



The University of the West Indies
Mona Campus

Developing the UWI Strategic Plan: The Mona Engagement Response



October 2006

Table of Contents

	Pages
Task Force Members	3
Summary of Mona Engagement Response	4-21
Engagement Questions	23-24
Summary of Engagement Meetings	25
Meetings with Select Heads of Departments	28-32
Mona Campus Staff Meeting	33-34
Mona Academic Board Meeting	35-38
Focus Group: Senior Administrative Staff	39-40
Focus Group: Senior Lecturers	41-42
Focus Group: Library & Information Professionals	43-44
Focus Group: Service Staff	45-46
Dept. Meeting: Library & Inform. Studies	47-49
Focus Group: Senior Administrators	50-52
Dept. Meeting: Student Services	53-57
Dept. Meeting: Maintenance Department	58-59
Focus Group: Administrative, Technical & Service Staff	60-62
Interview: Former Head, First Prof. of Chemistry	63-64
Dept. Meeting: School of Nursing	65-66
Focus Group: Mona Information Technology Services	67-69
Dept. Meeting: Surgery	70-71
Dept. Meeting/Symposium: Chemistry	72-75
Dept. Meeting: Institute of Education	76-77
Dept. Meeting: Human Resource Management Division	78-79
Dept. Meeting: Medicine	80-82
Dept. Meeting: Office of the Campus Principal	83-84
Dept. Meeting: Office of Campus Deputy Principal	85-86
Dept. Meeting: Bursary	87-89
Dept. Meeting: Basic Medical Sciences	90-91
Faculty Meeting: Humanities & Education	92-94
Dept. Meeting: Business Development Office	95-98
Departmental Meeting: MSB	99-100
Departmental Meeting: Economics	101-102
Departmental Meeting: Library	103-105
Departmental Meeting: Modern Languages	106-107
Departmental Meeting: Management Studies	108-110
Focus Group: Staff on High School Board	111-112
Departmental Meeting: FSS Dean's Office	113-115
Focus Group: Lecturers	116-117
Dept. Meeting: Child Health Unit, Dept. OGC, FMS	118-119
Focus Group: Undergraduate Students	121-123
Focus Group: Post-graduate Students	124-128
Hall Meetings: Irvine, Mary Seacole, Taylor, Rex Nettleford, Chancellor, Preston	129-149
Mona Campus Student Meeting	150-152
External Group: Private Sector Organisation of Jamaica	154-155
External Group: Jamaica Society of Scientists and Technologists	156-157

External Group: ACORN Business/Union Leaders	158-160
External Group: Jamaica Council of Churches	161-163
External Group: Jamaica Hotel & Tourism Association	164-166
External Group: Institute of Chartered Accountants	167-168
External Group: Media Association of Jamaica	169-170
External Group: Library and Information Association of Jamaica	171-173
External Group: Minister of Education & Youth	174
External Group: Moore Town Maroon Community	176-177
External Group: Woodside Rural Community	178
External Group: August Town Community	179-181
Report on Mona's Workplace Satisfaction Survey	183-184
Report on UWI's Impact in the Market for Services in Jamaica	186-195
Report on UWI's Role in the Market for Skills in Jamaica	197-200
Summary of Recommendations, Strategic Repositioning Report	202-203
Summary Report of STT Student Transformation Sub-Committee	208-213

Task Force Members

Professor Alvin Wint, Dept. of Management Studies & Deputy Chairman, Strategic Transformation Team (STT), Chair

Mr. David Brown, UAWU Representative

Mr. Dayton Campbell, President, Guild of Students

Ms. Jennifer Cheesman, Senior Planning Officer & STT Programme Officer

Dr. Derrick Deslandes, Dept. of Management Studies & President, WIGUT

Professor Hubert Devonish, Head, Dept. of Language, Linguistics & Philosophy

Dr. Hopeton Dunn, Director, Telecommunications Policy & Management, MSB

Professor Fay Durrant, Head, Dept. of Library and Information Studies

Mrs. Carroll Edwards, Public Relations Officer

Mr. G.E.A. Falloon, Campus Registrar

Dr. Allister Hinds, Director, Human Resource Management Division

Professor Yvette Jackson, Dept. of Chemistry & STT Member

Dr. Patsy Lewis, Senior Research Fellow, SALISES

Mr. Mark Nelson, MONATS Representative

Dr. Thelora Reynolds, Director, Office of Student Services

Mrs. Elaine Robinson, Campus Bursar

Mrs. Kathleen Sambo, Estate Manager (Acting)

Mr. Carlton Samuels, Director, Mona Information Technology Services

Miss Natalee Simpson, STT Administrative Assistant

Summary of Mona Engagement Response

Introduction

The Mona Response to the UWI 2007-2012 Strategic Planning Engagement Exercise identifies primarily from six data sources themes viewed by the Mona Community as critical to the University's strategic deliberations. The principal mechanism used in the inductive identification of these themes was an analysis of the responses to the sixty engagement activities conducted by the Mona Planning Task Force (MPTF) between May and September 2006. But for purposes of establishing the strategic issues important to the Mona Community, the data from the engagement activities specifically conducted by the MPTF have been complemented by five additional sources of relevant data. These data sources are indicated below.

1. Staff responses (approximately 70% of staff) to the Workplace Satisfaction Survey (WSS) initiated by UWI, Mona's Strategic Transformation Team (STT) and conducted by the Stone Organization between October 2005 and January 2006;
2. The results of a survey of approximately three hundred private firms in Urban and Rural Jamaica commissioned by the STT and conducted by Capacity Building & Consulting Services Ltd. between April and June 2006, which sought to ascertain perceptions of UWI's impact in the local market for research and professional services;
3. The results of an analysis commissioned by the Principal's Office and conducted by Capacity Building & Consulting Services Ltd. of the 1991 and 2001 Jamaica Censuses, to establish UWI's role in filling the market for skills in Jamaica.
4. The Seventy Recommendations of UWI, Mona's Strategic Challenges Task Force (SCTF), which were the outcome of deliberations by forty two members (forty members of staff and two representatives of the Guild of Students) of sub-committees of this Task Force over the period January to November 2004, and which are recorded in the document Strategic Repositioning: An Agenda for Action.
5. The June 2005 Summary Report, including twenty-five recommendations, of the STT's Student Transformation Sub-Committee, which comprised fifteen members (eight members of staff and seven student representatives from Mona's four faculties)

Issues Emerging from MPTF Engagement Activities

Many issues emerged from the engagement activities conducted by the MPTF. Appendices 1 to 5 summarize most of these issues and identify the number of engagement activities in which they were raised by group category. Table 1 translates these issues into themes. This is done by listing the common issues appearing in the top 10 in at least two of the four engagement groups. Of course, this methodology is

relatively crude for various reasons, not least of which is the fact that there was such variety in the types of engagement activities. These ranged from interviews with heads of departments to summary responses from 485 members of staff attending the campus wide staff meeting.

This methodological deficiency is partly addressed in the discussion of themes by giving special emphasis to the challenges identified by representatives at the Campus wide meetings of staff and students. It is also addressed by complementing the results from the engagement activities with the other five data sources identified previously. These, by and large, were responses from, or deliberations of large groups on and off the Campus.

Finally, the methodological deficiency is also addressed in table 1, by identifying the themes that resonated with at least two of the four groups responding in the engagement process. The identification of themes across groups helps to put in perspective an engagement process that was understandably skewed toward staff engagement, with an activity distribution as follows: staff – 39, students – 9, employers – 9 and community groups – 3, comprising a total of sixty engagement activities.

Table 1: Issues Common Across Engagement Groups

Issues	Staff	Students	Employers	Community
Broad Education and Holistic Student Development	X	X	X	X
Marketing of UWI Brand	X	X	X	X
Responsiveness to National/Regional Needs	X	X	X	X
Research Impact, Including Marketing of Research	X	X	X	X
Infrastructure Needs	X	X	X	
Improved Customer Service	X	X		X
Matching Curricula to Market Needs		X	X	
Expanded/Changed Course Offerings			X	X
Improved Relationships with Societal Partners			X	X
Increase Teaching/Service Flexibility to Evenings/Weekends			X	X
Improved use of Technology (Including Upgraded Website)	X	X		
Research Productivity, Focus, Accountability, Funding	X	X		

Brief Discussion of Frequently Mentioned Themes

The engagement activities provided the opportunity for members of the University community to state their views on the challenges confronting the University. By the nature of the exercise, and the questions posed, the responses of many individuals were critical. This is not to suggest that these individuals did not consider that there were strengths and positive elements within the University.

UWI Strengths

In the WSS, for example, there were a number of areas in which staff members lauded the University. In the general staff meeting 68% of staff members considered that a major

accomplishment of the University is its high standard and reputation for academic excellence. In the Chemistry Department's Symposium, it was noted that the University has been producing doctorates since 1952, with close to 600 doctoral graduates produced through 2005. In communities as diverse as a Maroon Community in Moore Town, Portland, and August Town adjacent to the Mona Campus, the University was recognized for its work in these communities.

The survey of three hundred commercial enterprises by Capacity Building & Consulting Services Ltd. also indicated areas of strength. In the companies surveyed that used research services, for example, UWI was the primary supplier of these services, with the more profitable firms relying even more on UWI. The University has a career placement division that seeks to place students in these professional service positions, and the students in the Mary Seacole Hall engagement applaud the work of Career and Placement Services. Surveys of students indicate that they are generally pleased with the one-stop graduation centre and on-line registration. The evaluation of teaching by students has consistently given high marks to Mona teaching staff. Further, radio stations have rated the performance of interns from CARIMAC as good to excellent, subsequent to CARIMAC's introduction of this internship programme as a part of its strategic planning exercise and in response to a process of consultation with each sector of the media and communication industry.

These strengths aside, the responses reflect the Community's feeling that the period of introspection associated with the development of the University's next strategic plan provided an opportunity for the University to remedy a number of deficiencies in its operations. Those deficiencies identified by most of the groups engaged are discussed below. Rectifying these deficiencies will undoubtedly require a change in the culture of the University.

Broad Education and Holistic Student Development

In many engagement activities with staff, students, employers and at least one community group, much was made of the need for UWI to educate students in a holistic manner. Indeed, the first suggestion made in the Academic Board engagement exercise was that UWI should focus more on the all-round development of students. In the discussion with the head of the Department of Literatures in English, the position was taken that UWI should be more oriented towards providing a liberal arts education for its students. While other groups advanced this position, it also became clear that the matter of a holistic education involves more than support for a liberal arts education. Respondents emphasized the importance of language literacy (English, foreign and information), attitudinal change, including a responsiveness to social, national and regional concerns and extra-curricular activity, such as sports, leadership training, community service and language immersion, for credit.

Another issue that emerged with respect to holistic student development is the focus on examinations at UWI. In the engagement activities in the halls of residence, one student indicated that UWI should be "an institution which produces students who are not just

being prepared to sit exams as it would appear that the whole UWI experience is about preparing for exams.”

While it was felt by several groups that UWI should concentrate on ensuring that it excelled in graduate studies, there was no evidence from the engagement exercise that suggested that UWI should downplay its role as an institution that excelled in providing a holistic education for undergraduate students. In an engagement exercise during the Department of Chemistry’s multi-day symposium, this point was emphasized by two former Pro-Vice Chancellors, Professors Roy Augier and Gerald Lalor. Indeed, Professor Lalor’s point that “a concentration on eating at too high a point on the food chain pyramid can lead to starvation” illustrated the inherent danger in concentrating on graduate studies at the expense of undergraduate teaching.

The focus on a broader undergraduate education which emerged in the engagement exercise is highly complementary to the work of the STT’s student transformation sub-committee. One of the recommendations of this sub-committee, for example, is the development of a First Year Student Experience (FYE), designed to provide a more holistic education for students. This FYE programme has now begun on the Mona Campus as a pilot project.

Marketing of the UWI Brand

One of the concerns expressed with great passion by the Mona Community is the need for more effective marketing of UWI. This need has both internal and external dimensions. A concern emerging from the engagement exercise is that too few UWI staff members know about important initiatives being taken by units within the Campus. At the same time, there is a strong perception that UWI, Mona is not marketing itself effectively to Jamaican, regional and international markets. The point raised in several engagement exercises was that, despite its efforts, Mona’s Public Relations Office, with its very small professional staff complement, was inadequate, even if it may have been adequate when UWI had a monopoly on university education in Jamaica. Students in the Rex Nettleford Hall engagement activity noted that “UWI needs a Marketing Office.”

Responsiveness to National Needs

Many participating in the engagement activity believed that the University could do more to respond to national needs. There was a perception that the University did not encourage this focus. Academic Board noted, in responding to this issue, that the UWI should conduct more employers’ surveys, in addition to marketing its skills more effectively. This juxtaposition of issues demonstrate the considerable interaction among the themes drawn from the engagement exercise. This interaction was also demonstrated in responses to the focus group with undergraduate students, during which students felt that the more active involvement of the University in its adjacent communities was one mechanism for responding more effectively to national needs. Another element arising from the discussion of national responsiveness came from engagement activities with

Academic Board, the Deputy Principal's Office and the focus group at Mary Seacole Hall, each of which focused on the necessity for a UWI campus in Jamaica's second city, Montego Bay.

Research with Impact

A critical concern addressed by the engagement process in relation to research revolved around the need for the University's research to have an impact on the societies it served. At the focus group with library and information professionals, for example, members suggested that UWI needed to focus on issues of relevance, publicise the good quality work that is being done, and re-examine teaching loads to improve research capacity. The output of the engagement process suggested a distinction between the generation of research that had impact and the level of research productivity within the institution. But both issues surfaced in many engagement activities. The Minister of Education was particularly concerned about the research impact of UWI and stated that "UWI should be providing long-term solutions to our challenges and not just whimsical voice clips and media commentary which in many ways obscure the issues."

A related issue is the linkage between research and teaching. At the engagement activity with the Unit of Child Health, the point was made that the University needs to admit that not all staff members are capable of being equally effective at the growing set of responsibilities: teaching, student advising and mentoring, research, university service, public service and income generation that is being required of staff members. Some focusing of activity is required. This is the principle behind the University's recent discussion of a differential work-load policy. But the engagement exercise did not find strong support for sharp distinctions between research and teaching staff. At the campus wide student meeting, students called for research-based teaching. In a similar vein, Professor Hassall who delivered the University's first lecture in 1948 opined that "being taught by a lecturer who does no research is like drinking from a stagnant pond versus a running stream."

Infrastructure Needs and Increased Service Flexibility

Calls for improved infrastructure have come from students, staff and employers. Students continue to complain about infrastructural inadequacies in class-rooms and halls of residence. At the Campus Student Meeting, one student said "sometimes I have to decide whether I should go to class or not because I may end up having to sit on the floor or stay outside." Staff members express concern about inadequacies in the physical plant, including offices, classrooms and bathrooms, in addition to the challenges posed by the inadequate technological infrastructure. Departments in the Faculty of Medical Sciences were most vociferous in expressing concerns about the poor quality of available infrastructure, including the inadequate state of the physical plant at the University Hospital.

It is notable that issues of infrastructure took on special emphasis in connection with student expansion. In several cases, engagement exercises spoke to the importance of

aligning student expansion with infrastructure. A student commenting at the campus student meeting noted that “if the student population has gone up by 37% in the past five years the university has to address the problem of space.” Notably, not a single engagement exercise spoke to the desirability of expanding enrolment on the Mona Campus in the context of the current physical and human resource base. At the same time, there were calls for greater flexibility in classroom scheduling, in particular, incorporating into the timetable evening and weekend classes. This would make better use of existing infrastructure as well as respond more effectively to the needs of students unable to participate in day classes on the Campus.

Improved Customer Service

One of the messages that emerged with a strident voice from the engagement process was the way in which the University serves the needs of its students and its staff. At the engagement exercise with the Human Resource Management Division, emphasis was placed on the need for the University to become more “people friendly,” suggesting that the University needed to improve the quality of its service to students and staff. At a focus group with senior lecturers, participants noted that the University must eliminate the “casual brutality” of the system, especially as it relates to administrative support systems.

