Caribbean Industrial Research Institute (CARI-RI)—the latter an agency on the schedule of Institutions to be co-ordinated by NIHERST. Consequently, the kind of inter-institutional co-operation at which the 1977 White Paper aimed seemed to have been achieved by the Secretariat.

It is difficult, however, to make a conclusive statement on effectiveness in this area without data on the nature and type of collaboration that were achieved. If for example, NIHERST's participation was largely in terms of funding, then it is understandable that established research institutions would welcome the opportunity to smooth the path of research, without the cost of deep collaboration. If, however, the collaboration included the identification of projects, determination of priorities and implementation, then the NIHERST would have played a truly catalytic role.

One suspects, however, that NIHERST could more easily have remained on the periphery of the identification/planning/implementation process and still achieve a level of inter-institutional cooperation more in the area of research than in the area of training. This would be due to two reasons:

1. Training more likely would require personnel from outside the cooperating agency—thus requiring NIHERST to obtain the specialized manpower (while in research the manpower would be on the spot). Locating this manpower poses difficulties in a context of limited human resources with specialized technical skill; and
2. Training would also require entry of NIHERST personnel (or NIHERST hired personnel) into the cooperating agency and dependence on the supportive facilities of the agency. Thus, for example, in the computer literacy project effectiveness depended on the role of school supervisors—individuals completely outside the control of NIHERST.

### **Implications for Planning the Co-ordination of Higher Education**

These factors require careful thought for they may indicate future policy directions for agencies involved in co-ordinating higher education activities. Should, for example, “promoting” and “facilitating” be conceived purely in terms of financial support (collaboration would then be easy) or should it be conceived in terms of project identification, selection, implementation and

evaluation? This latter should lead to a pursuit of research endeavours more relevant to the needs of the country as envisaged by the White Paper (1977). However, it could also complicate the task of collaboration, since it may be perceived as "interference" rather than "cooperation".

The definition of collaboration, then, would determine the structural arrangements of the co-ordinating agency –which leads directly into a consideration of the future prospects for the proposed NIHERST.

1. Commentators on the 1984 NIHERST Bill have indicated the need for greater rationalization. For example, a National Institute emphasising technology would more logically include the technical institutes than it would an institute of languages. Yet the schedule of institutions excludes the technical institutes and the Institute of Languages, but administrative arrangements include the latter. It would also seem then that if an agency is included in the administrative structure of the co-ordinating agency, then it should be included in the statute, legally incorporating that agency. If not, legal and administrative manoeuvring may become overly intricate. (Harris, 1984).
2. It was felt, too, that if the NIHERST had to play a co-ordinating role then the research and teaching agencies incorporated into it should themselves be logically related. However, the teaching institutions on the schedule: the College of Health Science, the School of Dental Nursing and the Eastern Caribbean Institute for Agriculture and Forestry (ECIAF) relate to health care and agriculture respectively while the Central Experimental Station, Caribbean Industrial Research Institute and Institute of Marine Affairs deal with industry and marine affairs. It would seem that this selection of institutions may hamper the degree of co-ordination required.
3. A third issue is related to the legal powers of NIHERST. While the six agencies have been named in the NIHERST Bill (1984), their existing boards have not been dissolved. So NIHERST would again face the problems of entry and monitoring now faced by the Secretariat in the area of training. The course of action that could be pursued by NIHERST –the establishment of alternative agencies –would be counter-productive, since consolidations, not further fragmentation, is required, especially in a period of economic restraint.

Lastly, the NIHERST Bill (1984) gave the Minister extensive influence on the formulation of policy, routine management, personnel selection and monitoring of activities. This may be exactly as intended to allow for direct state control of the co-ordinating agency to facilitate teaching, research and development activities needed for the wider development process. However, there is the danger, especially in small states, that this could result not in responsiveness to national needs, as intended, but vulnerability to the priorities and modus operandi of a single individual or small group of individuals.

In sum, then, the skeleton NIHERST Secretariat has demonstrated that some of the goals of the co-ordination of higher education can be achieved – greater inter-institutional collaboration, research relevant to indigenous needs and training for the development of specialized human resources.

However, it has also created awareness of the following:

- The possible difficulty of penetrating the norms of established organizations;
- The risks of collaboration being taken to mean solely the provision of funding;
- The dangers of bypassing goals if administrative arrangements are based on convenience rather than ultimate goals or some approximation thereof;
- The dangers of establishing various arrangements as a matter of form without the necessary implementation strategies that would change the form into action.

The process of the establishment of NIHERST and the eventual fate of the small secretariat is indicative of a condition prevalent in development administration – the establishment of structures, usually on paper, to meet contingencies without the necessary political and social will or economic resources to implement the goals. In other words, a greater preoccupation will form than with function.

The NIHERST Secretariat have demonstrated, however, that despite these unsuccessful (for various reasons) formal structures – informal, small scale arrangements can lead to some positive change – a heartening demonstration for the various levels of policy-makers and implementers engaged in the development process.

## CONCLUSION

From the preceding statements, it seems safe to conclude that Higher Education in Trinidad and Tobago is in a state of transition but without many of the attendant and usual role, structure and goal clarification problems. This transition exists because the University of the West Indies is in the process of restructuring, while NIHERST – the second major agency concerned with higher education has had to accept in 1984, an adjustment to its extensive portfolio of 1977. As pointed out earlier, anomalies become evident when one examines the proposed NIHERST structure in the **White Paper** of 1977, the structure and role outlined in the NIHERST Bill of 1984 and the structure and actual functioning of the existing secretariat. Such anomalies can and may lengthen the transition period.

However the main tasks of these two higher education institutions

are research and teaching. Over the years, the University of the West Indies has been lauded internationally for the quality of its research especially that emanating from the faculties of Agriculture and Engineering. This is so, in spite of the limited funding to the UWI and the relatively low salary packages which the St. Augustine staff have had to endure for a very long time. As a matter of fact, while the associate islands and territories have been buckling under their foreign exchange deficits, the UWI has been kept alive through funding from the Government of Trinidad and Tobago in the main and from foreign agencies.

The record of the University of the West Indies in the area of teaching has not been as impressive and there seems to be an urgent need for curriculum change and/or renewal. On the other hand as far as NIHERST is concerned, since it is a relatively young organization, any similar evaluation of its efforts in these two areas at this time could be meaningless and will therefore be reserved.

What comes to mind therefore are questions of rationalization and the dovetailing of activities of both institutions to avoid duplication, while meeting the goals and interests of a developing society. Will NIHERST in its newly structured and reduced state be able to collaborate effectively with the University of the West Indies on research and teaching? The present evidence reflects hope.

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1. "Bill" refers to a proposed legal statute to be discussed in the two Chambers of the Parliament of the Republic of Trinidad and Tobago: the House of Representatives and the Senate. When passed by these two Chambers and signed by the President, the Bill is then termed an "Act" and is statute. The proposed National Institute of Higher Education, (Research, Science and Technology) Act, 1983 reads as follows:

*"An Act to provide for the establishment and administration of the National Institute of Higher Education, (Research, Science and Technology) and for matters connected therewith"*.

The Bill was passed by Parliament during the course of preparation for this paper, however, it has not yet been signed by the President. The document referred to in this paper, then, is the NIHERST BILL, 1984. The complete bibliographic reference is as follows:

NIHERST BILL - LEGAL SUPPLEMENT PART C TO THE "TRINIDAD AND TOBAGO GAZETTE", VOL. 23, No. 21, 20th January, 1984. No. 10 of 1983, Trinidad and Tobago Government Printery, 1984.