At the Campus-wide student meeting, one student, endorsed with applause from his peers, indicated that the University treats students “like crap.” Another indicated that “because of this experience I would never advise someone to come here, especially with so many other schools out there. The University has to realize that it won’t be able to attract new students if they can’t get it right with current students.” At the engagement activity with the JHTA, one employer indicated that “students have said that they hate the university because of how they were treated on Campus.” An important point noted in the engagement exercise with the Dean’s Office, Faculty of Social Sciences, was that improved customer service did not just, or even primarily, result from having staff with better attitudes, but that it required a fundamental reconfiguration of the University’s processes.

Matching Curricula to Market Needs

One of the perceptions that surfaces in discussions with students and external groups is the notion that UWI students are not work-ready. At the campus student meeting, one student noted, “I don’t think UWI is training for the job environment....There should be more practical training and internships.” This perception has led several groups to call for a better alignment between UWI’s educational processes and the needs of industry and, in some cases, additional skills training. In consultations with most of the employer groups, respondents were of the view that the University was inadequate in its training of students.

One pervasive comparison is between UWI and UTECH. At the JHTA engagement activity, one employer voiced a commonly held perception across the Jamaican private

sector, that “the general finding is that UTECH students are more practical and adapt better to work environments. Their attitude and exposure to work is much different from those of UWI graduates and they readily perform given tasks. The UWI on the other hand has kudos in the areas of speaking and presence, however their graduates are elitist and lack practicality.”

Both the survey of UWI’s role in the market for skills and that of its intervention in the market for research and professional services, provide additional information on the relationship between UWI and the market for skills in Jamaica. In the market skills survey, for example, the researchers make the point that there is a considerable imbalance between market needs and the skills developed at UWI, with UWI having a particularly low level of impact in the “copyright sector.” In the survey of UWI’s role in the market for professional services and research, although UWI was the tertiary institution that was the top provider of both sets of skills, its supply of professional services was only marginally above those of other local tertiary institutions, and considerably less than other local tertiary institutions and foreign institutions combined.

Improved Management and Use of Technology

The need for improved management and the more effective use of technology were two of the most pervasive themes in the engagement activities with staff. The general perception was that UWI’s management structures and processes were in dire need of reform. These concerns centred around issues of overly bureaucratic decision-making systems and management processes that had remained unchanged for too long and did not involve an appropriate use of technology. This perspective was confirmed in the responses to questions posed at the Campus staff meeting. When asked how UWI should respond to the challenges and opportunities with which it was confronted, the highest percentage of respondents, 46%, wrote that UWI need to improve the management of its operations, including the appropriate use of information and communications technology.

Similarly, of the nine summary recommendations of the SCTF, six related to issues of management reform, including the need for strategic change and a strategic implementation focus, the need for more effective unit management, increased meritocracy, the need for more effective rewards and sanctions, the need for improved process efficiency and the need for an improved institutional research capability. Finally, the Workplace Satisfaction Survey, while pointing to strengths on the Campus including high levels of work motivation and job satisfaction, further emphasized the management challenges within the University by indicating that 71% of staff members were of the view that promotion guidelines were not clear.

Strengthened Regionality

There was a strong rally from many engagement groups, particularly among staff, for UWI to strengthen its regional identity. Generally, it was felt that this was an area in which UWI had both an advantage relative to other tertiary institutions and a responsibility to the peoples of the region. The engagement in the Department of Economics, however, emphasized the importance of “organic regionality.” That is, the

University should not seek to re-impose a regionality based upon standardization, but rather should create an intellectual regionality that would see the movement of students among the campuses, facilitated by University commitment and resources, and a similar movement of staff. At the focus group with senior lecturers it was emphasized that the objective of strengthened regionality had to be appropriately resourced.

Attitudinal change is also critical, however, in responding to the imperative of regionality. A point raised in the engagement exercise with 65 members of the Faculty of Humanities and Education, and echoed in the focus group with the Department of Student Services, is the importance of staff members avoiding national ethnocentrism in the design and delivery of their courses. This connects with the call, in several engagement activities, for special emphasis to be placed on the UWI-12. Among other measures, it was felt that more examples from UWI-12 countries should be included in the curriculum in efforts to avert the trend toward national ethnocentrism on the Campuses.

A More Globally Oriented University

In engagement activities with staff, students and one employer group, there was a focus on the importance of UWI becoming a globally-oriented university. This concern was addressed in a number of different ways. The Department of Basic Medical Sciences emphasized the importance of UWI gaining a position in global rankings of universities. Other groups expressed the need for UWI to collaborate more effectively with universities from other countries. In engaging a focus group of staff who serve on the boards of high schools on UWI's ability to attract highly talented students, the issue was raised that UWI should focus on offering these students an education that was of global standards. Such an education should include the ability to study abroad as a part of their UWI education.

In the engagement activity with the Department of Management Studies, UWI's existing mission was linked to this need for a more globally-oriented focus. According to this argument, UWI's mission and focus during its life to date has been largely linked to its need to create a strong regional identity for the Anglophone peoples of the Caribbean in the post-colonial, post-independence era. UWI has to continue to be, as pointed out by the Department of Student Services, the conscience of the region, or, according to the Private Sector Organisation of Jamaica, the conscience of the country. Further, it also should be, according to the Institute of Education, an institution "with which the region can neither live with nor without." At the same time, several groups considered that UWI must also now play a key role in assisting students to prepare themselves to function in a world in which there is much greater mobility and which is demanding of much greater flexibility than has ever before obtained.

In part, this global orientation needs to focus on responding to local and foreign competition. It suggests a rethink of UWI's stated mission that indicates it is "the sole organ for meeting local needs." Even if these needs are defined to be regional, UWI has no legitimate claim, nor should it desire, to be solely able to meet these needs.

Improved Relations with Societal Partners/Support for Adjacent Communities

Some might consider it surprising that in so many engagement activities, respondents spoke to the importance of UWI interfacing with other societal partners and supporting its adjacent communities. This finding also needs to be taken against the background that, unlike some of the areas of significant emphasis, such as research, regionality and responsiveness to national needs, this issue was not prompted by the questions used in the engagement activity.

In an engagement activity in the August Town Community, adjacent to the Mona Campus, Professor Barry Chevannes posited a rationale that would probably resonate with many groups who raised this issue. He suggested that the University's ability to teach development theory is made far more credible if it serves as a catalyst for the development of its adjacent communities. At another level, the Maroon Town Community in Portland, which feels that it is adjacent to the University in spirit, suggests that the UWI, as the cultural conscience of the region, is best positioned to assist that community in preserving the unique cultural heritage of the maroons.

Financing

Financing is another area of emphasis from the engagement activities that is consistent with the findings of the SCTF and the results of the workplace satisfaction survey. The former placed funding diversification as one of three key challenges confronting the Mona Campus, while the latter regarded funding as the main challenge. Several engagement exercises have focused on the need for students to have on-campus employment opportunities in order to finance their studies. This need is particularly serious at UWI, Mona because the Students' Loan Bureau lends only for tuition, and provides a small grant only to a fraction of needy students. As pointed out in the engagement exercise with the Department of Surgery, and consistent with the SCTF, any effort to diversify the University's income stream through student fees will have to be aligned to fundamental reform of the students' loan processes in Jamaica.

The issue of a more robust student financing system is critical to UWI because of its role in educating students in a society where the majority of the population is poor. Currently, the University has moved to a firm policy on fee payment, which has negatively influenced its image in some quarters. In the engagement activity in the Maintenance Department, for example, staff felt that "the de-registration programme left the impression, in some circles, that UWI did not look out for the poor."

Appendix 1: Issues Raised in Engagement Activities (by Group Category)

Issues	Staff	Students	Employers	Community	Total
Improved Use of Technology (Including Upgraded Website)	28	15			43
Broad Education and Holistic Student Development	19	10	4	1	34
Infrastructure Needs	17	13	3		33
Research Productivity, Focus, Accountability, Funding	26	6	1		33
Improved Customer Service	22	8	1	1	32
Marketing of UWI Brand	18	8	3	3	32
Responsiveness to National/Regional Needs	20	6	2	1	29
Research Impact, Including Marketing of Research	15	8	2	2	27
Improved Management	23	1			24
Matching Curricula to Market Needs	10	8	5		23
University with Global Orientation	15	6	1		22
Student Internship Focus	8	10	1	1	20
Expanded/Changed Course Offerings	10	2	5	2	19
Strengthened Regionality	15	3		1	19
Improved Relationships with Societal Partners	8	3	5	2	18
Increase Teaching/Service Flexibility to Evenings/Week-ends	12	2	2	2	18
Support for Adjacent Communities	11	3		4	18
Student Recruitment/Admissions/Talent Scouting	12	2	1	2	17
Enhanced Government/Other Funding	12	3		1	16
Quality Focus (incl. appropriate staff-student ratio)	12	3		1	16
Alumni Focus	12	2	1		15
More Effective Teaching	7	5	2		14
Greater Interface with High Schools	9	2	1	1	13
Improved Internal Communication	11	2			13
Special Focus on Needs of UWI-12	8	4			12
Emphasis on Graduate Studies	5	6			11
Student Financing (incl. on-campus employment)	5	5		1	11
Expanded Distance Education	7	3			10
Global Leader in Caribbean Studies	6	3		1	10
Improved Library Facilities/Access	5	5			10
Tertiary Level Linkages	9	1			10
Enhanced Implementation Capacity	7		2		9
Pro-active in Sports Development	4	4		1	9
Promotion of Inter-Disciplinarity	3	5			8
Enhanced Institutional Research Capacity	6	1			7
Expansion within Countries	3	4			7
Re-focusing on Learning rather than Examinations	1	4	2		7
Reform of Assessment Process	5	2			7
Re-order of Curriculum to Focus on Entrepreneurship/NV	4	2	1		7
Address Issues of Institutional Culture	7				7
Accreditation	2	3		1	6
Gender Balancing Issues (Staff & Students)	2	1	2	1	6
Mandatory/Highly Encouraged Service Learning	2	2	1	1	6
More Development of Skills-Training Programmes	4	1		1	6
Strengthened Administrative Support	5	1			6

**Appendix 1 Cont'd): Issues Raised in Engagement Activities
(by Group Category)**

Issues	Staff	Students	Employers	Community	Total
Alignment of Physical Infrastructure to Student Numbers	4	1			5
Compensation for Staff	5				5
Enhanced Administrative/Ancillary Productivity	1	4			5
Human Resource Challenges	5				5
Increased On-line Presence	3	2			5
Strengthened Mentorship Activity	2	2	1		5
Differential Work-load Focus for Staff	4				4
Enhanced/More Competitive Department Funding	4				4
Greater Student Representation in Governance	3	1			4
Improving Efficiency of Maintenance	4				4
Better Union/Management Relationship	2		1		3
Four Year Degree Programme	1	2			3
Health & Wellness Promotion	2	1			3
Importance of a Shared Vision/Mission	2			1	3
Regularization of Summer Session	1	1	1		3
Training for Support Staff	3				3
Upgrading IDU and Mandating IDU Attendance	3				3
Improving Efficiency of Security	1	1			2
Income Generation - via Commercialization of Research	2				2
Reform of Access to Centre/ Role of Vice-Chancellery	2				2
Ridding the University of Colonialism/Stratification	1			1	2
Transparency in Promotion Standards/Benchmarks	2				2
Changing Image of University from One of Rejection	3			1	1
Development/Human Rights Focus	1				1
Monitoring of Plan and Planners	1				1
No Lowering of Admission Standards		1			1
Preservation of Historic Sites				1	1
Reform of Office of Campus Registrar	1				1
Reform of Staff Hiring – Research	1				1
Improve Staff Moral	1				1
Re-consider Mergers of Disparate Units into Single Department	1				1

Appendix 2: Issues Raised in Staff Engagement Activities

Issues	Staff
Improved Use of Technology (Including Upgraded Website)	28
Research Productivity, Focus, Accountability, Funding	26
Improved Management	23
Improved Customer Service	22
Responsiveness to National/Regional Needs	20
Broad Education and Holistic Student Development	19
Marketing of UWI Brand	18
Infrastructure Needs	17
Research Impact, Including Marketing of Research	15
University with Global Orientation	15
Strengthened Regionality	15
Increase Teaching/Service Flexibility to Evenings/Week-ends	12
Student Recruitment/Admissions/Talent Scouting	12
Enhanced Government/Other Funding	12
Quality Focus (incl. appropriate staff-student ratio)	12
Alumni Focus	12
Support for Adjacent Communities	11
Improved Internal Communication	11
Matching Curricula to Market Needs	10
Expanded/Changed Course Offerings	10
Greater Interface with High Schools	9
Tertiary Level Linkages	9
Student Internship Focus	8
Improved Relationships with Societal Partners	8
Special Focus on Needs of UWI-12	8
More Effective Teaching	7
Expanded Distance Education	7
Enhanced Implementation Capacity	7
Address Issues of Institutional Culture	7
Global Leader in Caribbean Studies	6
Enhanced Institutional Research Capacity	6
Emphasis on Graduate Studies	5
Student Financing (incl. on-campus employment)	5
Improved Library Facilities/Access	5
Reform of Assessment Process	5
Strengthened Administrative Support	5
Compensation for Staff	5
Human Resource Challenges	5
Pro-active in Sports Development	4
Re-order of Curriculum to Focus on Entrepreneurship/NV	4
More Development of Skills-Training Programmes	4
Alignment of Physical Infrastructure to Student Numbers	4

Appendix 2 (Cont'd): Issues Raised in Staff Engagement Activities

Issues	Staff
Differential Work-load Focus for Staff	4
Enhanced/More Competitive Department Funding	4
Improving Efficiency of Maintenance	4
Expansion within Countries	3
Increased On-line Presence	3
Greater Student Representation in Governance	3
Training for Support Staff	3
Upgrading IDU and Mandating IDU Attendance	3
Changing Image of University from One of Rejection	3
Accreditation	2
Gender Balancing Issues (Staff & Students)	2
Mandatory/Highly Encouraged Service Learning	2
Strengthened Mentorship Activity	2
Better Union/Management Relationship	2
Health & Wellness Promotion	2
Importance of a Shared Vision/Mission	2
Income Generation - via Commercialization of Research	2
Reform of Access to Centre/ Role of Vice-Chancellery	2
Transparency in Promotion Standards/Benchmarks	2
Re-focusing on Learning rather than Examinations	1
Enhanced Administrative/Ancillary Productivity	1
Four Year Degree Programme	1
Regularization of Summer Session	1
Improving Efficiency of Security	1
Ridding the University of Colonialism/Stratification	1
Development/Human Rights Focus	1
Monitoring of Plan and Planners	1
Reform of Office of Campus Registrar	1
Reform of Staff Hiring – Research	1
Improve Staff Moral	1
Re-consider Merger of Disparate Units into Single Department	1

Appendix 3: Issues Raised in Student Engagement Activities

Issues	Students
Improved use of Technology (Including Upgraded Website)	15
Infrastructure Needs	13
Broad Education and Holistic Student Development	10
Student Internship Focus	10
Improved Customer Service	8
Marketing of UWI Brand	8
Research Impact, Including Marketing of Research	8
Matching Curricula to Market Needs	8
Research Productivity, Focus, Accountability, Funding	6
Responsiveness to National/Regional Needs	6
University with Global Orientation –	6
Emphasis on Graduate Studies	6
More Effective Teaching	5
Student Financing (incl. on-campus employment)	5
Improved Library Facilities/Access	5
Promotion of Inter-Disciplinarity	5
Special Focus on Needs of UWI-12	4
Pro-active in Sports Development	4
Expansion within Countries	4
Re-focusing on Learning rather than Examinations	4
Enhanced Administrative/Ancillary Productivity	4
Strengthened Regionality	3
Improved Relationships with Societal Partners	3
Support for Adjacent Communities	3
Enhanced Government/Other Funding	3
Quality Focus (incl. appropriate staff-student ratio)	3
Expanded Distance Education	3
Global Leader in Caribbean Studies	3
Accreditation	3
Expanded/Changed Course Offerings	2
Increase Teaching/Service Flexibility to Evenings/Week-ends	2
Student Recruitment/Admissions/Talent Scouting	2
Alumni Focus	2
Greater Interface with High Schools	2
Improved Internal Communication	2
Reform of Assessment Process	2
Re-order of Curriculum to Focus on Entrepreneurship/NV	2
Mandatory/Highly Encouraged Service Learning	2
Increased On-line Presence	2
Strengthened Mentorship Activity	2
Four Year Degree Programme	2
Improved Management	1
Tertiary Level Linkages	1

Appendix 3(Cont'd): Issues Raised in Student Engagement Activities

Issues	Students
Enhanced Institutional Research Capacity	1
Gender Balancing Issues (Staff & Students)	1
More Development of Skills-Training Programmes	1
Strengthened Administrative Support	1
Alignment of Physical Infrastructure to Student Numbers	1
Greater Student Representation in Governance	1
Health & Wellness Promotion	1
Regularization of Summer Session	1
Improving Efficiency of Security	1
No Lowering of Admission Standards	1

Appendix 4: Issues Raised in Employer Engagement Activities

Issues	Employers
Matching Curricula to Market Needs	5
Expanded/Changed Course Offerings	5
Improved Relationships with Societal Partners	5
Broad Education and Holistic Student Development	4
Infrastructure Needs	3
Marketing of UWI Brand	3
Responsiveness to National/Regional Needs	2
Research Impact, Including Marketing of Research	2
Increase Teaching/Service Flexibility to Evenings/Week-ends	2
More Effective Teaching	2
Enhanced Implementation Capacity	2
Re-focusing on Learning rather than Examinations	2
Gender Balancing Issues (Staff & Students)	2
Research Productivity, Focus, Accountability, Funding	1
Improved Customer Service	1
University with Global Orientation	1
Student Internship Focus	1
Student Recruitment/Admissions/Talent Scouting	1
Alumni Focus	1
Greater Interface with High Schools	1
Re-order of Curriculum to Focus on Entrepreneurship/NV	1
Mandatory/Highly Encouraged Service Learning	1
Strengthened Mentorship Activity	1
Better Union/Management Relationship	1
Regularization of Summer Session	1

Appendix 5: Issues Raised in Community Engagement Activities

Issues	Community
Support for Adjacent Communities	4
Marketing of UWI Brand	3
Research Impact, Including Marketing of Research	2
Expanded/Changed Course Offerings	2
Improved Relationships with Societal Partners	2
Increase Teaching/Service Flexibility to Evenings/Week-ends	2
Student Recruitment/Admissions/Talent Scouting	2
Broad Education and Holistic Student Development	1
Improved Customer Service	1
Responsiveness to National/Regional Needs	1
Student Internship Focus	1
Strengthened Regionality	1
Enhanced Government/Other Funding	1
Quality Focus (incl. appropriate staff-student ratio)	1
Greater Interface with High Schools	1
Student Financing (incl. on-campus employment)	1
Global Leader in Caribbean Studies	1
Pro-active in Sports Development	1
Accreditation	1
Gender Balancing Issues (Staff & Students)	1
Mandatory/Highly Encouraged Service Learning	1
More Development of Skills-Training Programmes	1
Importance of a Shared Vision/Mission	1
Ridding the University of Colonialism/Stratification	1
Changing Image of University from One of Rejection	1
Preservation of Historic Sites	1

Questions to be Addressed in the Strategic Planning Data Gathering Process

Category A—Mandatory questions

- 1) How should UWI be different in 2012 if a new strategic plan is successfully implemented? Be specific.
- 2) What strategies should the University employ that would allow it to strengthen its identity as a regional university?
- 3) Is UWI sufficiently responsive to national needs; if not, what do you think it needs to do to be more responsive?
- 4) With new universities emerging, others entering the region, and yet others able to educate students in the region using new information and communication technologies, what should UWI do to strengthen its position in light of this competition?
- 5) What major changes should UWI make to academic programming to respond to changes in the demand for higher education in the region?
- 6) What major changes should UWI make to its delivery systems to respond to changes in the demand for higher education in the region?
- 7) What strategies could the University employ to boost its profile and presence around the world?
- 8) How can the needs of the UWI-12 (Non-Campus Countries) be better met?
- 9) How can UWI build its reputation as the primary source of research within the region?

Category B—Desirable questions

- 1) How can UWI's research, teaching and outreach activities have a positive impact on people, businesses, industries and governments in the societies that support the university?
- 2) What are the essential characteristics of the structures, systems and processes of UWI that will enable it to perform optimally?
- 3) What opportunities should UWI be pursuing nationally, regionally and internationally?
- 4) What is the appropriate role of on-line and other forms of distance education within UWI and what approaches should the University adopt to fulfil this role?
- 5) How can UWI make better use of existing and emerging technologies to improve its management and the execution of its core functions of teaching, research and public service?
- 6) What can UWI do to improve the quality and distinctiveness of its graduates?

June 20, 2006

UWI Strategic Planning Steering Committee

Summary of Engagement Meetings (May-Sep. 2006)

Engagement Activities	Date	Facilitator(s)
STAFF		
Dr. Swithin Wilmot – Head, History	May 8	(AW, JC)
Dr. Wayne McLaughlin, Head, Basic Medical	May 10	(AW, JC)
Prof. Jennings-Craig – Head, Educational Studies	June 2	(AW, JC)
Mr. David Williams – Head, Lit. in English	June 2	(AW, JC)
Prof. Fay Durrant - Head, Library Info. Service	June 2	(AW, JC)
Mona Campus Staff Meeting	June 5	(JC, AW)
Academic Board	June 15	(GF, AW)
Focus Group - Service Staff	June 27	(FD)
Focus Group – Senior Lecturers	June 27	(AW, JC)
Focus Group – Library & Information Staff	June 27	(JC, AW)
Focus Group – Admin. Tech. Services Staff	July 3	(ER)
Departmental Meeting – Lib. & Inform. Studies	July 4	(CR)
Focus Group – Senior Administrators	July 5	(FD)
Departmental Meeting – Student Services	July 7	(TR)
Departmental Meeting – Maintenance	July 11	(AH,KS)
Focus Group – Admin., Tech. & Service Staff	July 12	(Hdev)
Prof. Hassall, First Prof, Chemistry	July 13	(AW, IK, FH,VS)
Departmental Meeting – School of Nursing	July 13	(HH)
Departmental Meeting – Mona Info.Tech. Serv.	July 14	(NS)
Departmental Meeting – Surgery	July 16	(AW)
Departmental Meeting/Symposium – Chemistry	July 17 -20	(AW, IK)
Departmental Meeting – Institute of Education	July 27	(AW)
Departmental Meeting – Human Resources Div.	July 28	(AH AW)
Departmental Meeting – Medicine	July 28	(AW)
Departmental Meeting – Principal's Office	August 2	(AW)
Departmental Meeting– Deputy Principal's Office	August 4	(JP)
Departmental Meeting – Bursary	August 17	(ER,YJ)
Departmental Meeting – Basic Medical Science	August 17	(AW)
Departmental Meeting – Humanities & Education	August 21	(AW)
Departmental Meeting – Business Dev. Office	August 22	(NS)
Departmental Meeting - Mona School of Business	August 23	(HDunn)
Departmental Meeting – Economics	August 25	(AW)
Departmental Meeting – Library	August 25	(JC, AW)
Departmental Meeting – Modern Languages	September 1	(JC, AW)
Departmental Meeting – Management Studies	September 7	(JC, DD, PL, AW)
Focus Group – Staff on High School Boards	September 8	(AW, JC)
Departmental Meeting – FSS Dean's Office	September 8	(AW)
Focus Group – Lecturers	September 12	(PL)
Departmental Meeting – Child Health Unit (FMS)	September 13	(AW)
STUDENTS		
Focus Group – Undergraduate Students	July 4	(YJ)
Focus Group – Postgraduate Students	July 6	(HDunn)
Hall Meetings – Students (I, MS,T,RN,C,P)	July 17	(TR, SS Managers)
Mona Campus Student Meeting	September 14	(JC, PL, TR, HDo, AW)
EMPLOYERS		
External – Private Sector Organisation of Jamaica	July 12	(AW)
External - Jam. Society of Scientists Technologists	July 25	(AW)
External – ACORN Business/Union Leaders	August 23	(AW)
External – Jamaica Council of Churches	September 8	(GF, ER, HDev)
External – Jamaica Hotel & Tourism Assoc.	September 11	(HDunn, PL)
External – Institute of Chartered Accountants	September 12	(ER)
External – Media Association of Jamaica	September 12	(HDunn, JC, PL)
External – Library & Info. Assoc. of Jamaica	September 15	(FD)
External – Minister of Education & Youth	September 26	(AW, JC)
COMMUNITY		
External – Moore Town Maroon Community	July 14	(HDev, AW, DD, PL)
External – Woodside Rural Community	July 15	(DD)
External – August Town Community	August 30	(JC, AW)

**Report of Meeting with Dr. Swithin Wilmot,
Head, Department of History, UWI, Mona
May 8, 2006**

Persons in Attendance:

Dr. Wilmot
Ms. J. Cheesman
Prof. A. Wint

Dr. Wilmot was of the view that the following areas were critical in the development of the University's next strategic plan.

- 1) Quality Assurance needs to be given priority and be appropriately resourced. In particular, departments needed to be in a position to respond to the concerns raised by review teams.
- 2) The regional composition of the University should be maintained and strengthened.
- 3) Graduate work should be viewed as a central activity within the University and not an "added on" activity.
- 4) The issue of student financing needs to be given special attention.
- 5) A special focus is needed on the basic infrastructure of the University – air-conditioning, telephone access and classrooms of appropriate standards.
- 6) The University needs to engage in succession planning in order to ensure continuity of leadership.
- 7) There need to be more meaningful links with tertiary level institutions.

**Report of Meeting with Dr. Wayne McLaughlin,
Head, Department of Basic Medical Sciences, UWI, Mona
May 10, 2006**

Persons in Attendance:

Dr. McLaughlin
Ms. J. Cheesman
Prof. A. Wint

Dr. McLaughlin was of the view that the following areas were critical in the development of the University's next strategic plan.

- 1) The development of systems that support research. Each faculty member, for example, should be expected to have a monitored research agenda, as should each department and faculty. Incentives should exist for individuals to participate in departmental and faculty research agendas.
- 2) Attention needs to be placed on the reform of staff hiring processes. Currently, many departments hire staff members to fill teaching slots. Research expectations and accountability for research performance are not clearly established at the point of hiring. The University must correct this situation if it is to improve its research productivity.
- 3) There is a critical need for strengthening the administrative support available to heads of department, particularly as heads need to take on a new, more strategic managerial role.

**Report of Meeting with Professor Z. Jennings-Craig,
Head, Department of Educational Studies, UWI, Mona
June 2, 2006**

Persons in Attendance:

Prof. Z. Jennings-Craig
Ms. J. Cheesman
Prof. A. Wint

Prof. Jennings-Craig was of the view that the following areas were critical in the development of the University's next strategic plan.

- 1) It is critical that the University focus, in its next planning period, on responding to the needs of countries across the region. Departments with initiatives in this regard need to have some access to funding to develop their initiatives. While the University needs to concentrate on its distinctive advantages in research and degree programmes, meeting the needs of the region may also require that departments within the University conduct short, continuing education courses.
- 2) If we are to become a research university, academic staff members need more assistance. Currently, staff members are being asked to do more, including performing administrative roles. A continuation of this process will lead to less research being conducted at the University.
- 3) There is a need for dialogue with the Unions, especially MONATS, to facilitate enhanced productivity on the part of staff members, particularly those in the administrative and technical staff categories.
- 4) The efforts at income generation are commendable, but because departmental budgets are so unrealistic and staff resources so constrained, academic staff members are too heavily involved in income generation activities to the detriment of the time they have available to concentrate on research. This problem can be solved if there are additional funds available for research, including hiring research assistants. The idea of a differential work load could help in this regard, but it is still likely that additional personnel will be required to allow the University to function well along several fronts simultaneously.

**Report of Meeting with Mr. David Williams,
Head, Department of Literatures in English, UWI, Mona
June 2, 2006**

Persons in Attendance:

Mr. David Williams
Ms. J. Cheesman
Prof. A. Wint

Mr. Williams was of the view that the following areas were critical in the development of the University's next strategic plan.

- 1) The University needs to address the "on-the-ground" infrastructural needs of departments, for example, multimedia technology in the classrooms.
- 2) One of the ways in which the University could improve its level of efficiency is through the use of more collaborative teaching across departments. This might involve more joint staff appointments, but this would be a positive outcome.
- 3) Departments are in critical need of additional administrative support. Further, the support departments of the University need to streamline their communications to departments.
- 4) Departments need to have access to some of the funds that were generated by the recent increase in graduate tuition fees. The department is woefully under-funded and gets by on its budgetary allocation only through severe cost-cutting and austerity.
- 5) The University needs to promote the humanities as a necessary part of a twenty-first century education. It must emphasise that its graduates are educated, and that a university is not a "training institution" as a counterpoint to a society that is focusing too heavily on training rather than education. This focus will enable the University to differentiate itself from its competitors and allow it to build its reputation as the "Ivy League Institution in the Caribbean."
- 6) The University must emphasise the importance of inter-disciplinary work, particularly in light of the compartmentalisation that is occurring.

**Report of Meeting with Prof. Fay Durrant,
Head, Department of Library and Information Studies, UWI, Mona
June 2, 2006**

Persons in Attendance:

Prof. Fay Durrant
Dr. Cheryl Shelley-Robinson
Ms. J. Cheesman
Prof. A. Wint

Prof. Durrant and Dr. Shelley-Robinson were of the view that the following areas were critical in the development of the University's next strategic plan.

- 1) The University must beware of ever again expanding access without ensuring that the appropriate resources were in place to facilitate the expansion. If resources are unavailable, then growth needs to be restricted.
- 2) It is critical that the University move more into on-line education, while recognising that on-line education is also resource-intensive.
- 3) Quality must be maintained, including with respect to appropriate staff-student ratios. The University needs to implement compulsory teacher education for staff members, through the IDU.
- 4) University needs to take advantage of its distinctive positioning within the region. This Department, for example, is the only department of library and information studies in the Anglophone Caribbean. It sees its mandate as increasing the low penetration rate of librarians within the region, but needs the appropriate resource base, and critical mass of expertise to accomplish this objective.

Report of Mona Campus General Staff Meeting June 5, 2006

Persons Present:

Principal

Approximately 1,200 members of staff

PTF: Most members of the PTF

Staff Response to Engagement Questions Tabled at the Meeting

Four hundred and eighty five (485) members of staff responded to the questions related to the Campus' strategic planning process that were posed at the general staff meeting. The responses registering highest frequency are indicated below:

Question 1: What are the University's major accomplishments?

Responses	No.	%
Academic Excellence	330	68
Expansion of Enrolment	125	26
Reputation/Brand	98	20
Responsiveness to National & Regional Development	70	14
Staff Training & Development	52	11
Enhancement of Physical & Built Environment	36	7

Question 2: What are the major challenges facing the University?

Responses	No.	%
Finances	255	53
Human Resources	140	29
Providing Quality Education	79	16
Responsiveness	78	16
Management	72	15
Lack of Student Centeredness/ Customer Service	60	12
Communication	58	12

Question 3: What are the key opportunities available to the University?

Responses	No.	%
To engage and respond to all Stake-holders through teaching, research and services	258	53
Greater marketing of the UWI Brand	197	41
To engage the skills of staff	83	17
Increase programs and modalities of delivery to respond to developmental needs	70	14
Commercialization of services and sourcing funds	67	14
To respond through increasing operational efficiency	57	12

Question 4: How should the University respond to the challenges and opportunities?

Responses	No.	%
Improve the management operations of the Campus including the use of ICT	222	46
Improve the quality of the Human Resources of the Campus	185	38
Improve the responsiveness and services to students/customers	82	17
Greater responsiveness to developmental needs	82	17
Increase programme offerings including Distance education	63	13
Aggressively market the UWI Brand	61	13
Generate greater income from sources other than government including Alumni	61	13

Question 5: How would you like to participate in the strategic planning process?

Four hundred and forty seven (447), 92% of the 485 respondents indicated interest in using their skills to advance the creation of the UWI Strategic Plan.