## Appendix I

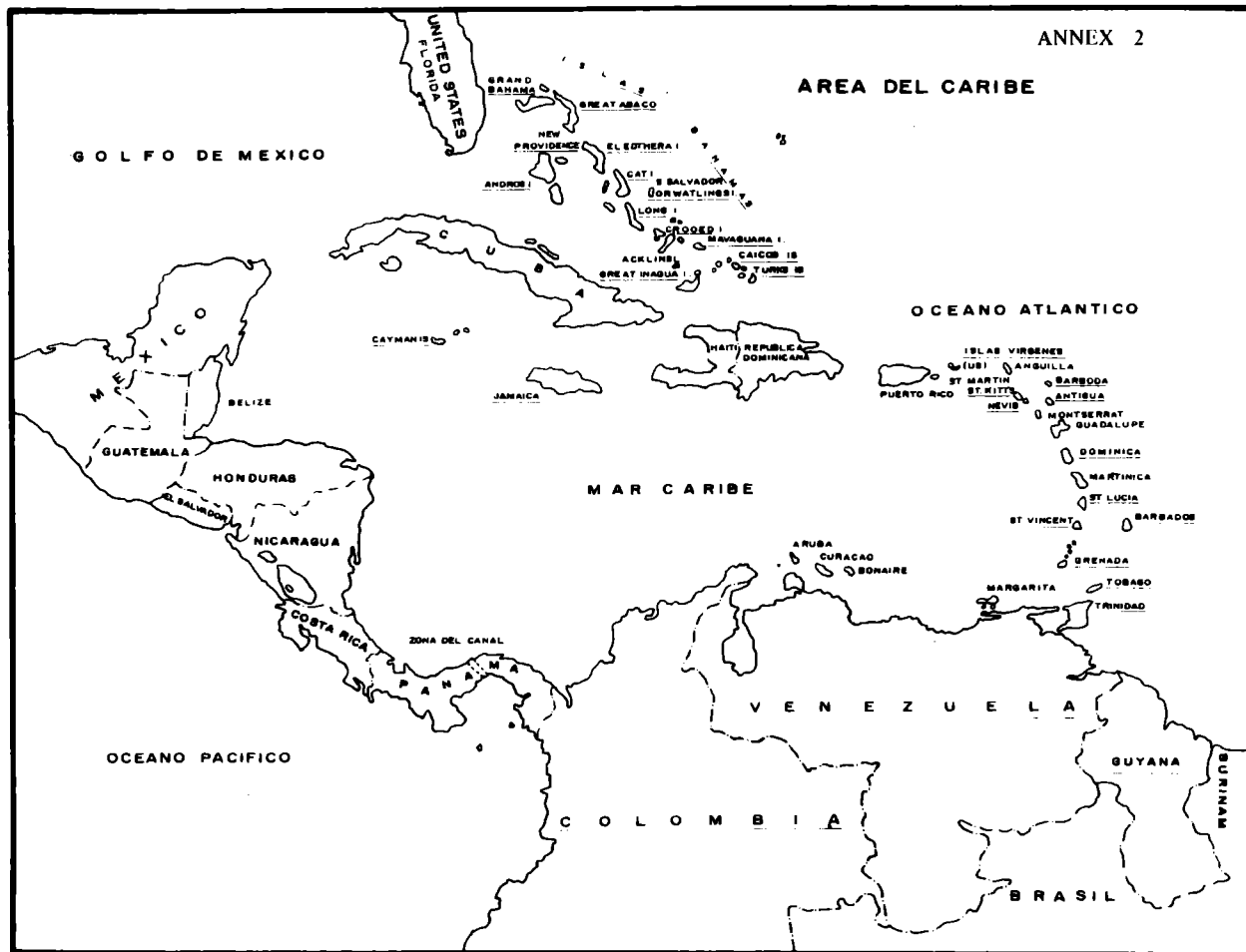
### REGIONAL (CARICOM) EXPENDITURE ON EDUCATION FOR 1980\*

	Total Public Expenditure (T.P.E.) in T&T \$000	Per Capita T.P.E. in T&T \$	T.P.E. on Education in T&T \$000	Per Cent T.P.E. on Education	Per Capita T.P.E. on Education in T&T \$	Per Capita G.N.P. on Education T&T \$	Per Cent G.N.P. on Education	G.N.P. on Education in T&T \$000	Per Capita G.N.P. in T&T \$	Gross National Product (G.N.P.) in T&T \$000,000	POPULATION (000)
Antigua/Barb.	73,807	984	8,045	10.9	107	128	4.0	9,600	3,048	240	75
Bahamas	537,065	2,228	122,988	22.9	510	780	9.8	188,000	7,920	1,920	241
Barbados	428,009	1,718	90,738	21.2	364	586	8.0	145,920	7,296	1,824	249
Belize	74,404	513	6,250	8.4	43	95	3.6	13,824	2,592	384	145
Br. Virgin Is.	19,966	1,535	2,995	15.0	230	211	11.0	2,750	1,923	25	13
Cayman Is.	20,235	1,190	3,177	15.7	186	194	5.5	3,330	3,529	60	17
Dominica	60,473	728	7,801	12.9	93	80	5.6	6,720	1,488	120	83
Grenada	85,944	781	10,743	12.5	97	122	7.0	18,440	1,656	192	110
Guyana	811,607	1,030	113,625	14.0	143	160	9.8	120,360	1,664	1,320	793
Jamaica	1,599,519	731	252,724	15.8	115	129	7.1	383,400	2,472	5,400	2,188
Montserrat	30,000	2,500	2,370	7.9	197	380	7.7	3,696	3,288	48	12
St. K/N/A	30,586	509	4,068	13.3	67	115	4.8	6,912	2,208	144	60
St. Lucia	57,351	462	9,635	16.8	77	142	6.7	17,688	2,040	264	124
St. Vincent	36,339	339	3,852	10.6	36	74	5.5	7,920	1,248	144	107
T'dad & T'bgo.	4,346,852	3,721	382,523	8.8	327	441	4.2	515,088	10,488	12,264	1,168
Turks & Caicos	9,972	1,424	1,436	14.4	205	191	10.2	1,339	1,857	13	7
<b>TOTALS/MEANS</b>	<b>8,222,129</b>	<b>1,524</b>	<b>1,022,970</b>	<b>12.4</b>	<b>189</b>	<b>268</b>	<b>5.9</b>	<b>1,448,977</b>	<b>4,516</b>	<b>24,362</b>	<b>5,392</b>

\* These figures are tentative and are derived from various sources, notably,

a. World Bank Atlas, 1981

b. Unesco Statistical Yearbook, 1982.



**APPENDIX 3**

**LIST OF ADULT EDUCATION INSTITUTIONS  
IN TRINIDAD AND TOBAGO  
DEALING WITH**

- (A) CONTENT
- (B) LOCATION
- (C) TARGET GROUP
- (D) ACTIVITIES

**COMPILED BY:** Atwell Attzs, Eliza Cromwell, Norma Corr,  
Jean Eustache, Harry Hackshaw, Euline Isaac  
Indar Sahadeo, Yvonne Wilson-Moore.

**THE UNIVERSITY OF THE WEST INDIES – EXTRA MURAL STUDIES UNIT  
ST. AUGUSTINE, TRINIDAD  
VACATION STUDIES PROGRAMME 1983  
ADULT EDUCATION PROJECT ... THREE YEAR COURSE FOR TEACHERS OF ADULTS**

**Appendix 3 (cont'd)**  
**TRINIDAD AND TOBAGO**

<b>INSTITUTIONS/AGENCIES</b>	<b>CONTENT</b>	<b>LOCATION</b>	<b>TARGET GROUP</b>	<b>ACTIVITIES</b>
<b>1. (i) Ministry Of Education</b>				
(a) National Training Board	Skills Training	Island Wide	Adolescents, Young Adults, Adults	Technical Training
(b) Education Extension Services	Remedial, Vocational	Island Wide	Adolescents, Young Adults, Adults	Instructional
(c) Institute of Languages	Functional	Port of Spain San Fernando Arima	Adults, (professionals)	Instructional
<b>(ii) Ministry of Agriculture</b>				
(a) Agricultural Extension	Farmer Education	Island Wide	Farmers	Instructional Income generating
(b) Eastern Caribbean Institute	Agriculture and related studies	Mausica	Agricultural Extension Officers, Teacher Junior Managers of Estates	Ex tending Know-ledge in Agriculture, land use, drainage, Surveying, Need for forest and crown lands

**Appendix 3 (cont'd)**  
**TRINIDAD AND TOBAGO**

<b>INSTITUTIONS/AGENCIES</b>	<b>CONTENT</b>	<b>LOCATION</b>	<b>TARGET GROUP</b>	<b>ACTIVITIES</b>
<b>(iii) Ministry of Labour Social Security and Co-operatives</b>				
(a) National Fisheries School	Oceanography Fishing techniques	Chaguaramas	Trainee Fisherman	Instructional Practical
(b) Cipriani Labour College	Labour/Cooperative Education	Valsayn	Labour/Cooperative Personnel	Informational Instructional
<b>(iv) Ministry of National Security</b>				
(a) Joint Staff Training College	Training-Protective Services	Cipriani Boulevard-P.O.S.	Officers, Members of services	Informational Instructional
<b>(v) Ministry of Health</b>				
Nurses training School	Training in			Instructional
Dental Training School	Nursing,			Practical
Medical Training School	Midwifery, Dental Work			Preventitive
Mental Training School	Mental Health	Island Wide	Young Men and	
Family Planning Clinics	Counselling		Women	
Health Centres	Social Work		Adults	
Public Health Inspectors	Medical, sanitation			
Mt. Hope Maternity Hospital	Nutrition			

**Appendix 3 (cont'd)**  
**TRINIDAD AND TOBAGO**

<b>INSTITUTIONS/AGENCIES</b>	<b>CONTENT</b>	<b>LOCATION</b>	<b>TARGET GROUP</b>	<b>ACTIVITIES</b>
<b>(vi) Ministry of Industry and Commerce</b>				
(a) Hotel School	Training in Skills and Management for the Hospitality Industry	Chaguaramas	Young Men and Women Adults	Instructional Practical
(b) Management Development Centre	Managerial Training	Port of Spain	Supervisors/Managers in Government and Private Enterprise	Instructional Informational
<b>(vii) Ministry of Finance</b>				
(a) Central Training Unit	Training Courses, Seminars in Management, Finance	Port of Spain	Sub-Professional Groups	Lectures
<b>2. Industry and Firms</b>				
(i) Water and Sewerage Authority	Training in specific skills in relation to the Industry or firms	Islandwide, on-the-job	Workers, trainees Management	Instructional On-the-job training
(ii) Telephone Company		Port of Spain		-do-

**Appendix 3 (cont'd)**  
**TRINIDAD AND TOBAGO**

<b>INSTITUTIONS/AGENCIES</b>	<b>CONTENT</b>	<b>LOCATION</b>	<b>TARGET GROUP</b>	<b>ACTIVITIES</b>
(iii) Iron and Steel Co. of T & T	Seminars, Short Courses	California		- do -
(iv) Trinidad and Tobago Electricity Commission	Managerial Skills	Port of Spain Penal	- do -	- do -
(v) Caroni Ltd	Managerial Skills	Caroni		- do -
(vi) Public Transport Service Corporation	Managerial Skills	Island Wide		- do -
(vii) The Oil Companies	Technical/ Managerial Skills	Island Wide	Workers, Trainees	- do -
- Texaco	- do -	- do -	Managerial Skills	- do -
- Amoco	- do -	- do -		- do -
- Trintoc	- do -	- do -		- do -
- Trinmar	- do -	- do -		- do -
- Tesoro	- do -	- do -		- do -
<b>3. Schools, Colleges, and Institutions of Higher Learning</b>				
(a) National Institute for Higher Education research (Science and Technology) NIHERST.	Co-ordinating function Higher Education	Victoria Ave Port of Spain	School leavers, Professionals, para-professionals	Continuing Education Professional, technological Scientific.

**Appendix 3 (cont'd)**  
**TRINIDAD AND TOBAGO**

<b>INSTITUTIONS/AGENCIES</b>	<b>CONTENT</b>	<b>LOCATION</b>	<b>TARGET GROUP</b>	<b>ACTIVITIES</b>
(b) (i) University of the West Indies & Associated Institutions	Degree Programme	St. Augustine	'A' Level Graduates	Instructional Informational
(ii) Extra Mural Studies Unit	'A' and 'O' Level programmes, Menticulture, Adult Education etc.	St. Augustine Island Wide	5th, 6th Formers for 'O' and 'A' Levels Community Professionals	Instructional Informational
(iii) School of Education	(Student) Teachers Training	St. Augustine	Teachers	Instructional Informational
(iv) Hugh Wooding Law School	Training in Law	St. Augustine	Prospective/ Lawyers/ Solicitors.	Instructional
(v) Institute of International Affairs	Training in International Relations etc.	St. Augustine	Prospective Workers in the diplomatic Corps/ External Affairs	Instructional
(vi) Teachers' Colleges Corinth Teachers College  Valsayn Teachers College Caribbean Union College	Continuation training for teachers	Corinth-San Fernando	Practising Teachers	Instructional Informational Demonstrational
	Training of prospective teachers Ministers	Maracas-St. Joseph	Prospective teachers. Ministers	- do -
(vii) Polytechnic	'O' and 'A' Levels Studies	St. James	'O' and 'A' Level Students	Instructional Informational Demonstrational

### Appendix 3 (cont'd)

(viii) John S. Donaldson Technical, Institute	Technical, Vocational	P.O.S.	Technician/ Craftmen in Industry; School Leavers aspiring to be technicians or Craftmen.	Instructional Informational
(ix) San Fernando Technical Institute	- do -	San Fernando		
(x) Pt. Fortin Technical College	- do -	Pt. Fortin		- do -
(xi) Corpus Christi College	Technical/ Vocational	Diego Martin		Instructional Informational Demonstrational
(xii) St. Bede's Technical School	Technical/ Vocational	Mt. St. Benedict	Young Men	- do -
(xiii) St. Michael's School for Boys	Primary, Technical/ Vocational, Creative Training	Diego Martin	Delinquent boys/ Young Men	Vocational Psychiatric

**APPENDIX 4**  
**ST. AUGUSTINE CAMPUS COMMITTEES**

1. Academic Board
2. Finance Committee
3. Development Committee
4. Estimates Committee
5. Joint Consultative Committee of Academic Board
6. Faculty Joint Consultative Committee– Faculty of Agriculture
7. Faculty Joint Consultative Committee–Faculty of Engineering
8. Faculty Joint Consultative Committee–Faculty of Social Sciences
9. Faculty Joint Consultative Committee–Faculty of General Studies
10. Faculty Committee –Faculty of Arts
11. Faculty Committee–Faculty of Natural Sciences
12. Faculty Committee–Faculty of General Sciences
13. Board of Studies–Faculty of Social Sciences
14. Land Capability Survey Committee
15. Bookshop Committee
16. Cafeteria Committee
17. Computer Management Committee
18. Swimming Pool Committee
19. Board of Survey
20. Sub-Committee (St. Augustine) of Board for Higher Degrees
21. Faculty Entrance Committee
22. Student Affairs Committee
23. Building and Grounds Committee
24. Advisory Committee on Extra-Mural Studies
25. Open Lectures Committee
26. Appointments Committee (Non-Academic Staff)
27. Appointments (Placement) Board for Graduates of the University
28. Sub-Committee on Admissions
29. Halls of Residence Committee
30. Housing Allocation Committee
31. Library Committee
32. Post-graduate Awards Committee
34. Sub-Committee on Examinations (St. Augustine)
35. Negotiations Committee