Report of Meeting of Academic Board, Mona June 15, 2006

Present: About 50 members of Academic Board, Mona

The members of Academic Board had the following responses to the engagement questions and felt that the following issues were critical in the next strategic planning period. UWI should:

- (i) focus more on the all-round development of students
- (ii) make life less stressful for students and staff by improving its efficiency
- (iii) reverse the gender imbalance in the student population to 50/50
- (iv) make arrangements so that students could pay for education in a more dignified way
- (v) aim at becoming a Campus that attracted the 'Brightest and Best'
- (vi) become an institution with a high reputation in Graduate Studies, in order to have a competitive advantage
- (vii) become more hospitable to graduate students. With the concomitant improvements in the physical and other facilities for graduate students
- (viii) become a graduate-based university, with electronic delivery of its programmes
- (ix) be more productive in having had an increase in output of 150% over the period
- (x) be generating funds through scholastic and research initiatives
- (xi) put in place strong and transparent methods of accountability
- (xii) have packaged short-term programmes to respond to the needs of the Public and Private Sectors
- (xiii) have established clear transparent standards and bench marks
- (xiv) be a place where Caribbean persons could learn more about each other
- (xv) have reached out to other Caribbean islands in order to attract more students from the islands
- (xvi) be engaged in more open fora with persons of the Caribbean
- (xvii) have made Caribbean Studies a priority in order to become global leaders in the discipline
- (xviii) be more efficient in internal Communication.
- (xix) have addressed the inequality at management level where the hierarchy was male dominated
- (xx) have provided proper working conditions for management at the departmental level
- (xxi) have in place effective structures and space for leaders
- (xxii) have experienced a cultural transformation

Academic Board noted what members did not want to see at UWI over the next five years as follows:

- (i) an increased tolerance of unacceptable behaviour and standards

- (ii) a treeless campus; and
- (iii) staff who were not aware of what they were required to do in order to improve the performance of the institution

In relation to issues of regionality, Academic Board felt that UWI should:

- (i) seek to strengthen itself to become more of a regional university
- (ii) explore ways to subsidize students from the UWI 12
- (iii) improve intake from the UWI-12 by finding ways to provide scholarships, in order to be competitive
- (iv) facilitate students through initiatives such as
 - o studying for one semester at another Campus
 - o having distance education students spend summer at a Campus
 - o encouraging research which would embrace issues of concern to the UWI-12; and
 - o encouraging educational tourism
- (v) provide a less hostile environment to students and diversify funding to offer proper financial assistance
- (vi) establish a program to offer assistance to overseas students through hospitality in homes
- (vii) make offers of entry to students early
- (viii) target the Diaspora
- (ix) develop an exchange programme for lecturers to teach at other campuses
- (x) play a strong role in regionalism, by, for example, recruiting students from non-Anglophone Caribbean countries such as Surinam, Haiti
- (xi) work on changing the perception that UWI was fragmenting by putting together solid highlight programmes
- (xii) collaborate more with Caribbean countries, as at present the tendency is to focus on collaboration with Canada, USA and UK
- (xiii) question its role in building regionalism, given that this was being achieved effectively in other ways, eg, via popular culture

Academic Board agreed that UWI was not sufficiently responsive to local needs and that UWI needed to:

- (i) ensure that areas of study for graduate students got linked to local websites such as the Ministry of Health for easy access to information
- (ii) conduct more employer surveys
- (iii) market its resource and skills to the Public and Private Sectors
- (iv) offer PhDs in Economics and Management Studies
- (v) set up the UWI Montego Bay Campus
- (vi) market itself to other Caribbean countries
- (vii) focus on areas of excellence such as Graduate Studies and Caribbean Studies
- (viii) re-discover itself and use its regional strength to become global
- (ix) strengthen its public relations and promotional skills
- (x) engage in re-branding and in publicizing the good things UWI was doing

- (xi) make graduate students more comfortable
- (xii) make the Campus intranet student friendly
- (xiii) conduct more effective institutional research, establish a data base concerning its graduates and disseminate the information

In terms of improving its global profile, Academic Board felt that UWI needed to:

- (i) educate staff, country and region before concentrating on world
- (ii) try to track down its alumni and ensure that students graduated wanting to become active alumni
- (iii) have better websites; every department should have one of quality to highlight its work
- (iv) make its offerings visible to persons outside, through the use of technology
- (v) select areas of strength such as the quality of its medical graduates and its research in sickle cell and market them

In relation to serving the needs of the UWI-12, Academic Board felt that UWI needed to:

- (i) deliver programmes in the UWI-12 via their local television programmes
- (ii) get connected to CARICOM and OECS libraries online and help OECS libraries digitize
- (iii) channel its research to appropriate persons
- (iv) educate staff to write and convert courses for distance education modes
- (v) get access to raw data from the UWI 12 (eg. re poverty data, census) which could be put in a database (SALISES) to assist them
- (vi) make a radical shift to the delivery of programmes on-line
- (vii) establish a department of tertiary education (upgrade the IDU), which would train staff to teach at the tertiary level; and would assist UWI to move in the direction of multi-mode delivery
- (viii) provide UWI 12 distance education students with IPOD or the equivalent
- (ix) develop more distance education programmes to upgrade teachers in the UWI 12

In terms of enhancing the University's research reputation, Academic Board felt that UWI needed to:

- (i) improve output of post graduate Research by:
 - increasing graduate students stipend;
 - improving the infrastructure;
 - improving access to research material
 - providing more money for research
- (ii) bring all aspects of research together such as access, so that UWI could be branded a research institution.

Academic Board felt that in order for UWI to improve the quality of its students it needed to:

- (i) Keep in focus the characteristics of the UWI graduate that had already been identified in the work of the Board for Undergraduate Studies
- (ii) integrate co-curricula programmes into the mainstream curriculum more effectively
- (iii) find mechanisms to strengthen the problem-solving skills of its graduates as surveys have revealed weaknesses in this area
- (iv) provide more opportunities for student internship
- (v) introduce community service into the curriculum

The Registry, Mona

Report of Focus Group of Senior Administrative Staff June 27, 2006

Present:

Dorothy Palmer, Volunteer Librarian, Educational Studies

Eton Chin, Senior Financial Analyst, Bursary – Financial Analysis and Reporting

Myrtle Harris, Librarian, Educational Studies

PTF Member:

Professor Fay Durrant

The following observations were made by individuals present in relation the strategic adjustments that UWI ought to make. UWI should:

- Regain its leadership position in the region
- Facilitate integration of the education sector
- Offer services to educational institutions in areas of special competence
- Develop closer links with the Caribbean Diaspora
- Develop more specialized programmes in special areas, particularly with a Caribbean focus
- Increase distance education - but balance with face to face
- Develop a better relationship with other partners e.g. Caribbean Tourism Organization
- Move students among campuses
- Increase on-line teaching across campuses
- Advertise research outputs
- Tailor degree programmes to include needed specializations required by businesses
- Co-operate with competitors
- Attract students by treating them well as customers
- Exploit the summer as a regular session
- Increase flexibility e.g. Saturday and Sunday delivery of academic programmes.
- Increase flexibility of programmes across faculties.
- Market programmes and deliver outside the region
- Increase UWI-12 access to regular courses. E.g. Sending lecturers periodically from the campuses to teach courses in UWI-12 countries
- Ensure that there is the capacity in the UWI-12 to access online courses. For example, assess the possibility of the UWI participating in the MIT \$100 laptop project to enable more students to access the Internet.
- Promote what has been done e.g. promotion of the UWI Research database which is now accessible on the Web.
- Extend Research Day to other parts of the Jamaica and to the region. Invite the participation of research agencies such as Scientific Research Council and NIHERST
- Undertake more action related research

- Follow through on priority research themes across the UWI e.g. CSME for specified periods
- Adapt to change
- Emphasize its regional commitment
- Enable students to appeal when they encounter problems.
- Co-operate across faculties in offering programmes.
- Support the commercialization of research outputs which have reached to the stage of patents. In order to provide this support, develop links among researchers, the Business Development Office and the Office of Sponsored Research.
- Establish links with cable companies – UWI to provide content for the delivery of UWI regular courses to a wider audience.
- Use the UWI website more effectively to reflect all UWI events and activities
- Ensure that graduates can engage in critical enquiry and are information literate.
- Ensure that graduates have the ability to learn over a life time.
- Ensure that graduates have language capabilities and can communicate effectively.
- Ability to communicate effectively.
- Track the experience of graduates, and identify and promote success stories.
- Ensure that students and employees are engaged in the process of advancing the work of UWI and executing a successful strategic plan.
- Ensure that problems with facilities, parking, security and other issues affecting students are resolved.
- Assess whether the salaries of UAWU staff match “living wages”

Fay Durrant
June 27, 2006

Report of Focus Group with Senior Lecturers, UWI, Mona June 27, 2006

Persons in Attendance:

Focus Group Members:

Dr. Jessica Byron
Dr. Kathryn Brodber-Shields
Dr. Beverly Bryan
Dr. Leith Dunn
Dr. Sonia Jones
Ambassador Ray Valcin
Dr. Klaus Wolf

Planning Task Force Members:

Ms. J. Cheesman
Prof. A. Wint

The members of the focus group had the following responses to several of the engagement questions, although most responses dealt with how UWI should be different by 2012.

- 1) UWI should not just be focused on the Anglophone Caribbean. UWI should become a plurilingualistic, not just a plurinational institution and focus on its uniqueness as a Caribbean-based institution that studies Caribbean issues.
- 2) UWI should make a difference to its adjacent communities. Mona, for example, should be a University Town/Centre, rather than an oasis in the middle of abject poverty and squalor. Such a focus could also lead to the creation of more socially-aware scholars.
- 3) UWI over the next five years should focus much more explicitly on targets and the matching of these with accomplishments.
- 4) The institution must become more global with extra-regional and on-line students and strategic alliances with universities in various parts of the world. These strategic alliances should be deep and meaningful and could involve exchange in the areas of library, laboratory, faculty, students.
- 5) The University needs to be positioned as a development institution focused on human rights principles.
- 6) Currently UWI students and graduates have low levels of self-esteem and confidence. This results, in part, because students are treated as children in an overly rigid, examination-focused system. The system needs to be made more flexible, and one in which learning is more driven by student interest and where students are more independent learners.
- 7) There has been a downward trend in the competency level of UWI students, with a particularly sharp deterioration in language skills. UWI should consider a four

- year undergraduate degree to provide students the time to develop the competencies that should accompany their university education.
- 8) UWI's decision-making structures are cumbersome and overly rigid. They need to be changed.
 - 9) The University needs to strengthen its regional identity. But this activity has to be appropriately resourced.
 - 10) The University needs to market itself more aggressively. The private sector has little knowledge of the university, and our students and graduates do not speak well of the institution. Yet, there is a considerable amount of high quality work that could be publicised. DVDs should be prepared highlighting the excellent work of the University.
 - 11) UWI must improve its standards of efficiency.
 - 12) UWI has been losing ground in the UWI-12 countries. For years the institution has ignored the competition from universities such as the University of the Virgin Islands, for example. Further, the university administration is woeful in its handling of students from these countries. Resources for continuing studies departments, which are heavily under-funded, need to be increased.
 - 13) UWI must eliminate the "casual brutality" of the system, especially as it relates to administrative support services.
 - 14) UWI must also change its image. The first encounter parents of in-coming students have with UWI, for example, is rejection. At Mona, parents and incoming students are not allowed to enter the University through its main entrance.
 - 15) The University's administrative support services are not available to part-time students and bathroom facilities are woeful, even in new buildings.
 - 16) The University should be much more pro-active in the area of sports given the extent to which the Caribbean has distinguished itself in this area, in global competition.

**Report of Focus Group with Library and Information System
Professionals, UWI, Mona
June 27, 2006**

Persons in Attendance:

Focus Group Members:

Mr. Chris Muir
Mr. Noel Kelly
Mr. Craig Perue
Ms. Doreen Mallet
Mrs. Evadne McLean
Ms. Andrea Robins
Mrs. Maureen Kerr-Campbell
Mrs. Karlene Robinson
Ms. Myrtle Harris

Planning Task Force Members:

Ms. J. Cheesman
Prof. A. Wint

The members of the focus group had the following responses to several of the engagement questions, although most responses dealt with how UWI should be different by 2012.

- 1) UWI currently has several problems including process challenges, limited accountability and an inflexible and stifling bureaucracy. By 2012 UWI should be more process-driven, flexible and customer-centred and students and faculty should be information and technology literate. By 2012 students should come to the campus mainly for small-group interaction while relying also on broadcast activity that takes place electronically.
- 2) UWI must reclaim its place as the number one entity for learning, which includes a focus on research.
- 3) UWI should become a place where alumni are proud to be past students.
- 4) There needs to be a narrowing of the gap between students and the administration. For example, there needs to be a forum in which the Vice Chancellor can interact with students.
- 5) Students and staff need longer library hours, complemented by electronic library facilities. These should be in place by 2012. By next year, there should be wireless connections on all floors of the library.
- 6) Many members of staff at UWI have not brought into the student-centred philosophy. All levels of staff should be trained in customer service.
- 7) UWI does not have a technology problem but it has a process problem. It lacks the process discipline to respond to problems. This needs to be addressed, while

- there is some need to pay attention to the information architecture as a part of creating the appropriate process discipline.
- 8) One of UWI's information challenges manifests itself in the lack of continuity across leadership positions. Archives and records need to be better managed. UWI needs to learn how other institutions manage these process issues. For example, there is no written information on the remarking procedure in the FSS.
 - 9) There needs to be much greater integration between strategic planning and technology planning because technology plays such an important role in the future of the institution. The technology team has developed learning-management software, but the issue of learning-management has not been raised by senior managers.
 - 10) UWI needs to put in place a policy on open-source software.
 - 11) UWI needs to be more assertive in accessing funding from alumni and philanthropic individuals and organisations. Funding drives may need to be project driven.
 - 12) UWI needs to integrate libraries with documentation centres to ensure the optimal configuration of documentation facilities.
 - 13) UWI needs to address the fact that some academics, including part-time staff, are poor teachers. IDU attendance should be compulsory. Other instructional support services, for example at MITS, needs to be strengthened.
 - 14) UWI needs to cease viewing IT only as a cost-centre and, instead, seek to recognise and quantify the benefits of its IT infrastructure.
 - 15) In terms of research, UWI needs to focus on issues of relevance, publicise the good quality work that has been done, and re-examine teaching loads in the light of technological developments, in order to reduce staff contact time and improve research capacity.

Report of Focus Group with Service Staff July 3, 2006

PTF Member: Mrs Elaine Robinson

The staff represented in this focus group had the following suggestions for the development of the new strategic plan.

Student Services

1. The University needs to address the way in which it treats the de-registering of students, not de-register for small amounts of money, offer student loans to assist and negotiate payment plans with students for the payment of fees.
2. The University needs to be more sensitive to students' financial needs.

Administration/ Management

3. Communication, across the board, needs to be improved.
4. Staff needs to be better informed of things that are occurring within departments as well as across campus; they have no access to pipeline
5. More staff meetings are desired, where staff may air their views as well as be informed.
6. Administration needs to be more respectful of peoples' time; give enough notice of events/meetings and be more punctual.
7. Improved self sufficiency would save the UWI money. Staff could be given skills training/on the job training and utilized to carry out jobs rather than paying external persons to do the work.
8. There needs to be more team work amongst units, departments and Campus wide.

Infrastructure

9. Departments need re-tooling e.g. the University needs new trucks and heavy equipment.
10. The property needs to be maintained before it becomes too costly to regain its former status.
11. Students can be used to "give back" to the University. The University can use their expertise whilst at the same time offering them internship and employment rather than utilizing external services.

Staff Relations

12. Managers need to respect staff more.
13. There needs to be better staff relations across the board.
14. Staff need skills training, career path opportunities and access to pipeline, and salaries need to be improved. Staff is not familiar with the governance structure, or with the Vice Chancellor.

Responding to National Needs

15. Students should be prepared to create their own jobs and by extension create jobs for others.
16. Staff should be made aware of the research carried out on the campus. This research should also be made available externally more effectively, than is currently the case.