**FROM: Stevenson & Kellog Report on the Administration of  
the University 1972, p. 66.**

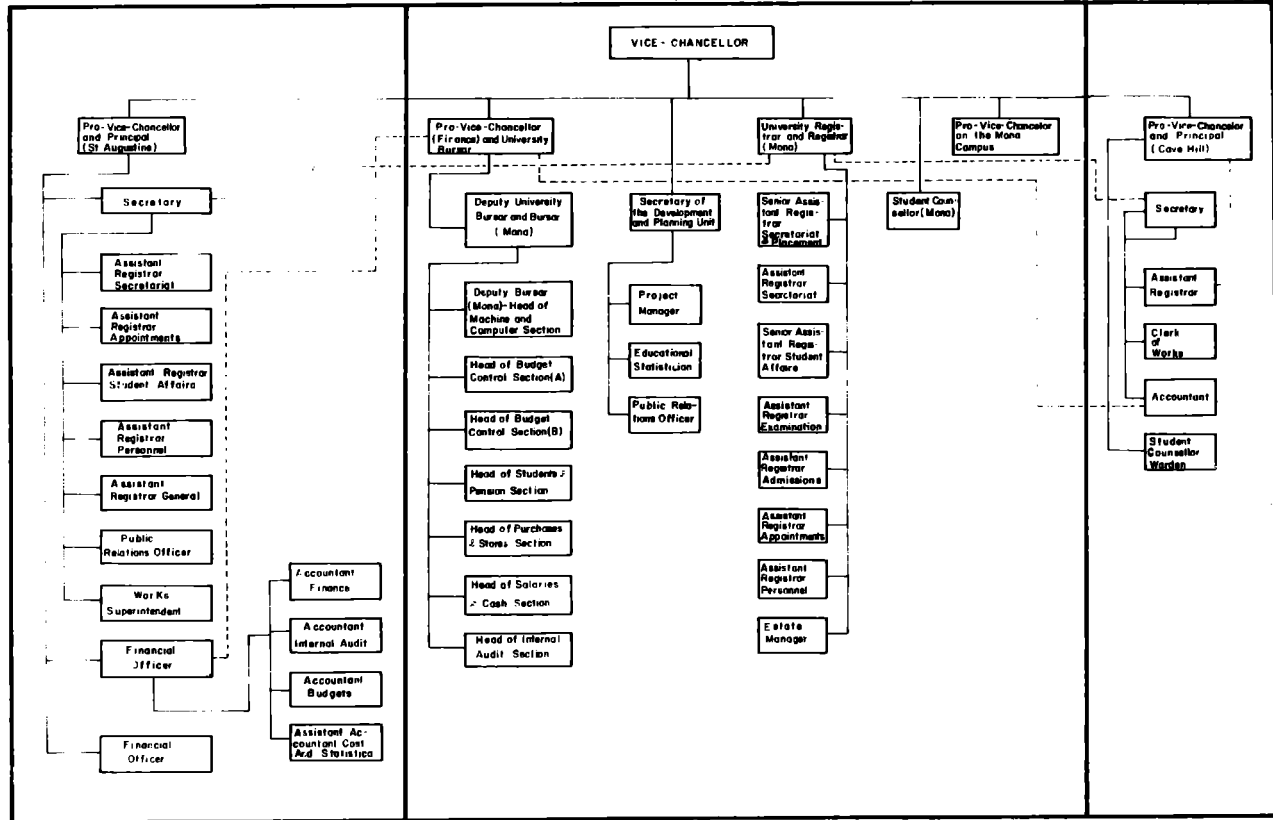
# APPENDIX 5

## SENIOR ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY OF THE WEST INDIES

ST AUGUSTINE  
TRINIDAD

MONA, JAMAICA

CAVE HILL  
BARBADOS



## APPENDIX 6

### UWI UNITS SUBMITTING BUDGETS FOR THE TRIENNIUM 1981-84 ST. AUGUSTINE CAMPUS

<b>Faculty/Administrative Units</b>	<b>Number of Departments</b>
<b>Arts and General Studies</b>	
English	
French and Spanish Literature	
History	
Language and Linguistics	4
<b>Social Sciences</b>	
Economics	
Government	
Institute of Social & Economic Research	
Sociology	
Management Studies	5
<b>Natural Sciences</b>	
Mathematics	
Physics	
Chemistry	
Zoology	
Seismic Research Unit	
Biological Sciences	6
<b>Engineering</b>	
Chemical	
Civil	
Electrical	
Mechanical	4
Petroleum (being developed)	
Industrial (being developed)	
Agricultural (being developed)	3 being developed

## Appendix 6 (cont'd)

### **Agriculture**

Agricultural Economics

Biological Sciences

Crop Sciences

Livestock Science

Soil Science

Agricultural Extension

6

### **Faculty of Law**

1

### **Faculty of Medicine**

Aneasthetic and Intensive Care

Child Health

2

### **Extra-Mural Department**

1

### **Administration**

1

### **Maintenance Services**

1

### **TOTAL**

34

## Appendix 7

### THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE

#### ESTIMATES FOR THE TRIENNIUM 1981/84 SUMMARY (EXCLUDING PROJECTS)

TT\$

Actual Expend. 1980/81	Estimates 1980/81	HEAD	Estimates 1980/82	FORECAST		TOTAL
TT\$	TT\$		TT\$	TT\$	TT\$	TT\$
		<b>A. TEACHING &amp; RESEARCH DEPART- MENTS</b>				
4,531,379	4,914,406	1. Agriculture	4,949,936	5,634,740	5,907,015	16,491,691
3,650,199	4,386,084	2. Engineering	4,156,936	4,645,681	4,916,479	13,719,096
3,763,752	4,044,655	3. Natural Sciences	4,084,351	4,530,653	4,770,214	13,385,218
1,605,300	1,773,881	4. Arts & General Studies	1,745,785	1,931,732	1,995,624	5,673,141
1,079,930	1,168,875	5. Social Sciences	1,060,598	1,220,203	1,269,628	3,550,429
287,409	318,450	6. Inst. Of Soc. & Econom. Res.	324,134	393,043	1,124,914	
775,441	903,955	7. School of Education - R & D	824,806	982,415	1,029,129	2,836,350
1,046,223	1,163,883	8. Faculty of Medicine	1,082,932	1,249,318	1,295,981	3,628,231
141,506	168,100	9. Law	169,206	190,048	198,669	557,923
<b>16,881,139</b>	<b>18,842,289</b>		<b>18,398,684</b>	<b>20,777,833</b>	<b>21,790,476</b>	<b>60,966,993</b>

### Appendix 7 (cont'd)

Actual Expend.	Estimates		Estimates	FORECAST		
1980/81	1980/81	HEAD	1980/82	1982/83	1983/84	TOTAL
TT\$	TT\$		TT\$	TT\$	TT\$	TT\$
		<b>B. NON TEACHING &amp; OTHER DEPART- MENTS</b>				
2,717,738	2,883,939	1. The library	2,972,753	3,263,953	3,465,929	9,702,635
153,037	155,225	2. Extra-Mural	159,784	173,424	180,365	513,573
651,357	743,816	3. Computer Centre	669,871	758,298	803,574	2,231,743
4,750,178	4,925,436	4. Administration	5,012,393	5,457,321	5,693,591	16,163,305
<u>8,272,310</u>	<u>8,708,416</u>		<u>8,814,801</u>	<u>9,652,996</u>	<u>10,143,459</u>	<u>28,611,256</u>
		<b>C. CENTRAL EXPENDITURE</b>				
	2,366,798	i. Dept-related Central Expen.	3,132,573	3,602,460	4,052,766	10,787,700
	6,072,522	ii. Central Campus Expenditures	6,898,244	7,770,012	8,515,260	23,183,516
	236,471	iii. University Central Expen.	262,332	289,955	301,246	853,533
	--	iv. Interest on USAID Loan	200,000	230,000	258,750	688,750
<u>9,873,028</u>	<u>8,657,791</u>		<u>10,493,149</u>	<u>11,892,427</u>	<u>13,128,022</u>	<u>35,513,598</u>
<u>2,678,150</u>	--	<b>D. NON RECURRENT EXPENDITURE</b>	---	--	--	--
645,084	1,284,844	<b>E. GRANT FOR SALARY INCREASES GROSS EXPENDITURE/ESTIMATES</b>	---	--	--	--

### Appendix 7 (cont'd)

Actual Expend. 1980/81	Estimates 1980/81	HEAD	Estimates 1980/82	1982/83	FORECAST	
TT\$	TT\$		TT\$	TT\$	1983/84	TOTAL
					TT\$	TT\$
		Less: OTHER INCOME				
802,656	860,000	Tuition & Examination Fees	860,000	860,000	860,000	2,580,000
1,410,623	1,200,000	Admin. & Common Services Fees	1,200,000	1,200,000	1,200,000	3,600,000
876,669	240,000	Interest on Investments	240,000	240,000	240,000	720,000
109,526	60,000	Miscellaneous Income	60,000	60,000	60,000	180,000
<u>3,199,474</u>	<u>2,360,000</u>		<u>2,360,000</u>	<u>2,360,000</u>	<u>2,360,000</u>	<u>8,080,000</u>
<u>35,150,238</u>	<u>35,151,340</u>	<b>NET EXPENDITURE/ESTIMATES</b>	<u>35,346,634</u>	<u>39,963,256</u>	<u>42,701,957</u>	<u>118,011,847</u>

Source: UWI Estimates for the Triennium 1981/84.