Strengthening Regional Identity, Competitive Positioning and Global Visibility

17. UWI needs to expand into all of the 14 countries that are its members and upgrade centres before other universities capture these markets. There is also need to expand into the outer parishes in Jamaica to make programmes available to more persons.
18. UWI needs to constantly change and create in order to keep on top of the competition.
19. UWI needs to try new approaches, by, for example, creating more spaces, centres and campuses to extend the reach beyond Kingston.
20. UWI needs to create new and innovative courses that no one else offers and take these programmes global.
21. A branch of UWI should be established in the US to connect with the Caribbean diaspora.

Programme Changes

22. Lecturers need to be more carefully selected to ensure that their lectures can be understood by students. i.e. to avoid language barriers
23. Course offerings should be expanded.
24. Students need to be better prepared to create their own work upon graduation.
25. Students should be organized to conduct voluntary work in the surrounding communities, to connect and to build up the image of the University.
26. Outreach programmes should be established in the outer parishes.
27. UWI needs to expand distance education and ensure that MITS expands multi-media facilities in the labs and classrooms.

**Report of meeting with the Department of Library & Information
Studies
July 4, 2006**

Persons present:

Mrs. Hyacinth Brown
Mrs. Barbara Gordon
Ms. Cherrell Shelley-Robinson
Mr. Ramnauth Sookraj
Mrs. Paulette Stewart

The following suggestions and ideas emerged from the Department's meeting and discussion of the questions submitted to guide our thinking on the process.

Differences in the University by 2012

UWI should seek to strengthen its regional identity and extend globally while creating centers of excellence in the areas where we have strength, such as Caribbean studies.

The University should move towards delivering its programmes in dual mode – online and face-to-face - with both given equal value and used as appropriate.

In order to do this staff should be highly trained and there should be a planned programme with time-lines set for all courses to be converted to dual mode. IT competency should become a part of the recruitment contract – either to have it initially or to acquire it within a given period after joining the staff.

Character Change: The UWI should seek to become a more “grass-roots” university, relevant to the needs of the common man, providing workable solutions to national and social problems. Research should be driven, in part, by developmental needs.

University lecturers should form lobby groups that would help pressure governments on developmental issues (e.g. environment or health) as part of their commitment to helping Caribbean people live a better life.

UWI should try to get a good portion of its resources from its own services/products plus tuition fees and so be less dependent on governments for financial support. Some of the areas in which it could provide courses tailored to society's needs are: Special programmes for police in crime fighting—advanced forensic science, DNA testing, HIV research, alternative energy etc.

Future Projection

UWI needs a united vision of the Caribbean and the University's role in helping the Caribbean to achieve that vision. Part of this would involve deciding the kind of students

we wish to create and taking cognizance of the type of employment needs for national and regional development.

We should try to produce graduates who are, among other things:

- life long learners
- flexible, innovative, creative
- computer literate
- information literate
- culturally literate
- entrepreneurial

Our graduates should also be trained to implement change in the inner-city areas and the University needs to also consider if we are creating graduates only to meet local demands and/or global export.

To arrive at this type of graduate, there should be a core of University courses that all students should do – included would be history, culture of the Caribbean and certain other topics like information literacy and computer literacy which are essential for information handling, use and processing in the information age and the technological world.

Recruiting Students

A survey should be conducted of students who were offered places and did not take these up so that the UWI will have empirical evidence as to why they did not choose UWI. At the moment the reasons for their non-acceptance of spaces is based too much on assumptions and anecdotal reports

Advanced placements: as soon as high achieving students apply, grant them advanced standing based on past performance and anticipated performance, with the proviso that once they are successful in their final exams, they automatically qualify for entry.

We strongly recommend that the University converts the present English Language Exam to a kind of SAT format, meaning that the exam is offered two/three times per year to anyone who aspires to attend the UWI in the short or long term. The test should be severed from its connection with first having to gain acceptance into the University. Instead, throw it open to anyone from fourth form up who can take the exam at any time and as often as he/she wishes and make the results valid for five years afterward. This way, a student can get this certification much earlier, and this will remove the present problem of admitting students who subsequently fail the exam and trail it right through to final year. With this approach, UWI can decide to accept only students who have passed the test and since it is not tied to a formal application to UWI, the student can do the test any time before applying to UWI.

It would also mean that the test would have to be self-supporting so the appropriate fees would be charged to sustain it and people could take the test any of the two/three times it

is offered during the year, and with proper supervision the same test can be offered in any country.

Publicizing UWI

The University needs to start much lower down, indeed from third form – to stir aspirations for a University Education, to explain its accessibility and to guide them in the choice of the right combination of subjects for their career when they get to fourth/fifth form.

Teachers' groups and subject association groups (e.g. National Association of Teachers of English (NATE), Association of Independent Schools, Principal Associations, Guidance Counsellors' Associations) need to be targeted so that they can understand the various subject combinations necessary in the various disciplines, so they can guide their students properly when it comes to the selection of subjects for examinations.

The Use of IT

Position ourselves to be innovative and creative in the use of multimedia and in the development of culturally based programme. This would mean producing learning materials with a definite Caribbean slant.

With more students attending part-time there must be a concerted effort to convert as many of our courses to dual mode to facilitate access and flexibility

To support all these developments there should be a move towards creating digital libraries to support online instruction.

UWI must consider establishing telecentres all over the region that will allow students to access ICT, separate from public telecentres. These centres should have broad band access.

UWI should try to make laptops available to all students (possibly by including them as part of the tuition fees as a package deal since buying them on a large scale will reduce the cost to students.)

The UWI should see if there was any way it could tap into the MIT project to supply free laptops to students around the world. Broad band wireless access would be needed to support this kind of ICT penetration.

Report of Focus Group of Senior Administrative Staff Wednesday July 5, 2006

PTF Member: Professor Fay Durrant

Representatives:

Dorothy Palmer, Volunteer, Librarian Educational Studies, and WIGUT Assistant Secretary

Kathleen Sambo, Estate Manager

Louraine Emmanuel, Admin. Officer, Gender and Development

Hector Slack, Deputy Estate Manager

Carlton Lowrie, Student Services Manager, Chancellor Hall

Lorna Baxter, Human Resources

Beryl Allen, Instructional Development Unit

The objective was to discuss the engagement questions, and to achieve consensus on recommendations. The group actually discussed the Mandatory Questions and the last question in the Desirable section.

Key Changes

- The overall Corporate Strategic Plan will incorporate an Estate Strategy for developing and managing the University's property and accommodation in an optimum way.
- There will be greater responsiveness to students' needs.
- Students will be graduating with a more positive impression of the UWI and of their undergraduate or postgraduate experiences.
- Expansion of the student body will be matched by necessary infrastructure and facilities.
- Students will have more meaningful connection and interaction with lecturers and other teaching staff
- The campus will provide accommodation for a greater proportion of resident students and give more assistance to students in locating appropriate and safe off campus accommodation
- Qualitative development of students. Recommendation that the (pilot FYE project) will be extended to all first year students including distance students
- Response time to students' applications will be minimized
- Mandatory training for all students and staff in relation to HIV/AIDS

Strengthened Regionality

- Introduction of Student Exchange Programmes across campuses
- Co-curricular programmes to be integrated with the regular programmes e.g sports.
- Student Enrichment Programme Fund to be increased and communicated to all students

- Capital injection on a regional basis eg Acquiring a cruise ship from some generous donor
- Better communication across campuses
- Ensure that the campus courses are accessible to UWI-12 by a combination of distance and face-to-face programmes.

Improved National Responsiveness

- The UWI needs to have a voice in the communities of the region and collectively address issues e.g. safe driving campaigns; morality and behaviour and values and standards
- Projects started, to be continued on a consistent basis, with links made with partners and beneficiaries

Responsiveness to Competition

- Address the attitude of staff at all levels to the UWI mission and to students, with special focus on frontline persons
- Unions to be involved, need to “buy in” to the concepts.
- HRD needs to be addressed - staff need to have opportunities for upgrading and advancing.
- Improve the undergraduate experience

Programmatic and Delivery System Changes

- Expansion of School of Continuing Studies and distance education programmes balanced with face-to-face contact.
- Franchising of programmes must also reflect quality control
- Interdisciplinary packages to include: - Leadership, team skills
- All programmes need to have attachments or internship - more interaction with employers across the region e.g. Dept. of Library and Information Studies Fieldwork programme
- Ensure that all teaching staff attend courses at the IDU
- Convert the summer to a regular session with advertisements well in advance to local and overseas.
- Ensure staff used in summer sessions are of comparable quality to those used at other times in the year.
- Increase flexibility for students interested in taking courses across faculties.

Improving Global and Research Profile

- Ensure staff presence in regional and international activities
- Link with Alumni to promote the UWI and to assist in placing students for internship programmes
- Increase promotion of successful activities such as the University Singers
- Expand efforts to aid researchers by patenting and commercializing research results
- Support more research and activities relating to the status of various developments in the region e.g. CSME

Increased Quality and Distinctiveness of Graduates

Ensure that graduates have the following attributes:

- Increased Caribbean consciousness
- Good communication skills
- Probity
- Integrity
- Commitment

Report of Meeting with the Department of Student Services July 7, 2006

Present: All Student Services Managers – Senior Administrative Staff

General Observation:

There was a general consensus among group members that the questions are not formulated so that the Strategic Plan will put the students at the centre of the intuition. One of the current major problems of the University is that it has not been able to build committed alumni, despite the fact that it has produced some of the brightest and the best minds. A strategic plan that will make a difference in 2012 is one that will truly give meaning to the term 'student centeredness'. This plan should reflect major policy changes. The University needs policies that will result in less trauma for our students with respect to:

Key Changes

- Admission policies
- Course selection
- Access to Deans, academic and senior administrative staff.
- Access to cross faculty courses
- Obtaining on-campus accommodation in upgraded facilities
- Access to general facilities – classroom, laboratories, lecture theatres, libraries, washrooms etc, commensurate with the student population
- Provision of special facilities including recreational for commuting students to socialize and integrate in the life of the university, instead of extending their high school cliques.
- Use of an attractive user-friendly web site that offers access to far more services.

By 2012, the University should be so organized that students feel that faculty

- is interested in their total development instead of just their academic development
- joins in the celebration of ALL their achievements as students
- has real interest in collaborating with them in structured and unstructured learning and development activities outside the classroom

By 2012 the whole concept of learning should be broadened so that the entire institution is seen as a learning community. Thus, front line staff:

- should understand that learning occurs when a student visits the office
- be rewarded for efficient, good service.
- be selected on the basis of competence and attitude.

Most importantly, the difference should be reflected in an institution that has a SHARED VISION, where there is 'buy in' by most members of the University community –

administration, faculty, staff and students, with respect to the strategies that will and are being implemented to achieve our goals and objectives

Strengthened Regionality

The University (and cricket to some extent) is the most structured regional Organization. It is imperative that its voice be heard as a major advocate for regional integration. Core courses that speak to Caribbean integration must be offered, and movement of people facilitated through:

- planned movement of faculty and staff among the territories.
- allowing all students to spend at least one year on another campus.
- the use of regional examples and comparisons in lectures, and not just local examples of the country where the campus is sited.
- unifying course contents, codes and method of delivery on all campuses
- facilitating intercultural exchange programmes.

National Responsiveness

To some extent UWI is playing an important role in what is happening in society. However, there are certain social and economic conditions on which UWI should be more vocal. For example, the budget is presented and there is no main analysis of the presentation from the institution. The government signs international agreements which will have long term social and economic implications and UWI is silent. We do not give high schools feed-back on the quality of students that are fed into the institution. The UWI should be the ‘conscience’ of the region. Our research should guide our response to societal issues. For example, the region is having problems with the marketing of sugar and bananas and signs of this could be seen years ago. The UWI should have done its research and presented viable alternatives. Looking at another example – the Caribbean is known for its excellence in culture and entertainment. It would be quite relevant for the University to offer courses in Entertainment Management and Entertainment Law.

Responsiveness to Competition

The first thing that the university has to do is to strengthen and market its reputation for academic quality and build a reputation also for affective quality. At the same time, UWI cannot ignore the offerings, methods of delivery and strategies of the competitors. The institution has to find new and creative ways in which to make its offerings seem more attractive and relevant to the region as it emphasizes regional development. Our secondary school students must be reached in the early stages and be made to understand that the future of the region is in their hands and require a real understanding of regional issues on their part.

Programming and Delivery Changes

The concept of “life long learning” has gained meaning on an individual basis as well as in terms of efforts by firms and industries to find new and economical ways to produce as

they grow and expand. The time has come for UWI to take education to the work place through e-learning or ‘visiting lecturers’. Another possibility is week-end and night classes, and upgrading our summer teaching session to a third semester. UWI should offer courses in the delivery of distance education.

International Profile

Each year our students participate in events like the ‘Worlds Debating Championship’. Comments are often made about the brilliance of our students. There are many other international events in which our students would like to participate but find it very difficult to raise the funds to do so. For Example, the Marcus Garvey Movement and the Medical Students Association have a hard time each year, trying to obtain funds to participate in international conferences. The University should make every effort to facilitate our students’ participation at this level. It is an excellent marketing strategy.

Research Enhancement

The UWI will build its reputation as the primary source of research, as its research findings continue to speak to the social, economical structural, educational etc needs of the region. But more importantly, UWI MUST find creative ways to make even the man in the street know and understand its research findings and how the findings affect his life. One area that has vast potential for research is the area of sports and UWI should also engage or invest in a high performance centre (HPC) for sports - not track but sports in general. This will be a major financial support as the HPC will be a facility that can be rented as well as provide services for persons of the university to use it.

Structural and Process Changes

- A dedicated staff
- On-line Registration
- Technological advancement in the processes of – registration, fee payment, library access.
- Student representation on all university committees
- University’s commitment to workers’ rights – union representation
- Attempts of responsiveness to societies needs

Opportunities

The UWI should be the “driver” of the acquiring of knowledge at all stages of learning. Nationally, UWI should form meaningful collaboration with feeder institutions from an early stage, provide resources for national and regional educational institutions- textbooks etc., which are set in a regional context, and so students can relate to the scenarios. The University stands tall in the history of the Caribbean. Special effort should be made to protect and preserve its historic sites, and to market the institution’s history.

Regionally, the Caribbean has gone into regional integration without its people knowing or understanding much about the culture of the very people within the integration. As the institution that is preparing the future leaders of the integrated region, UWI should aim to deepen relations with regional institutions as it relates to language and research, train personnel to capitalize on opportunities e.g. entertainment and sports, offer courses on regional issues like – Caribbean peoples and their culture; Caribbean music

There is a feeling that pockets of things are happening in the University, but there is not a comprehensive knowledge about what is happening in the areas named. There is great improvement in the use of technology – through Pipeline, in the area of communication. However, not all levels of staff have access to this method of communication and so may be left out of the loop. Technology can be also impersonal and does not lend itself to the softer touch of personal contact. What may be required is a suitable blend of both methods of communication, to enhance self worth and job satisfaction.

Improving the Quality and Distinctiveness of Graduates

One of the first things is to desist from describing one of UWI's core functions as 'teaching' and see the function as 'educating'. Secondly, UWI needs to implement measures to know the main characteristics of our students, so that programmes can be developed and implemented to meet identified needs. Thirdly, the desired UWI characteristics should be written as a set of standards and brought to the attention of the entire campus population. For e.g., Graduates of UWI should be able to:

- think critically
- make informed decisions
- demonstrate leadership skills
- be able to communicate effectively, orally and in writing
- understand the protocol that is appropriate in given circumstances.

Fourthly, each student should be involved in at least one community service activity to be sensitized to social concerns, to learn to work with communities to address community social concerns and to see leadership as a service industry.

There are structured qualitative programmes offered by the Units in the Office of Student Services. There needs to be meaningful collaboration between Faculty and Student Services to create opportunities for students to practice to use their classroom learning outside the classroom. There is also the need for Faculty to interact with students outside the classroom so that some of the 'softer skills' can be learnt in a relaxed atmosphere.

There seems to be a tendency among our students to work towards 'passing an examination', instead of trying to make meaning of their world, and to apply and test knowledge. Perhaps there may be room for more experiential learning. The matter of plagiarism needs to be addressed in more meaningful ways.