**Appendix 8**  
**THE UNIVERSITY OF THE WEST INDIES**  
**ST. AUGUSTINE**

**ESTIMATES FOR THE TRIENNIUM 1981/84**

**GRAND SUMMARY (INCLUDING PROJECTS)**

**TT \$**

Actual Expend. 1980/81	Estimates 1980/81	HEAD	Estimates 1981/82	FORECAST		TOTAL
				1982/83	1983/84	
<b>A. TEACHING &amp; RESEARCH DEPART- MENTS</b>						
4,531,379	4,921,966	(1) Agriculture	4,957,496	5,642,300	5,914,575	16,514,371
12,630,113	14,545,399	(2) Engineering	17,048,423	18,299,483	19,681,277	55,029,183
3,763,752	4,044,655	(3) Natural Sciences	4,084,351	4,530,653	4,770,214	13,385,218
2,120,383	2,317,289	(4) Arts & General Studies	2,410,883	2,629,217	2,747,266	7,787,366
3,191,877	3,407,800	(5) Social Sciences	3,808,635	4,116,033	4,401,365	12,326,033
287,409	318,450	(6) Inst. of Soc. & Econ. Res.	324,134	393,043	407,737	1,124,914
775,441	903,955	(7) School of Education	824,806	982,415	1,029,129	2,836,350
977,259	1,152,247	(8) School of Ed. —In-service Tr.	1,354,894	1,482,992	1,578,782	4,416,668
1,046,223	1,163,833	(9) Faculty of Medicine	1,082,932	1,249,313	1,295,981	3,628,231
141,506	168,100	(10) Law	169,206	190,048	198,669	577,923
<b>29,473,342</b>	<b>32,943,744</b>		<b>36,054,760</b>	<b>39,515,502</b>	<b>42,024,995</b>	<b>117,606,257</b>

## Appendix 8 (cont'd)

Actual Expend. 1980/81	Estimates 1980/81	HEAD	Estimates 1981/82	1982/83	FORECAST	
					1983/84	TOTAL
<b>B. NON-TEACHING &amp; OTHER DEPART- MENTS</b>						
2,717,738	2,883,939	(1) The Library	2,972,753	3,263,953	3,465,929	9,702,635
153,037	155,225	(2) Extra Mural	159,784	173,424	180,365	513,573
651,357	743,316	(3) Computer Centre	669,871	750,298	803,574	2,231,743
4,750,173	4,925,436	(4) Administration	5,012,393	5,457,321	5,693,591	16,163,305
<b>8,272,310</b>	<b>8,708,416</b>		<b>8,814,801</b>	<b>9,652,996</b>	<b>10,143,459</b>	<b>28,611,256</b>
<b>C. CENTRAL EXPENDITURE</b>						
	2,366,790	(i) Dept. related Central Expend.	3,132,573	3,602,460	4,052,766	10,787,799
	6,072,522	(ii) Central Campus Expend.	6,898,244	7,770,012	8,515,260	23,183,516
	236,471	(iii) University Central Expend.	262,332	289,995	301,246	853,533
		Interest on USAID Loan	200,000	230,000	258,750	688,750
<b>9,873,029</b>	<b>8,675,791</b>		<b>10,493,149</b>	<b>11,892,427</b>	<b>13,128,022</b>	<b>35,513,598</b>
<b>2,678,150</b>		<b>D. NON-RECURRENT EXPENDITURE</b>	---	--	---	--
<b>245,024</b>	<b>1,284,844</b>	<b>E. GRANT FOR SALARY INCREASE</b>	--	--	---	--
		Less: EXISTING GRANTS				
	7,560	Texaco Grant for Agriculture	7,560	7,560	7,560	22,680
8,971,537	10,005,363	T& T Govt Grant for Expan. in Engin.	12,708,023	13,458,681	14,550,679	40,717,383
8,377	153,952	T'dad-Tesoro Chair in Pet. Engin.	183,464	195,121	214,119	592,704
523,033	543,408	T& T Govt Grant for Teaching in Fr.	665,098	697,485	751,642	2,114,225

## Appendix 8 (cont'd)

Actual Expend. 1980/81	Estimates 1980/81	HEAD	Estimates 1981/82	FORECAST		TOTAL
				1982/83	1983/84	
2,036,317	2,111,631	T & T Govt Grant for Govt & B.Sc. Econ.	2,594,643	2,732,802	2,952,484	8,279,929
75,630	127,294	Trintoc Chair in Management Studies	153,394	168,028	179,253	495,675
977,259	1,152,247	In-service Diploma in Education	1,354,894	1,482,992	1,578,782	4,416,668
<u>12,592,203</u>	<u>14,101,455</u>		<u>17,667,076</u>	<u>18,737,669</u>	<u>20,234,519</u>	<u>56,639,264</u>
		<b>Less: OTHER INCOME</b>				
1,802,656	860,000	Tuition & Examination Fees	860,000	860,000	860,000	2,580,000
1,410,623	1,200,000	Admin. and Common Service Fees	1,200,000	1,200,000	1,200,000	3,600,000
876,669	240,000	Interest on Investments	240,000	240,000	240,000	720,000
109,526	60,000	Miscellaneous Income	60,000	60,000	60,000	180,000
<u>3,199,474</u>	<u>2,360,000</u>		<u>2,360,000</u>	<u>2,360,000</u>	<u>2,360,000</u>	<u>7,080,000</u>
<u>15,150,238</u>	<u>35,151,340</u>	<b>NET EXPENDITURE/ESTIMATES</b>	<u>35,346,634</u>	<u>39,963,256</u>	<u>42,701,957</u>	<u>118,011,847</u>

Source: UWI Estimates for the Triennium 1981/84.

**Appendix 9**  
**REVISED ESTIMATED 1983/84**

1. The St. Augustine Campus was allocated a grant of \$117,770,490 for the triennium 1981/84, made up as follows:

	-	
1981/82	-	835,105,277
1982/83	-	39,963,256
1983/84	-	42,701,957
		<u>42,701,957</u>
<b>Original Approved Estimates</b>		<b>\$117,770,490</b>
		<u>\$117,770,490</u>

2. Subsequent grants approved by U.G.C. to meet increases in salaries over the triennium were as follows:

	-	
Academic Staff	-	36,184,000
Non Academic (Q) Staff	-	15,129,828
Daily Rated Workers	-	12,193,458
Estate Police	-	2,204,000
		<u>2,204,000</u>
<b>Total Additional Grants</b>	-	<b>\$66,211,286</b>
		<u>\$66,211,286</u>
<b>Revised Estimates for Triennium</b>		<b>\$183,981,776</b>
		<u>\$183,981,776</u>

## Appendix 9 (cont'd)

3. The sum of \$183,981,776 has been allocated over the Triennium as follows:

	Total	Total	Total	Total
	\$	\$	\$	\$
Original Approved Budget	117,770,490	35,105,277	39,963,256	42,701,957
<b>Grants Approved by UGC</b>				
Academic Staff	36,184,000	---	21,481,000	14,703,000
Non-Academic Staff	15,129,828	---	7,752,718	7,377,110
Daily Rated Workers	12,193,458	4,058,564	3,760,094	4,374,800
Estate Police	2,704,000	955,200	815,000	933,800
	183,981,776	40,119,041	73,772,068	70,090,667
<b>REVISED ESTIMATES</b>				

Source: Revised Estimates for 1983/84 (of the Triennium 1981/84) - UWI, St. Augustine.

## APPENDIX 10

### MAJOR BENEFACTORS OF THE UWI ST. AUGUSTINE CAMPUS

1981

#### FACULTY OF AGRICULTURE

Central Soya Ltd

Grant of a Bursary over a three year period TTS 6,000

Barclays International Development Fund

Benefaction to staff member of Department of  
Livestock Science to attend Conferences on  
Intensive Animal Production £ 695

#### FACULTY OF MEDICINE

Canning Group of Company (Trinidad and Tobago)

A gift of an Infant Bud Respirator to the Peadia-  
tric Unit of the Eastern Caribbean Medical Scheme

Amoco Foundation

Financial contribution to the Eastern Caribbean  
Medical Scheme for the purchase of audio-visual  
equipment. TTS 11,982

#### GENERAL

Trustee Branch of Barclays Bank of Trinidad and  
Tobago Ltd

A gift of seven bursaries in the name of Louis  
J. Williams Educational Trust for the academic  
year 1980/81 in the following areas:

Management Studies	3	
Geology	1	
Civil/Mechanical Engineering	3	TTS 14,000

Friend of the University Trinidad and Tobago

Benefaction towards the purchase of drawings  
done by Mr. Derek Walcott for the play 'Henri  
Christophe' TTS 3,000

Caribbean Development Bank

Benefaction to establish the "CDB 10th Annivers-  
ary Scholarship" in Accounting, Agriculture and  
Engineering

## Appendix 10 (cont'd)

1982

### FACULTY OF ARTS AND GENERAL STUDIES

Government of Trinidad and Tobago

Contribution to the Caribbean Lexicography  
Project towards meeting the cost of local research TTS 14,000

### LIBRARY, ST. AUGUSTINE

Republic Bank of Trinidad and Tobago Ltd

Gift to purchase microfilm reader TT\$ 7,000

High Commission for India in Trinidad and Tobago

Gift of 171 books

Pundit L. Shivaprasad, Barrister-at-Law

Gift of the English edition with the original  
Sanskrit text of 8 volumes of Vidas in 7 books

Centro de Estudios del Caribe de Da Casa de las  
Americas

Gift of books and records

1983

### FACULTY OF AGRICULTURE

McGill International/Royal Bank/Caribbean Pro-  
gramme

Grant for Research Project in "The Fate of Liquid  
Manure Applied to a poor soil type at the Sugar  
Cane Feed Centre, Trinidad, through the Overhead  
Irrigation Scheme" Can \$ 5,000

Shell Chemicals and Services (East Caribbean Ltd)

Grant to fund an International Agricultural  
Programme over a period of five years £ 42,000

### FACULTY OF MEDICINE

Commonwealth Secretariat's Commonwealth Fund  
for Technical Co-operation (CFTC) and PAHO

Grant to fund an International Agricultural Pro-  
gramme over a period of five years.