Finally, UWI needs to communicate, through swift disciplinary actions, that certain behaviour is unacceptable at this level. Students who feel like they can get away with any behaviour on campus may take this attitude in the world of work and on social occasions.

Report of Meeting with the Maintenance Department July 11, 2006

Present:

Mrs. Kathleen Sambo, Estate Manager
Staff Members, Maintenance Department.
PTF Member: Dr. Allister Hinds

The members of staff present had the following suggestions for inclusion in deliberations towards the University's next strategic plan.

1. The Campus needs to clarify the role of the Estate Management Department. At present there are too many vague areas. These include:
 - a Disaster Preparedness. Staff felt that it should be the responsibility of the EMD to secure the plant and its facilities in times of hurricanes etc. At the moment they were not sure whether or not this was their responsibility, because they acted upon request from departments.
 - b Health and Safety/ Plant and Facilities Management (especially the role of the EMD in building construction)
 - c Staff felt that resources in the new plan, must match the quality of services expected from the Department.
2. Staff wanted the new plan to include an electronic facility management system which generated live data on staff and student accommodation, the availability of space in lecture rooms, current water and electricity usage etc.
3. Staff wanted a multi-functional complex to house:
 - day care facilities
 - parking facilities
 - recreation facilities for staff and students
4. Upgrading of the sewage facility. The present sewage system continues to be an embarrassment.
5. The construction of a stadium at the Mona Playfield to host an annual UWI Mona Campus Relays along the lines of the Penn Relays in the USA. This was seen as a major income generation project.
6. Better ways to handle delinquent students. Staff felt that the deregistration programme left the impression in some circles that UWI did not look out for the poor.
7. Introduce measures to reduce the costs incurred by staff members who abused the benefits eg. time off for study.

8. HR should be mandated to:
 - a make training compatible with the career path for staff.
 - b resolve on-going temporary appointment in vacant positions
 - c train staff to use computers. In addition everyone employed must be computer literate,
 - d assist the EMD with the development of job descriptions.
 - e address the perception that some senior management appointments are done through favoritism.

9. Performance evaluation and performance management needs to be improved.

10. The Plan must provide for better communication between unions and administration in order to improve management- worker relationship.

11. The UWI's image could be boosted through - Scholarships for CXC graduates, an increase in applied scientific research and the use of technology, upgraded and improved aesthetic on the campus and the identification of better ways to improve the delivery of services to our customers.

Finally, the UWI management team should meet with the EMD at least twice per year.

Report of Meeting with Administrative, Technical and Service Staff July 12, 2006

Key Changes

Some of the areas for improvement most frequently raised by focus group participants included better internal customer service, improved course offerings, a concerted effort to market the University to a wider variety of audiences, the use of all available technologies in course delivery and improving the academic standard. The marketing of those cultural aspects, unique to the Caribbean was seen as a valuable selling point. Below are statements from some of the individuals present:

- I would expect that the University of the West Indies will be on everybody's mind. Every high school student, every person leaving high school...
- Now most persons look at UWI as substandard and we are here so we are local and we don't offer international stuff
- I too would like to see the University on everybody's list but I don't think that this will be achieved without a different kind of university.
- I think that information that is used as the driving force for our change should come from staff and there should be consultation.

Strengthened Regionality

Participants pointed out that overseas there was little geographic recognition for the term "West Indies" and that the term "Caribbean" immediately received a positive response from persons unfamiliar with the University. Improving the "Caribbean" aspect of the UWI was seen as a primary means of creating a regional identity.

- We are in the Caribbean right. So it's a case where we market what we have, the Caribbean. Market Reggae...persons all over the world are interested in the Caribbean and what the Caribbean has to offer. The University has to find a way to package its Caribbean identity and market it appropriately.
- I say we should sell Reggae. We should market outside of the Caribbean. We need to see some Americans, Japanese and Chinese, coming in to be a part of Reggae Studies or Cultural Studies.

Responsiveness to National Needs

The University was seen as largely un-responsive to national needs in that it placed itself and its offerings outside the reach of the Jamaican population, physically – because it was not possible to study at UWI, Mona by remaining in the smaller towns; academically – because it was seen as too theory- driven in its courses.

- You have to find a way to link, what is happening in regards to programmes that are taught with corporate Jamaica. Because you are doing a programme and it is just a lot of theory...it can be done regionally as well.

Responsiveness to Competition

The UWI could strengthen its position in light of the competition by offering courses in a wider variety of modalities, such as through the use of electronic media and by decreasing the need for the student body to travel to the cities. There was great concern about the lack of student- friendliness on the part of the UWI.

- So a lot of things can be done. So I'm talking about technology, the service that the customers then [receive]... basically about UWI marketing what it has, because funding from the government is likely to decrease in the future.
- Technology is critical. Basically you have to expand the reach of the University. This can be achieved through e-learning.
- Student-centeredness is very important. The kind of happiness and peace and job satisfaction that prevailed in previous years is no longer present. I don't know exactly what has contributed to a decline in that, but I must hasten to say that dissatisfied employees will make dissatisfied customers.

Changes to Academic Programmes and Delivery Systems

More practicum- based courses that allowed for hands-on participation in the field of study were suggested. Also, greater links to the private sector that would provide work-study opportunities were recommended.

Major adjustments include creating greater opportunities for mature students to stay at home with their families while pursuing degree programmes not offered locally.

- I have a family but you limit me not to pursue my dreams because I'm married. I don't want to leave my children for how much years to go. I was always interested in CHTM tourism. I'm not going to Bahamas. I'll never go to Bahamas.

International Profile

- Some of the strategies highlighted by participants included:
- Making the UWI's name and branding synonymous with the Caribbean region.
- Improvement of its customer service delivery internally and externally to reflect the standards held by international universities.
- Showcasing and marketing the UWI's products and achievements would help to make it appear more relevant to the public.
- Highlighting some of our research findings, at the high school, college and international level.

Enhancing Research

The UWI can build its reputation by improving its standards and by promoting the existing research initiatives that have been successful. Participants felt that not enough was known about the success of the UWI. Additionally, participants felt more flexibility in registration timetables and allowing for more than one point in the academic year for registration would be appropriate. Participants also felt that the University could improve its course offerings by repeating courses more than once for the year.

- The standard at UWI] I think it is going down and it has reached a low. I've been telling a lot of people that if UTECH gets a Medical School this University is finished.
- I know of universities that admit students at least twice per year, whereas this university admits students only once. I start a course at this university and if I don't like it I have to wait a whole year again to take another one.

Report of Meeting with Professor Cedric Hassall, Former Head, First Professor, Department of Chemistry, UWI, Mona

July 13, 2006

Persons in Attendance:

Professor Hassall
Professor Fred. Hickling
Professor Ishenkumba Kahwa
Professor Verene Shepherd

PTF Member: Professor Alvin Wint

Professor Hassel is the first head of the Department of Chemistry and taught the first lecture offered by the University College of the West Indies in 1948. The meeting focused on factors he believed were responsible for the relative success that the Chemistry department has enjoyed over the sixty plus years of its existence and the factors that were critical in ensuring a successful future for the UWI. Professor Hassel identified the following factors as important in his own tenure at UWI, where he served from 1948 to 1955, before moving to a chair and headship at University of Swansea, Wales, and during which time he trained a number of individuals, such as Willie Chan, Gerald Lalor, Ken Magnus, who went on to have influential careers at UWI.

- His focus on international performance benchmarks required to maintain his international marketability.
- His background from the relatively egalitarian New Zealand; and his international experience, including experience at Cambridge, from which he left to come to UCWI on the recommendation of his mentor to UCWI's first principal, fellow chemist, Dr. Taylor.
- The considerable autonomy granted to heads of department at the formation of UCWI, which contributed to him turning down a job offer at Harvard because of a concern that he would not be able to replicate his UCWI situation at Harvard.
- His integration within the Jamaican society and the close, mutually respectful and mutually demanding, relations that were developed between staff and students.
- His focus on creating a cadre of West Indian chemists who would lead the Department into the future, and fill any vacuum created by his departure.

In his view, a successful future for the University depended upon factors such as:

1. Continuing to facilitate individual initiative and providing academic structures with the autonomy and freedom from bureaucracy that would allow them to function effectively.
2. Encouraging and providing incentives for staff to generate income.
3. Ensuring that academic leaders lead by example and are held accountable for their leadership.
4. Maintaining a symbiotic relationship between teaching and research. In Hassel's view studying from a teacher who did not conduct research was like drinking from a stagnant pond versus a running stream.
5. Ensuring that staff maintain an international perspective and conform to global performance standards, while taking advantage of UWI's unique ability to respond to opportunities created by its position as one of the World's premier predominantly black universities with the distinctive ability to study issues related to the African Diaspora.
6. Focusing on succession planning and on constant renewal of the institution's intellectual assets. In this respect, effective recruitment and the appropriate training of graduate students were both critical.

Report of Meeting of UWI School of Nursing July 13, 2006

Number of persons present: 21

Key Changes

A student centred learning environment

- Cutting edge technology and teaching methodologies
- New and innovative ways of assessment of students
 - More weighting on coursework and less emphasis on the final examination as the determining factor for passing courses
 - Less emphasis on exams and more emphasis on assignments that bring out higher level cognitive skills
- Increased access to IT in respect to wireless access
- Increased flexibility – registration in any semester
- Teach social graces, such as formal dining and appropriate dress code
- Increase public speaking skills through public debates
- Increased access to the wider international academic community
 - Student and faculty exchange
- Openness and transparency
 - More students on committees
- Increased international student/staff diversity
- Faculty centredness
 - Terms and conditions that exists in the UWI should be such that it engenders high levels of job satisfaction which has implications for productivity
- Meet regional priorities in terms of dealing with current community challenges as well as academic initiatives such as research, education, consultancies, distance education

- Improving responsiveness to national needs by:
- Meeting national priorities in terms of dealing with current community challenges as well as academic initiatives such as:
 - i. Research that leads to evidence-based best practices/algorithms
 - ii. Premier institution for national tertiary education
 - iii. Be the first point of consultancies at the national level in terms of health, education, politics, socio-economic issues
- Modernizing the distance education system
- Strengthening the relationship with primary and high school systems
- Providing opportunity for every applicant who is offered entry to the UWI to receive financial assistance
- Developing strategies to attract student with the highest potential, i.e. advanced placement

- Creating a culture for students to earn while they learn in non-traditional areas while creating a UWI business opportunity:
 - i. Service/hospitality
 - ii. Transportation
 - iii. Laboratory Assistants
 - iv. Day care
 - v. Administration
- Make DVD, CDs and video cassette a part of delivery system
- Use cable and telephone systems as a means of delivery to the community
- Maximize the use of emerging technologies to enhance the delivery of courses across the region

Build global and regional research profile through

- Niche research
- UWI research journal
- UWI Alumni
- Strengthen marketing of faculty and graduates
- Wider dissemination of research output

Meet the needs of the UWI-12 (Non-Campus Countries) by:

- Conducting needs assessment
- Facilitating student and faculty exchange
- Offering summer institutes in different territories
- Maximise the use of web-programme course delivery
- Offering fellowships and scholarships

**Report of Strategic Planning Engagement Meeting with
Mona Information Technology Services (MITS)
July 14, 2006**

PTF Representative: Natalee Simpson

The group discussed the following changes required in the University's next strategic plan.

Key Changes

- The University needs to be more flexible, better governance structure needed as well as properly defined roles/responsibilities.
- Problems of accountability need to be addressed. Having several committees means less accountability since a majority vote actions the items and so the opportunity of holding one person accountable is limited by this. And committees cannot hold other committees accountable especially when the same parties are involved. Persons in governance should not be reviewing themselves (See Governance Review document).
- The institution needs to be more student and staff friendly. Students' experience should allow them to love the institution and want to contribute to its continued development. Staff in different unions should not feel as though they are stuck e.g. if the staff is in MONATS and has obtained the requisite qualifications, have been performing at high standards and have taken on additional responsibilities they should be able to break through the ceiling and enter WIGUT.
- Adjust Management structure. Senior Administrative staff should manage departments; strategic management should be placed with the HODs.
- Revision of budgetary and bursarial processes.
- More diverse student population on all campuses. We need to be less campus-centric. There should be a large regional and international student population.
- The governance structure needs to be more corporate. Better treasury management needed. More can be done with university funds safely if we for instance know when to place funds in secure fixed deposits versus keeping funds liquid. The University can use the money that it currently has more efficiently.
- Minority views should not be suppressed. More clearly defined role needed for the Centre and Vice Chancellery. UWI should not be restricted by geographical boundaries. Heavier reliance on technology for improving business processes. The organization should be asynchronous and geographically coupled.

- Need for a re-organization of skilled staff. Pay scales need to be aligned to market. Staff need more money, and are de-motivated by the lack of it.

Strengthened Regionality

- We are one of only two regional universities in the world; this is an excellent marketing tool. Further our location in the tropics helps in our appeal. Our research needs to become more visible.
- The governance structure, again, needs to be changed - Too many bureaucracies and time wasting committees that simply prevent things from getting done. Academic and faculty boards simply maintain the status quo. Though stability is necessary, there should be means by which change can be more smoothly effected for the good of the university.
- Our researchers need to publish more books and international journal articles so that UWI is better known worldwide. (Therefore more lecturers – part time/full time will be needed to allow for sufficient time to teach students).
- Further expose our students/introduce in teaching some of the researches done by our own people.

Improved National Responsiveness

- More external consultancies are needed.
- We need to convince government to hire our researchers rather than seeing overseas researchers.
- A formal commercial ‘think tank’ should be established.
- UWI should be seen as first stop in addressing regional needs/concerns. (Therefore if UWI is establishing a consultancy company, it is laughable that they are hiring a consultant to assist them in establishing this company.)

Improved Competitive Response

- We should engage more markets in the same way that other institutions are seeking to enter our own. The sense of marketing is lacking at UWI. We have been the major institution for too long and are now very complacent. Persons indicated that the University needs to reach out to the world through distance education not only by way of on-line teaching but also traditional packaging similar to the University of London and these other institutions.
- Use first world ICT technologies to penetrate their markets
- We should be competitively ranked based on Research output

- We need to determine if we are a teaching or research institution or both and put the necessary resources in place to meet our objectives.

Programmatic and Delivery Changes

- Look at the curriculum and see how they can include real-world practices rather than being wholly theoretically based. (We need to produce graduates that can hit the ground running).
- ICT Technologies for asynchronous deliveries anytime/anywhere.
- Customer service issues need to be addressed.

Enhancing International Profile

- Produce graduates that are fit for purpose
- Infuse curriculum with other internationally known curricula such as Microsoft or PMI Project Management
- Invite businesses to partner with UWI in developing internship programmes. A service learning component should be attached to the degrees.
- Offer open courseware like M.I.T University. Courses should be scaled down, advertised and be placed in the public domain.
- Stream audio of symposia, conferences and lectures to side bands of radio. We should have preserved the right to do so when selling the radio station.
- Include technical and business persons in decision making arms of the university.
- Improve quality and visibility of research.
- Aggressively market the institution

Finally, it is one matter to speak of marketing the University but how can we influence more persons to come to the UWI when we don't have the facilities to accommodate the growth in student population. The discussions ending with a very important question -- Who will hold the Planning Task Force accountable if they don't produce a workable strategic plan or one that really incorporates the views or give attention to the matters arising from the engagement processes?

**Report on Strategic Planning Engagement Meeting
with Department of Surgery
July 16, 2006**

Mona Visitors' Lodge

Persons in Attendance:

From Department of Surgery and Faculty of Medical Sciences:

Dr. I. Crandon, Head of Department
Professor A. McDonald, Dean, FMS
30 plus members of Department of Surgery

From UWI, Mona Planning Task Force:
Professor Alvin Wint

This section of the Meeting, which was the Department's Annual Strategic Retreat, focused on garnering responses from members of the Department to the UWI strategic engagement questions which had been previously circulated to members of staff. The responses to these questions included the following changes that staff members felt that UWI needed to make with urgency:

1. The need to become more responsive and user-friendly to students.
2. The need to improve research and focus on generating research funding. This latter to be achieved by having individuals dedicated to generating funding. Improved research also needed support in the form of research assistance and infrastructure, such as a modern animal laboratory. Also needed is additional staff given the tremendous service and teaching demands placed upon members of this Department. Linked to the research expansion goal must be the recognition that research is the principal avenue for improving the University's stature internationally, while the University also needs to make more of its research available locally. To this end, the establishment of centres of excellence may be necessary.
3. The need for UWI to market its accomplishments and its graduates more aggressively. Indeed, our response to a more competitive environment should be to advise the community of what we have achieved and not lower standards as a response to competition.
4. The need to improve our levels of cross-campus collaborative research, and to see this type of collaborative activity as an important element of our regionality.

5. The need to champion a fundamental re-orientation to funding that sees students being responsible for their funding, with appropriate transformation of national and regional student loan operations, rather than rely as heavily as in the past on governmental financing that is tied only indirectly to the number of students educated.
6. The need to continue our international ties to further develop a historical process in which UWI's image has been linked to the international stature and performance of its graduates.
7. The need for UWI to accept students earlier in the academic year to facilitate a smoother transition for these students into UWI and respond to our competitors who are far more effective than we have proved in facilitating the entry of students into their institutions. Relatedly, UWI should not close the entry door to highly qualified students in the manner that we have in the past. Student transformation, however, is also necessary and UWI should ensure that students graduate with stronger language skills and improved attitudes.
8. The need to do a better job of understanding and responding to the needs of companies and other institutions within the societies it serves.
9. The need to offer more cross-departmental and cross-disciplinary programmes that facilitate a more rounded educational experience for students.
10. The need to improve technology, for example registration and student-interfacing technology and to rectify urgently the institutional embarrassment of having one section of the UWI, Mona with no internet access.

Report of Meeting with Present Head, Former Heads, Staff Members and Graduate Students of the Department of Chemistry

**July 17-19, 2006
Department of Chemistry, Mona**

Present (at various times over the three day Symposium):

Professor Cedric Hassall, Head (1947-57)
Professor Gerald Lalor, Head (1969-72), former PVC & Principal
Professor Wilfred Chan, Head (1972-75)
Professor Kenneth Magnus, Head (1977-86)
Dr. Earle Roberts, Head (1986-1992)
Professor Tara Dasgupta, Head (1992-2002)
Professor Ishenkumba Kahwa, Head (2002-Present)
Professor Ronald Young, Dean, FPAS
Sir Roy Augier, Former PVC
Staff Members
Doctoral Graduates
Doctoral Students
Professor Venon Box – Former student/ member of staff (now with CUNY)
Dr. Basil Burke – Former student/Staff member (In private science based business)
Dr. Alfred Sangster – Former Student & Staff Member, Former President, UTECH

Professor Alvin Wint, PTF

Rationale for Meeting:

This symposium was organised by the Department of Chemistry, in association with the Strategic Transformation Team, in order to glean lessons from the history of the Chemistry Department that would inform its future and provide insights for the University Community. During the meeting, efforts were also made to have participants indicate the elements that they considered should be included in the University's next strategic plan. These elements are identified below:

1. **UWI can, and should, attract international students.** The first PhD student supervised by Hassall came to UWI for research supervision having received his educational foundation elsewhere. He went on to complete his PhD in 1952, the first of some 100 produced by the Department and 600 by the University. There may, however, need to be some reconsideration of the structure of fees to international students.
2. **UWI academics can attract funding if they make the right connections and conduct work that is relevant to potential donors and perform their research competently.** The Department was able to generate significant funds from the outset, and that tradition continues today, when in the last academic year

internally generated funds amounted to some US\$1m. While income generation should be an important objective, UWI needs to establish clear policies on income generation to ensure that the University is able to benefit from additional income flows, while staff members and departments retain an incentive to participate aggressively in income generating projects.

3. **UWI departments should seek to develop strong research cultures, ensure that research projects are completed in a timely manner with the findings made available, and make sure that these projects are appropriately documented, aggressively promoted and, where applicable, protected by patent systems.** The Department has a long history of work in the field of ackee, but its work in this and other areas is not sufficiently well known, and the work didn't get as close to the point of practical impact as would be desirable. The Department has established a strong research culture and it is no coincidence that the individual within the STT responsible for championing research is from the Department.
4. **UWI departments need to publish internationally.** Chemistry has a long history of publishing in top journals. Academics in the early years of Department published in journals such as Nature, but local journals also need to be developed and supported.
5. **UWI's departments need to recognise that their departments' and the University's best ambassadors are its students.** Students need to be nurtured, appropriately mentored, while their mentors demand of them high performance and maintain close contact with them throughout, and after, their studies. The focus should be on encouraging students to be passionate about their studies, not on pandering to students as "customers." The University ought not to be in the business of serving customers by "selling certification."

Staff-student interaction is an area in which Chemistry may well have the best record within the University. It is the leading department in terms of PhDs graduated. Among its seven professors, one, the third within the Department who has received the VC's Award for Excellence in research, is a fourth generation doctoral graduate of the Department; that is, the great grand-child (academic) of the Department's founding head, Cedric Hassall. Another, also a great-grand child of the founding head, is a fellow of the top scholarly society in her field and had her work recently featured on the cover of one of the leading international journals in her field.

The culture that Chemistry has created, in terms of close relations between staff and students, may help to explain why the individual within the STT responsible for student transformation, is from the Department. Close student-staff interactions breed successful student professional formation and bonding to the UWI; it is critical that they are fostered, notwithstanding the unit-cost arguments arising from UWI Mona's financial difficulties.

6. **UWI's departments need to develop strong international ties and networks.** These can be achieved through the hosting of conferences. One of the first areas of research established by Hassall was research on natural products. Under the leadership of his successor, L J Haynes, the Department of Chemistry began holding a biennial conference on Natural Products that continues to this day and has brought some of the world's top specialists in this field to the institution. Other strategies to achieve this result include staff attending conferences, doctoral graduates doing post-doctoral work overseas, and a programme of attracting visiting academics.
7. **UWI's departments need to create programmes and structures for interfacing with industry.** This process needs to recognize that UWI's role is not just to rely on industry to employ its graduates but that it has to help create and nurture developments in industry that will allow firms to be in a position to use graduates in various disciplines. In this regard, patentable research results need to be pursued with more vigor.
8. **The UWI needs to recruit its academic leaders carefully and strategically, and plan, in a similar strategic manner, for leadership succession.** The experience of Chemistry, juxtaposed with the experience of other departments in the faculty, point to the importance of recruitment. Chemistry's first recruit was a junior academic at the time, but one who had been recommended to the Campus Principal by a colleague he respected at Cambridge University, as the best person for the job of starting a new department. He brought to the job a sharp intellect, immersion in a research tradition and excellent international contacts. Other departments in the embryonic university were not as well positioned. Four of the next five heads were mentored or influenced by the first head.
9. **Heads should be capable of inspiring research, but they should also, today, be decisive leaders who can also build consensus, put in place appropriate managerial structures and be willing to be accountable for the results of the unit they lead.** The University should ensure that roles of deans and heads are clearly differentiated and are able to operate in a manner that is complementary.
10. **The University must put in place mechanisms for unit accountability and staff accountability, including appropriate rewards and sanctions.** The accountability of departments should involve the requirement that departments must develop plans and targets and report on these to University authorities. This is an activity which some departments, such as Chemistry, have already begun without being required to do so, but there should be a system-wide movement in this direction.
11. **UWI's Departments must recognize their responsibility to engage in outreach activities to secondary schools.** Improvement in the performance of secondary school graduates is critical to the success of the University.

12. **UWI must strengthen its regional character and resist the trend toward highly autonomous campuses in which principals boast of their campus-centricity and in which the Centre is financially emasculated.** Relatedly, the position of the Vice Chancellor needs to be strengthened, while recognising that UWI has to move to a situation in which a key role of the Vice Chancellor, in a manner similar to the role of Presidents of other universities particularly in North America, is fund raising.
13. **UWI should resist taking in more and more undergraduate students, particularly students who are ill-prepared for University education,** while also recognising that it cannot successfully move to an extreme focus on graduate education and research in its developing country context because, in the words of Prof. Lalor “a focus on the top of the food pyramid, when that pyramid is too narrow will lead to starvation.”
14. **UWI must link appropriately with other tertiary institutions and develop programmes of articulation.**
15. **UWI must aggressively recruit top secondary school students,** including targeting bright students from as early a point as GSAT examinations, in a manner similar to the recruitment methods employed by other institutions.
16. **Departments of UWI need to strengthen their alumni networks.** Chemistry Department’s alumni association, CHEMSAF or Friends of Chemistry, has provided much assistance for the Department.
17. **UWI should market itself much more aggressively,** and not be afraid to blow its own trumpet. Marketing needs to be a strategic priority that is properly funded, and should focus on interaction with the media and production and dissemination of documents on work produced at UWI in a manner that is readily accessible. Departments can assist in this process. The Chemistry Department, for example, should produce a document profiling UWI chemists and a summary of the work of the Department in particular applied areas.
18. **UWI should ensure that there is internal competition for funding and resource allocation,** to ensure that the best ideas can benefit from funding.
19. **The department and indeed the UWI must see it as its responsibility to provide leadership (in both conceptual and implementation terms) for engaging science to solve national problems.**

**Report on Strategic Planning Engagement Meeting with Institute of
Education
July 27, 2006**

Ocho Rios, Jamaica

Persons Present:

IOE:

Dr. Halden Morris, Head and about 20 members of staff

Planning Task Force Member:

Professor Alvin Wint

The IOE focused on the following areas in which changes needed to be made at UWI:

- UWI needs to become more student-centred and flexible so individual student needs can be better addressed. This includes the availability of inter-faculty course offerings. Regulations need to be adjusted to facilitate these changes.
- UWI needs to be an institution that prides itself on its teaching. Correspondingly, the University needs to place greater value on teaching in its assessment procedures. In doing so, the evaluation process needs to go beyond the use of student evaluations, which have issues of reliability because of the often low response rates, and in light of anecdotal evidence which suggests that students are less than candid because of their fear of victimization.
- UWI also needs to focus on customer service and satisfaction, and not just in terms of a label.
- UWI needs to be more responsive to the needs of communities. Therefore, public service needs to be weighted more heavily in assessment procedures.
- UWI should provide fertile intellectual centres all over the Caribbean. These centres should challenge societal norms more effectively. UWI needs to be an institution that the region can neither live with or without.
- UWI needs a vision for education in which it views itself as having a moral role to play in graduating students who are aware of national and regional development problems and who intend to assist in finding solutions to these problems upon graduation. The discharge of this moral responsibility will involve curriculum changes, such as the incorporation of community and service-based learning.
- The emphasis of the educational process needs to go beyond content to include attitudes.

- The UWI campuses need to be models, for the wider community, of sustainable living. The institution's focus on energy conservation should move beyond technology acquisition and incorporate attitudinal change.
- UWI needs an appreciation of the role of technology in learning – with a view to empowering individuals to help themselves to learn. On-line education is an important approach to achieving this objective. The use of technology in learning should allow for the incorporation of attitudinal change in the learning process without having to lengthen the delivery period for the degree.
- UWI students do not believe that the assessment system is fair. The University has to find mechanisms for addressing this problem of wide-spread distrust of assessment systems across the University, both by students and staff. Increased transparency is one mechanism for improving perceptions of inequity.
- A key issue is the need for implementation. The University has to address mechanisms for effecting change that are not stifled by tradition.
- UWI must acknowledge that some things are being done well and find ways of communicating these successes internally and externally.
- Although distance education is the wave of the future, support systems are critical in this area, in addition to changes in approaches. For example, on-line education processes cannot be held hostage by the need to have face-to-face examinations.
- UWI has not played a sufficient role in the development of sports in the region. Medical and other faculties should become involved in sports education.
- UWI is a last bastion of colonialism and plantation society. This must change, incorporating less hierarchy. The gate pass system at Mona is an example of inappropriate stratification.
- Income generation needs of departments must be balanced against the need to provide essential services to the community, for which there should be no separate charge.
- UWI should be the lead institution in the region and compete to maintain its position, but it must also collaborate with other tertiary institutions, from within and outside the region as is necessary. The time for arrogance in these matters has long since gone.
- UWI must internationalise beyond the Caribbean.
- Funding is needed to put courses on-line.
- UWI needs to diversify the ways in which it disseminates research. Research should be shared with stakeholders as soon as is possible.

Report on Strategic Planning Engagement Meeting with Human Resources Management Division

July 28, 2006

Persons Present:

Dr. Alister Hinds, Director, HMRD & Member, PTF
Mrs. Mabel Hall, SAR, HMRD
17 members of staff, HMRD
Professor Alvin Wint, PTF

The discussion with staff members from HMRD focused on the following areas in which changes needed to be made at UWI, with a particular focus on the role of HMRD in the change process:

- UWI's efforts at customer service need to be significantly improved. Importantly, it is critical to improve the information flow to students.
- By 2012, HR should be performing a more advisory role to the Campus, and be far more pro-active than it is in its current passive role. HR should deal with operational matters, rather than have all of these matters dealt with in UWI's cumbersome committee structure. These committees should focus far more on policy than operational matters. In order to achieve this, however, the University requires HR practitioners who are equipped with the appropriate skill sets.
- HR should be firm in its insistence that the University follow the procedures that have been established, even in the face of heads of departments and executive managers in the University who are intent on flouting procedures.
- Heads of departments must take their management roles seriously and not leave important issues to administrative staff in the department. The University should sanction heads who are not taking their management positions seriously.
- HR needs to engage in more institutional self-study. One view expressed was that the Division needs a research and development officer; a counter-view was that it was critical that all members of the Division adopt a research orientation, and process-review approach, to their positions.
- HR needs to assist the University reduce the amount of paper that has been generated by our "computerized" systems.
- HR should be the hub of the University's operations, but this position has to be earned, and it requires not primarily resources but rather an improvement in skill sets and attitudes within the Division. HR is the first source of contact that University staff have with the institution, which creates a significant responsibility for the Division.

- UWI must deal with staff issues in a principled, but caring way, so that staff members believe that their issues are viewed in a serious manner. The University should move away from a philosophy of being “student friendly” to one of being “people-friendly.” This philosophical approach would translate into an institution that is concerned about the well-being of its students and its staff members.
- For the University to function effectively, the Campus Registrar’s Office needs a fundamental re-organization. The expansive span of control that is the current feature of this office may have been appropriate when the University was formed, but is certainly completely inappropriate given the current size of the institution, the demands placed upon it, and the competitive environment within which it exists. Currently, far too many matters have to be funneled through the Campus Registrar’s Office and, with the best will in the world, this creates a bottleneck and reduces the institution’s level of efficiency. In the absence of a re-organization of this Office, it is unlikely that any strategic plan which focuses on improvements in efficiency is likely to be successful.
- The Campus management needs to improve its decision making, especially in relation to “difficult” decisions. There is a tendency at UWI to avoid making difficult decisions.
- UWI needs to improve on its internal and external marketing. UWI should seek additional promotional slots on radio, cable television and even niche international channels, such as BET.
- On the University web-page there needs to be a direct link to the HR Division, given the extent to which staff members need to access the services and information resources resident in HR.
- UWI needs to present a welcoming face to visitors, new students and their parents. In this respect, the current gate-pass policy is inappropriate.
- UWI needs to get into primary schools and seek to convince students that they should be interested in building their country and making it a better place, and that this can be accomplished through a UWI education, and pre-empt foreign universities which are targeting our best high school students.
- The next strategic plan needs to give considerable priority to sports development. Jamaica has a brand name in athletics that sells around the world, but UWI has not assisted in the process of the development of our athletes or taken advantage of the possibilities associated with Jamaica and the Caribbean’s strong advantages in this area. UWI should invest in an all-weather track facility at Mona and develop the “UWI Relays” that could match the “Penn Relays” in international interest.

Report on Strategic Planning Engagement Meeting with Department of Medicine

July 28, 2006

Persons Present:

Professor E. Barton
Five members of staff of the Department of Medicine
Professor Alvin Wint, PTF

The discussion with staff members from the Department of Medicine focused on the following areas in which changes needed to be made at UWI, with a particular focus on issues related to the Faculty of Medicine.