Commonwealth Caribbean £ 4,000  
USS 980  
PAHO USS 3,300

## Appendix 10 (cont'd)

### **INSTITUTE OF SOCIAL ECONOMIC RESEARCH**

International Development Research Centre

Grant to be used in the project "International Migration (Eastern Caribbean)

Can\$ 139,840

### **GENERAL**

Institute of Marine Affairs, Trinidad and Tobago

Gift of financial support of four postgraduate Fellowships

TT\$ 120,000

### **USAID**

Grant to support the Pilot Satellite Project of the Rural Satellite Programme for supplying education and services to populations not presently or adequately served by the UWI, by establishing a permanent programme involving the use of telecommunications network for the UWI outreach with education and services to both campus and non-campus territories

US\$ 600,000

**From:** The Vice-Chancellor Reports, 1978/83, UWI.

**Appendix 11**  
**SCHEDULE OF ANNUAL FEES**  
**UNDERGRADUATE PROGRAMMES**

**(Payable by Nationals/Citizens/Residents of Contributing Territories under Government Sponsorship)**

**ST. AUGUSTINE CAMPUS (Fees quoted in Trinidad dollars)**

FACULTY	Tuition Fees	Guild Fees	Caution Money	Travelling
<b>ARTS &amp; GENERAL STUDIES (B.A.)</b>				
Full-time Students-		120.00	200.00	-
Evening Students -		60.00	50.00	--
<b>AGRICULTURE \$290.00 (B.Sc.)</b>				
		120.00	200.00	250.00
<b>ENGINEERING \$290.00 (B.Sc.)</b>				
		120.00	200.00	35.00 (50.00)
<b>NATURAL SCIENCES (B.Sc.)</b>				
		120.00	200.00	
<b>LAW (LL.B.)</b>				
Year 1 only	145.00	120.00	200.00	
<b>SOCIAL SCIENCES</b>				
Full-time	145.00	120.00	200.00	
Evening	70.00	60.00	50.00	

1\* The Government of Trinidad & Tobago pays Tuition and Examination Fees for its nationals/citizens pursuing degree courses in the Faculties of Arts and Natural Sciences.

2. A full-time University programme is estimated to cost about \$13,000.00 for an academic year of 31 weeks. This estimates include tuition, residence and living expenses. The cost of a room in a Hall of Residence on campus is \$ 110,00 per week, and three meals per day in the Cafeteria will cost at least \$160,00 per week. Students pay cash for meals. Textbooks and other course material plus incidental personal expenses are estimated to cost about \$1,500.00.

3. Cost should be much less for a Trinidadian living at home.

**MONA CAMPUS (Fees quoted in J Dollars) (Revising expected for 1983/84)**

FACULTY	Tuition Fees (Full - time)	Guild Fees	Caution Money
<b>ARTS &amp; GENERAL STUDIES (B.A.)</b>			
	\$105.00	30.00	90.00
<b>MEDICINE (MB.BS.)</b>			
		\$235.00	30.00 90.00
<b>NATURAL SCIENCES (B.Sc.)</b>			
		140.00	30.00 90.00
<b>SOCIAL SCIENCES (B.Sc.)</b>			
		105.00	30.00 90.00
<b>SOCIAL SCIENCES (B.Sc.)</b>			
		105.00	30.00 90.00

## Appendix 11 (cont'd)

1. The charge for a room in a Hall of Residence at the Mona Campus for 31 weeks is J\$1,302.00. Students should budget to spend approximately J \$ 105.00 per week for meals from the Hall Cafeteria.
2. The estimated annual cost of Books and other course material and incidental personal expenses is J\$1,100.00
3. At Mona all students are required to pay J\$10.00 for Contributing Health Scheme and J\$1.50 for Identification Card.
4. Non-resident students pay a Hall fee of J\$15.00.

### CAVE HILL CAMPUS (Fees quoted in Barbados Dollars)

FACULTY	Tuition Fees (Full - time)	Part-time	Guild Fees	Caution Money
ARTS & GENERAL STUDIES (B.A.)	145.00	70.00	80.00	80.00
LAW (LL.B)	145.00	---	80.00	80.00
EDUCATION (B.Ed.)	335.00	---	80.00	80.00
NATURAL SCIENCES (B.Sc.)	190.00	90.00	80.00	80.00
SOCIAL SCIENCES	145.00	70.00	80.00	80.00

1. At the Cave Hill Campus a Room in Hall costs \$56.00 per week and the cost of meals in the Cafeteria is about \$136.00 per week.
2. The estimated cost of Books and other course material and incidental personal expenses is B\$1,320.00.
3. Non-resident full-time students pay a Hall fee of \$15.00.

ALL FEES QUOTED ABOVE ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.

From: A Guide to Applicants, UWI, Registry. June 1983, pp. 18-19.

## APPENDIX 11 (Cont'd)

HIGHER DEGREES		Full-Time (BDS/EC/TT) \$	Part-Time \$	Full-Time J \$	Part-Time
Arts and General Studies	MA,	\$ 145.00	\$ 70.00	\$105.00	\$ 55.00
	PhD	\$ 240.00	\$ 70.00	\$180.00	\$ 55.00
Agriculture	MSc	\$ 290.00	\$ 150.00	\$215.00	\$110.00
	PhD	\$ 290.00	\$ 150.00	\$215.00	\$110.00
Education	MA	\$ 145.00	\$ 70.00	\$105.00	\$ 55.00
	PhD	\$ 240.00	\$ 70.00	\$180.00	\$ 55.00
Engineering	MSc	\$ 290.00	\$ 150.00	\$215.00	\$110.00
	PhD	\$ 290.00	\$ 150.00	\$215.00	\$110.00
	MPhil		\$ 150.00		\$110.00
Medicine	MSc	\$ 240.00	\$ 95.00	\$180.00	\$ 70.00
	PhD	\$ 240.00	\$ 95.00	\$180.00	\$ 70.00
	DM & MS (with Lab. discipline)	\$ 480.00	\$ 480.00	\$355.00	\$355.00
		\$1,200.00	\$1,200.00	\$890.00	\$890.00
Natural Sciences	MSc	\$ 190.00	\$ 70.00	\$140.00	\$ 55.00
	PhD	\$ 240.00	\$ 70.00	\$180.00	\$ 55.00
Social Sciences	MSc	\$ 145.00	\$ 70.00	\$105.00	\$ 55.00
	PhD	\$ 240.00	\$ 70.00	\$180.00	\$ 55.00
Law	LLM	\$ 145.00	\$ 70.00	\$105.00	\$ 55.00

(For full-time as well as part-time in the Faculties of Agriculture and Engineering a Bench Fee may be charged in addition, at the discretion of the Head of the Department where use is made of laboratory facilities).

**Appendix 11 (cont'd)**

<b>CERTIFICATES</b>	<b>Full time (EC/TT/Bds\$)</b>	<b>Part-time (EC/TT/Bds\$)</b>	<b>Full-time J\$</b>	<b>Part-time J\$</b>
Education	\$ 335.00		\$ 250.00	
Social Work	\$ 290.00		\$ 215.00	
Management Studies	\$ 290.00	\$ 145.00	\$ 215.00	\$ 105.00
Public Administration	\$ 290.00	\$ 145.00	\$ 215.00	\$ 105.00
Advanced Nursing Administration/ Education	\$ 290.00		\$ 215.00	
<b>DIPLOMAS</b>	<b>Full-time (EC/TT/BDs\$)</b>	<b>Part-time (EC/TT/BDs\$)</b>	<b>Full-time J\$</b>	<b>Part-time J\$</b>
Diploma in Library Science	\$ 335.00		\$ 250.00	
Diploma in Tropical Agriculture	\$ 360.00		\$ 265.00	
Diploma in Education	\$ 335.00		\$ 250.00	
Diploma in Food Technology	\$ 360.00		\$ 265.00	
Diploma in Public Administration	\$ 290.00	\$ 145.00	\$ 215.00	\$ 105.00
Diploma in Management Studies	\$ 290.00	\$ 145.00	\$ 215.00	\$ 105.00

**Appendix 11 (cont'd)**

Diploma in Anaesthetics	\$ 480.00	\$ 355.00	
Diploma in Child Care	\$ 480.00	\$ 355.00	
Diploma in Laboratory Medicine	\$ 480.00	\$ 355.00	
Diploma in Gynaecology and Obstetrics	\$ 480.00	\$ 355.00	
Diploma in Psychiatry	\$ 480.00	\$ 355.00	
Diploma in Public Health	\$2,400.00	\$1,780.00	
Diploma in Community Health	\$3,600.00	\$2,670.00	
Diploma in Community Nutrition	\$ 400.00	\$ 355.00	
Diploma in Mass Communication	\$ 600.00	\$ 445.00	
Diploma in Medicine		\$ 240.00	\$ 180.00
Diploma in Engineering		\$ 180.00	\$ 135.00

The cost of Boarding and Lodging for students on Teaching Practice or Fieldwork is not included in the Estimates above.

## APPENDIX 11 (Cont'd)

### TUITION FEES FOR STUDENTS FROM TERRITORIES NOT SUPPORTING THE UNIVERSITY\*

Council has agreed that, in the interest of ensuring that the University maintains its international character, it will allow a limited number of students from territories not supporting the University to be admitted at special tuition fee instead of their paying the economic costs.

The quota fixed for such students is 3% of the overall registration, but only 2% of the admission in the Faculties of Engineering and Medicine. No such students are admitted to the Faculty of Law.

The special tuition fees approved for the time being for such students are as follows:

#### FIRST DEGREES

Full-time Students	(EC/TT/Bds\$)	J \$
Arts & General Studies		
Social Sciences		
Education	\$1,920.00	\$1,425.00
Natural Sciences	\$2,400.00	\$1,780.00
Agriculture, Engineering and Law	\$2,880.00	\$2,130.00
Medicine	\$4,800.00	\$3,560.00

#### Part-time Students

Arts, Social Sciences and Education	\$ 840.00	\$ 625.00
Natural Sciences	\$ 960.00	\$ 715.00

\* Under Review

Agriculture, Engineering and Law	\$1,200.00	\$ 890.00
Medicine	\$2,040.00	\$1,515.00

#### HIGHER DEGREES

##### Full-time and Part-time Students

Arts and General Studies	\$1,440.00	\$1,070.00
Education, Social and Natural Sciences	\$1,800.00	\$1,335.00
Agriculture, Engineering and Law	\$2,040.00	\$1,515.00
Medicine	\$2,400.00	\$1,780.00

#### CERTIFICATES AND DIPLOMAS

##### Full-time

Education and Management Studies	\$2,400.00	\$1,780.00
Public Administration and Library Science		
Food Technology	\$2,800.00	\$2,130.00

##### Part-time

Management Studies and Public Administration	\$1,200.00	\$ 890.00
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From: UWI General Information Booklet (Extracted from Calendar 1983/84, Vol. 2, Regulations and Syllabuses, September 1983, pp. 9-12).

## Appendix 12

### OF -CAMPUS ACCOMMODATION August to November 1983 (Approximate Cost)

#### HOUSES

One 3 bedroom unfurnished	-	\$	1,400.00
One 2 bedroom unfurnished	-		850.00
One 2 bedroom furnished	-		2,000.00
One 2 bedroom furnished	-		1,500.00
One 3 bedroom unfurnished	-		400.00 each bedroom
One 3 bedroom furnished	-		1,000.00
One 3 bedroom unfurnished	-		1,000.00
One 5 bedroom furnished	-		350.00 each bedroom

#### ANNEX

One 1 bedroom furnished	-		900.00
One 1 bedroom furnished	-		750.00
One 1 bedroom unfurnished	-		300.00
One 1 bedroom unfurnished	-		450.00
One 1 bedroom furnished	-		500.00

#### APARTMENTS

One 3 bedroom furnished	-		400.00 each bedroom
One 2 bedroom unfurnished	-		800.00
One 3 bedroom furnished	-		400.00 each bedroom
One 2 bedroom furnished	-		1,000.00
One 3 bedroom unfurnished	-		800.00
Four 2 bedroom unfurnished	-		2,000.00 each apartment
Four 2 bedroom furnished	-		1,100.00 each apartment

## Appendix 12 (cont'd)

One 3 bedroom furnished	-	1,500.00
One 1 bedroom furnished	-	650.00
One 1 bedroom unfurnished	-	900.00
One 1 bedroom partly furnished	-	1,800.00
One 1 bedroom unfurnished	-	1,500.00
One 1 bedroom furnished	-	1,200.00
One 3 bedroom furnished	-	1,500.00
One 1 bedroom furnished	-	1,600.00
One 2 bedroom unfurnished	-	900.00
One 2 bedroom furnished	-	1,500.00
Two 2 bedroom furnished	-	1,500.00
Two 2 bedroom Furnished	-	1,500.00
One 4 bedroom Furnished	-	400.00 & 600.00 (single & double rooms)

### ROOMS

Bedrooms range from:

Double rooms \$500, \$600, \$700 & \$800 (2 students to a room)

Single rooms \$300, \$350, \$400 & \$500. (1 student to a room).

From: Student Advisory Services Report, UWI 1983, pp. 1-2

From: Student Advisory Services Report, UWI 1983, pp. 1-2

### Appendix 13

## PROPOSED BUDGET 1980/81 FOR THE STUDENTGUILD UWI, ST. AUGUSTINE

NAME OF ACCOUNT	ALLOCATION
National Insurance	\$ 2,000.00
COLA	2,500.00
Salaries	87,000.00
Provision for Back Pay	25,000.00
Wages	15,000.00
Workers Contingency Fund	9,000.00
Maintainence	3,000.00
Repairs & Renovations	5,000.00
Stationery	5,000.00
Phones, Electricity, Newspapers	8,000.00
Orientation Week	6,000.00
Games	15,000.00
Inter-Campus Games	8,000.00
Publications	3,000.00
Inter-Clubs Committee	18,000.00
Elections	1,000.00
E.A.C.	5,000.00
Contingencies	3,000.00
Swimming Pool	5,000.00
Cafeteria	10,000.00
Steelband	5,000.00
Halls	4,000.00
Faculties	3,000.00
Capital	60,000.00
From UWI St. Augustine Guild of Undergraduates Bulletin, 1981.	<hr/>
	\$ 303,000.00

## APPENDIX 14

### UNIVERSITY OF THE WEST INDIES UNIVERSITY RESTRUCTURING

#### SUMMARY OF MATTERS ON WHICH CONSENSUS HAS BEEN REACHED

1. Consensus has been reached on the basic principles and main requirements for University Restructuring.
2. It has been agreed that the structure under which greater Campus autonomy will be achieved shall be:

#### I. AT EACH CAMPUS

- (a) **Campus Council** as the principal management body at each Campus.
- (b) **Academic Board** as the academic authority at each Campus, with increased powers including final authority on syllabuses.
- (c) **Campus Appointments Committee** with responsibility for appointments to grade of Lecturer and first appointment to Senior Lecturer. Promotion to Senior Lecturer and determination of tenure on advice of Joint Assessment and Promotions Committee (See paragraph II (d) below:
- (d) (i) **Campus U.G.C.** as the Governmental machinery for financing each Campus.  
(ii) **Campus U.A.C.** to advise Campus U.G.C.

#### II. AT THE CENTRE

- (a) **University Council** with responsibility inter alia for Common Services. University programmes\*, programmes in and/or for Non-pus Countries.
- (b) **Senate** as principal academic authority of the regional University with responsibility inter alia for the award of Degrees, Diplomas, Certificates and for maintenance of high academic standards, through control of entry requirements, examinations, promotion of consultation between Campuses, advising Campuses on their programmes;
- (c) **Central Appointments Committee** with responsibility for appointment of Campus Principals, Deans, Professors, Heads of Institutes, Schools, Heads of Departments; etc.
- (d) **Joint Assessment and Promotions Committee** with responsibilities including advising the Campus Appointments Committees on promotion to Senior Lecturer and determination of tenure:

## Appendix 14 (cont'd)

(e) (i) Central U.G.C. as the financing mechanism for University central activities, University programmes and programmes in and/or for the Non-Campus Countries.

(ii) Central T.A.C. to advise Central U.G.C.

3. The role and structure of these bodies is discussed in the following paper, and matters on which further discussion is required are identified.

\* Programmes not carried out solely at a Campus (for example, Extra-Mural work in NCCs, new programmes initiated by the centre for the region as a whole).

\* Campus U.G.C. - Campus University Grants Committee.

\* Campus U.A.C. - Campus Academic Committee.

## APPENDIX 15

### ACADEMIC PROGRAMMES OFFERED AT ST. AUGUSTINE

The following is a list of degrees, diplomas or certificates awarded by the University of the West Indies, St. Augustine according to Faculties:

#### AGRICULTURE (St. Augustine only)

B.S.c. (Agriculture)  
B.S.c. (Agronomy)  
M.Sc  
Ph.D  
Diploma in Agric. Extension

#### ARTS AND GENERAL STUDIES

B.A.  
B.A. (Theology)  
L.th  
M.A.  
MPhil.  
Ph.D

The B.A. degree is available at all three Campuses. Courses are available to B.A. Students in the following subject areas:

At St. Augustine (TRINIDAD) - African and Asian Studies, Economics, English, French, Government History, Linguistics, Mathematics, Sociology, Spanish, Management Studies, Philosophy, Theology.

Courses for the Degree and Licentiate in Theology are available to students of the following affiliated Theological Colleges - Codrington College, Barbados; The United Theological College of the West Indies, St. Michael's Seminary, Jamaica; and St. John's Vianney Seminary, Trinidad.

#### EDUCATION

Dip. Ed.  
M.A.  
Ph.D.

At Mona, St. Augustine and Cave Hill - An in-service Dip. Ed. is available.

## Appendix 15 (cont'd)

### ENGINEERING (St. Augustine only)

B.Sc. (Eng.) - Agricultural, Chemical, Civil, Electrical, Industrial, Mechanical, Petroleum.

B.Sc. Land Surveying

Diplomas in Food Technology

Construction Management and Production Management.

M.Sc., M.Phil. Ph.D.

### LAW

LL.B. - 1st year at Cave Hill, Mona and St. Augustine, 2nd and 3rd years at Cave Hill only

LL.M. (Cave Hill only)

### NATURAL SCIENCES

B.Sc. (General) degree is available at all three campuses where the following subject areas are available:

At St. Augustine - Biochemistry, Botany, Applied Botany, Chemistry, Analytical Chemistry, Additional Zoology, Mathematics, Physics, Environmental Physics, Zoology. Applied Physics, Computer Science.

B.Sc

P.Phil

M.Sc At all three Campuses

Ph.D.

### SOCIAL SCIENCES

At St. Augustine - Economics, Government, Management Studies, Social Sciences, Sociology.

B.Sc. Hotel Management - 1st Yr. at Cave Hill, Mona or St. Augustine; 2nd & 3rd yrs at College of the Bahamas, Nassau, Bahamas.

Diploma in International Relations - at St. Augustine

Diploma in Management Studies - at Mona and St. Augustine

Diploma in Public Administration - St. Augustine

Certificate in Public Administration - St. Augustine

Certificate in Management Studies - at Mona and St. Augustine

Certificate in Social Work - at Mona

M.Sc

Ph.D.

## APPENDIX 16

### TOTAL GRADUATES OF THE FACULTY OF NATURAL SCIENCES - FIRST DEGREE BY YEAR

SESSION ENDING	NUMBER OF GRADUATES
1973	66
1974	58
1975	64
1976	67
1977	81
1978	71
1979	69
1980	74
1981	82
1982	74
1983	76
Total	770

From: UWI Statistics 1982/83, p.37

## Appendix 17

### PROGRAMMES, CONTENT, REGISTRANTS AND GRADUATES EXTRA-MURAL CENTRE, SANGRE GRANDE, 1982<sup>1</sup>

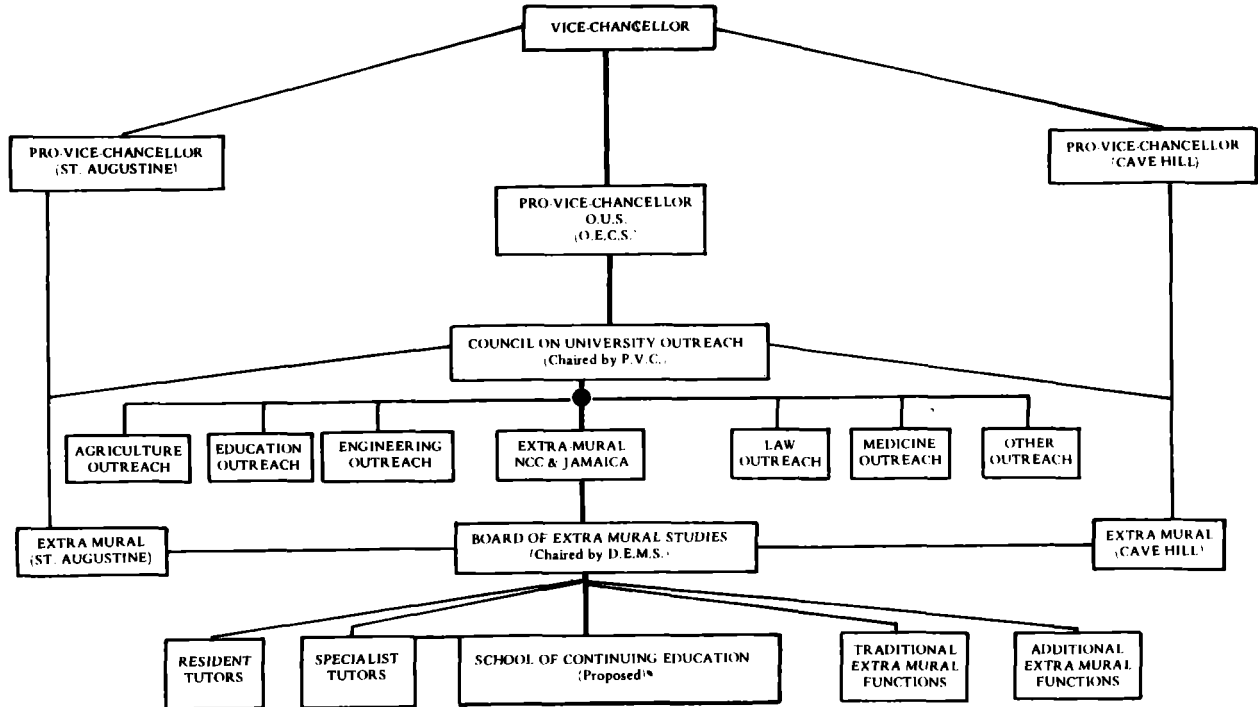
PROGRAMMES	CONTENT - Examples	REGISTRANTS	GRADUATES
1. Vocational / Job Oriented	<ol style="list-style-type: none"> <li>1. Business studies: e.g. Commercial Farming Estate management, Business management;</li> <li>2. Teacher Training, e.g. Nursery or Kindergarten teaching, Applied Psychology, Child and Adolescent Psychology;</li> <li>3. Visual Arts - painting, drawing, photography;</li> <li>4. Theatre Arts - Playwriting, Directing, Dance;</li> <li>5. Literacy Arts - Public speaking, shortstory writing, verse writing;</li> <li>6. Music Studies - Guitar, steelband, recorder;</li> <li>7. Physical Education - Keep-fit, Exercises for the figure;</li> <li>8. Industrial Arts - Carpentry, Plumbing, Upholstery.</li> </ol>	850	680

## Appendix 17 (cont'd)

PROGRAMMES	CONTENT - Examples	REGISTRANTS	GRADUATES
2. CXC/GCE Aid Programme	Assistance to students writing formal examinations, e.g. Electricity/Electronics; Agricultural Science.	300	300(2)
3. General Class Programme	Students preparing to write the London G.C.E. privately. Whole syllabus followed through this programme	200	153
4. Vacation School Programme		153	153
5. External Studies Prof. Programme	Accounting; Purchasing and Supplies; External Exams of professional bodies to be written.	48	48(2)
6. Exception 1983 New Programme External Studies Technical Prog.	Participants to write City and Guilds Examination of London.		
1. Information provided by Winston Williams, Centre Supervisor.			2. Stayed for duration of Programme, wrote exam; results not yet declared.

From: G. Williams and C. Harvey Education and Productive Work in Trinidad and Tobago, CARNEID, UNESCO, 1983, p. 79.

**APPENDIX 18  
PROPOSED ORGANIZATIONAL STRUCTURE OF THE UWI  
EXTRA-MURAL STUDIES UNIT, POST 1984**



FROM: Report of the Committee to Examine the Role and Structure of the Department of Extra-Mural Studies Unit, 1984.