- The strategic planning process needs particular engagement from the Faculty of Medicine. Generally, UWI's strategic planning has not allowed for sufficient input from the Faculty of Medicine. Even though engagement activities are now taking place with the Department, it is also important that the Faculty be directly represented on the Planning Task Force so that the Faculty's view can be articulated in an on-going manner.
- An important area of development required by the Faculty of Medicine, by the end of the next planning period, is a considerable improvement in technology. This includes the use of computers in teaching, internet access for staff and students of the Faculty, advancement in the areas of computer-aided medicine and tele-medicine procedures, real-time, electronic access to patient information for students and staff conducting patient rounds, and so forth. If these technological improvements are not forthcoming, UWI will begin to experience significant difficulty in attracting and retaining staff and students, given the dramatic pace of these developments in other parts of the world.
- There is a general need for upgraded facilities, since there has been very little change in the physical condition of the Faculty and the Hospital over the last several decades. There was an acknowledgement that current plans to improve the facilities are very welcome, but this new facility is only for the basic medical sciences, while there is a critical need for improved clinical facilities also. Again, the meeting did note that there are plans for significantly improving the hospital, but the view was that UWI needs to consider the implementation of these plans as a strategic priority.
- One of the key infrastructural needs is for housing accommodation for medical students. This is a feature common to many University hospital operations, and it is critical to the clinical-intensive learning process that is a feature of the medical profession.

- The Faculty needs to pay particular attention to the infrastructure and other needs of post-graduate students, including research students, of which there need to be more within the Faculty.
- UWI degrees are too narrow and insufficiently creative. They do not properly position graduates to embark on careers. UWI needs to benchmark its programmes against those of North American universities which offer far more flexible and creative disciplinary combinations.
- UWI needs to do better research on the needs of the region and tailor its programmes to matching those needs. The Institution needs to be far more proactive in interfacing with employers and governments.
- UWI needs to capitalize on its strengths more effectively. There are areas, such as tropical medicine, in which the University has a considerable advantage, but this advantage has not been translated into the development of programmes that have international reach.
- This need for focusing on the Institution's strengths is also captured in the need for greater research. The Faculty is proud of the successes of the TMRI in tropical medicine research, but research in this area should not be sequestered in one department, but should be evident in all the departments of the Faculty. Research has to be the main driving force for the University, and the Institution needs to find more creative ways for funding research.
- A key need, in order to enhance research in medicine, is more research time for staff members in departments (the extent of the heavy clinical work-load of academic staff in the Faculty of Medicine is not well understood in the University) and better facilities. UWI made a strategic mistake in transferring the University Hospital to the Government of Jamaica. This Hospital no longer bears any resemblance to a research hospital, which creates problems for clinical-based research. UWI should take over the UHWI and position it as the "Mayo Clinic of the Caribbean."
- The University needs to do a much better job of advertising itself and of indicating to the community at large the specialties in which it has diagnostic capabilities.
- The University's efforts to be responsive to the needs of the community should not be half-hearted. Mona Institute of Medical Sciences (MIMS) is an example. MIMS was developed as the University's effort to consolidate the private practice operations of its medical faculty into one facility, and thereby bring prestige and income to the Mona Campus. Yet, MIMS cannot be located in the telephone directory, is not visible on the Campus and is run as a public rather than private facility. MIMS needed an aggressive, business-oriented manager to run the

facility along the lines of the far more successful Tony Thwaites Wing of the UHWI.

- The University is not responding well to the society's needs. It is not clear what the University's institutional response is to issues of crime, music or sports development, for example.
- UWI needs to develop science-teaching and Use of English teaching in all of its contributing territories, including the UWI-12 countries.

Report of Strategic Planning Engagement Meeting with Staff of Principal's Office

August 2, 2006

Persons Present:

Professor Elsa Leo-Rhynie
Mr. Lloyd Brown
Mrs. Rose Cameron
Mrs. Dolice Castro
Ms. Jennifer Clarke
Ms. Lorenda Griffiths
Mrs. Sonia Murray
Ms. Nicola Patterson
Ms. Natalee Simpson

Professor Alvin Wint, PTF

The discussion with staff members from the Principal's Office focused on the following areas in which changes needed to be made at UWI.

- A greater focus on our areas of competitive advantage in the face of the burgeoning competition.
- Far more effective marketing to both internal and external constituents. This includes the marketing of our distinctive programmes to the diaspora and the use of the web to market the institution.
- Much more focus on fundamentals, and attention to details that can significantly improve the quality of life of students and staff. The beautification programme is an example of the benefits of attention to detail and fundamentals. An example in which these are lacking is seen in the poor quality of infrastructure, whether residential or sporting facilities, the poor quality of telephone service and the lack of availability of chemical supplies that confronts our students and individuals seeking to do business with the Campus.
- An improvement in institutional research, for example, in areas such as why students do or do not decide to attend the University.
- More competitive pricing of our educational product, for example, disciplines such as Medicine that can attract international students.
- A deeper partnership between the University, the state and private sectors in order to assist our students to become work-ready and demonstrate the value that the

University can provide to these sectors. The recent parliamentary internship programme is an example of the type of collaboration that is needed. Students could even be attached to entities that are completing projects on the Campus.

- A more effective link between the University and its alumni, although this can only be built upon a platform in which UWI is able to generate goodwill by providing its students with a high quality, all-round education, supported by efficient services provided by supportive staff.
- UWI should become a more genteel environment and all involved, including members of the security detail and taxi drivers who pick up students on Campus, must show respect to students, staff and visitors.
- UWI needs to move to more flexible academic programmes, which focus on learning rather than on examining, along the lines of US institutions, even while recognizing that UWI has to have robust examination systems, as Jamaica does not have the standardized extra-institutional academic and professional examinations that also feature in the US system.
- UWI needs to shift from considerations of “distance education” to multi-mode delivery across all of its programmes.

Report of Strategic Planning Engagement Meeting with Staff of the Deputy Principal's Office

August 4

Persons Present: 5

Key Changes

- Improve Customer Service – All internal and external customers should be satisfied customers.
- Incentives should be given for proper customer care (surveillance cameras could be used to assist in this process)
- More rigorous marketing
- The Degree programmes must be geared towards the economy, therefore, there should be greater interaction between UWI and all the sectors (both private and public)
- The UWI must be more action oriented and less talkative.
- Distance programmes should remain, but face-to-face should dominate – the UWI needs a mixture.
- Improved tutorial arrangements – more effective when working with smaller groups of students
- Communication – Stronger internal and external communication
- Greater use of technology for internal systems.
- Less straight-jacketing with employment and greater flexibility to get rid of deadwood.
- More practical component must be incorporated in the degree programmes, for example community service and internship.
- Establish a branch campus in Montego Bay
- Develop entrepreneurship attitudes among the students.
- Work more closely with communities.
- Implementing a swipe card system to be used all over the campus, to include money transactions (like a phone-card)

Strengthened Regionality

- Strengthen the Millennium Fund Project to encourage students to visit the other campuses.

National Responsiveness

- Establish greater linkages with the Private Sector and Government Agencies
- Creating a host of societies to offer expansion of Community Services

Responsiveness to Competition

- Deliver quality service
- Offer programmes that are sought after.

Changes to Academic Programmes and Delivery Systems

- More flexible scheduling, example scheduling classes on weekends, and extended times for classes.
- More delivery in Tourism
- More practical training
- Flexible schedules
- Working in smaller groups - tutorials
- Less emphasis on final examinations

International Profile

- Greater participation in conferences
- Greater emphasis on research resulting in articles in high impact journals
- Expansion of the Exchange Programme/Study Abroad
- Update and improve website
- Offer Distance programmes geared towards Reggae and Rastafari Studies

Special Focus on UWI-12 (Non-Campus Countries)

- Campuses need to be better linked to the UWI-12
- Greater incorporation of the UWI-12 in the research culture of campus.

Enhanced Research

- Stronger link with public and private sectors
- Establishing norms of research output expected
- Requiring lecturers to do research
- Communicate outcomes, example using the media to promote/advertise these research activities & results

Enhancing the Quality and Distinctiveness of Graduates

- More practical training
- More community service
- Create co-curricular activities that will enhance “enjoyed education”

Report of Strategic Planning Engagement Meeting with Bursary Staff

August 17, 2006

Persons present: About 40 members of staff

PTF Members:

Professor Yvette Jackson

Mrs. Elaine Robinson

Key Changes

- UWI is operating in an environment where tertiary education is more important than before. UWI needs to ask the populace what they want from the institution...different mode of delivery, irregular class hours, classroom teaching, standard hours. There is a strong demand for more flexibility.
- UWI does not offer a wide enough variety of courses.
- More flexibility in course offerings is needed, and there needs to be the ability to mix courses.
- Get information from the schools, determine what the potential students are demanding e.g. on-line courses.
- Put more texts and research documents on-line for easier access by a wider set.
- There needs to be flexibility in the time it takes for a course to be completed, if possible to complete sooner then it should be allowed. Accelerated programmes.
- Needs to be more application of the skills taught. UWI is too academic and there is not enough application.
- UWI needs to employ persons who are transformational thinkers, adaptable to a changing environment, willing to be trained, who can raise their standards to that of the student's demands, who know their role in the UWI's success.
- UWI's staff needs to be made aware of the University's mission.
- There needs to be more careful selection of employees.
- UWI's staff need to treat the students and other customers with respect. The staff has to love the University before they can treat its customers well.
- There is too much bureaucracy.

Strengthened Regionality

- Need to strengthen national presence and serve national interests first.
- It is felt that the UWI is not the primary institution in Jamaica anymore. Do the other islands feel this way about the institution?
- UWI needs to address some of the common issues and problems in the region, e.g. crime & tourism, through its curriculum and research?
- The UWI needs to utilize the regional training ground.
- All UWI graduates should have a second language.

Responsiveness to Competition

- Establish links with employers to provide jobs for students.
- Strengthen the alumni relations. This may enable UWI to generate resources from alumni and gain assistance in internships and job placement for students and graduates.
- Make the UWI more attractive; improve the facilities etc. so that graduates feel a sense of loyalty.
- Offer summer programmes geared towards the high schools in an effort to introduce them to the Campus and market the Campus to them.
- UWI needs to effectively market itself as a business.

Changes to Delivery Systems

- Use of technology to deliver programmes at home and on week-ends.
- More flexibility in class times offered.
- UWI should endeavour to become ISO certified in various areas. Certification forces us to work towards certain goals, with no goals, everyone works at their own pace.

International Profile

- Accreditation
- Market ourselves; promote the vast research carried out.

Focus on UWI-12

- Generalise programmes and activities to include information and issues from the other islands.
- Use technology to allow students from other island to participate in classes.

Research Enhancement

- UWI needs to promote the work carried out here because we are the primary source of research in the region.
- Graduate students research topics should be based on an actual regional need.
- Research should be designed to meet the needs of the region thereby also attracting funding.
- Campus pipeline could be used to inform the Campus of research work being carried out, to heighten the knowledge and awareness of staff members.
- News Talk 93 FM as well as pipeline could be used to promote research.

Optimal Performance

- UWI needs to capitalise on the educated workforce that it employs.
- Reward good service.
- Listen to staff, identify their strengths and utilize them.
- Maximise on technologies available.
- Improve services and spend money on the facilities to improve them.
- Communicate better with staff, so that the staff is knowledgeable about what is taking place on Campus.

Quality and Distinctiveness of Graduates

- We need to target the high performance students out of the high schools, who, at the moment, are leaving the country for tertiary education.
- The UWI needs to offer programmes that create well rounded individuals.
- Need more practical application.
- Need internships for programmes.
- Make financing easier so that the programmes are more accessible to students.

Report on Strategic Planning Engagement Meeting with Department of Basic Medical Sciences

August 17, 2006

Persons Present:

Dr. Wayne McLaughlin, Head of Department
Forty members of staff of the Department
Professor Alvin Wint, PTF

The discussion with staff members from the Department of Basic Medical Sciences focused on the following areas in which changes needed to be made at UWI.

- There needs to be created wellness spaces in the Faculty of Pure and Applied Sciences. At the moment there are far too few such spaces.
- UWI needs to make greater efforts to connect with its alumni. Even the Medical Alumni Association, which is one of the most vibrant, is constituted primarily by individuals who have long left the University. More recent graduates seem quite hostile and comment negatively about their experiences on the Campus. We have produced many students for institutions in the developed world, but we have not done a good job in maintaining contact with these students, nor have we sufficiently acknowledged their successes by bringing them back as visitors or granting them awards when they have distinguished themselves.
- UWI needs to engage in more institutional research, but surveys need to be conducted with sufficient frequency that they become useful management tools, and the results need to be translated quickly into action.
- The continuation of staff-student liaison committees is critical for UWI to get important student perspectives into its agenda for action. Engagement with students needs to be an on-going element of the University's operations.
- UWI needs to focus on being rated globally. Currently, it is difficult to find UWI in any global university rankings. A global positioning for the University is critical, not only from the perspective of staff credibility and funding, but for the benefit of students seeking to study further or connect with a global employment market.
- UWI needs to encourage the private sector to adopt a more intense research and development focus and to engage with this sector in the development of mentorship opportunities for students.

- Any expansion of the student body, particular as it relates to expanding the number of full fee-paying students, needs to be matched with the appropriate expenditure on facilities.
- UWI needs to both understand market needs, and do a better job in matching the experiences students receive while studying at the institution with those market needs. There is a concern that UTECH has been much more adept at matching student experiences with market needs. The consensus is that UWI should not seek to emulate UTECH in terms of the types of students that are produced, but UWI does need to ensure there is market need alignment with its student preparation activities.
- UWI should focus on training individuals to meet the needs of the CSME.
- UWI-12 countries should have better communication with the Campuses to ensure that we actually operate as a single university.
- A major change required over the next several years is for UWI to enhance its implementation capacity. As an institution we have no shortage of plans or philosophies, but we fail miserably in our execution capacity. One of the strengths of the recent strategic exercise at Mona is that emphasis has been placed on issues of implementation and action. This emphasis needs to be adopted across the institution.
- UWI must focus on issues of national and regional development. We have played a role in these areas in the past, but this role needs to be developed even further. We must look also at problems of other regions and create the scholarly connection between the Caribbean and other regions of the world.
- UWI needs to identify key niche areas in which it can be globally distinctive. UTECH has done this with its sports programme. UWI should also seek to build its distinctiveness on national or regional advantages.
- UWI needs to concentrate on how to encourage the best and brightest from its potential pool of matriculants to come to the University.
- UWI's library facilities need urgent upgrading. While the student population has increased twelve times since 1963, it is estimated that the library may only have doubled its stock of materials. Students, and staff members, complain bitterly about the inadequacy of the supply of library materials.
- Quality and accreditation issues are critical across the University, and not only in the Faculty of Medical Sciences. Other faculties or departments need to focus on gaining international accreditation for their programmes.

Report of Strategic Planning Engagement Meeting with Faculty of Humanities & Education

August 21, 2006

Persons Present:

Professor A. Brown, Dean
About 65 staff members from Faculty
Professor Alvin Wint, PTF

The discussion with staff members from the Faculty of Humanities & Education focused on the following areas in which changes needed to be made at UWI, in addition to responses to other engagement questions.

- UWI's internal systems and support systems need to be much more efficient and oriented toward customer service. To effect an improvement in our systems, rules need to be more explicit and there needs to be a more effective administration of sanctions applied to both academic and administrative staff members. A cultural change is also required on the part of many staff members of the university in order to implement a customer service orientation. In terms of cultural change, one approach might be to consider that employed by an organization like Ritz Carlton, which allows staff members to make decisions in real time in the areas falling within their spheres of responsibility.
- UWI needs to be more flexible in its course offerings. This includes a more robust summer school programme that would, in fact, convert the summer into a third trimester. Currently, some students who fail a course have to wait a full academic year to re-take that course. This is untenable. At the same time, the issue of poor administration applies particularly to our summer school, which is "shockingly poorly administered." Thus, an expansion in this programme must also be complemented by a significant improvement in how it is administered.
- UWI needs to offer more courses that are "service-oriented" and "skills-driven." These courses must be relevant to the needs of business and other employers of our students.
- UWI must manage national and regional demands in a way that reduces the conflicts between these demands.
- UWI should not see itself in competition with other tertiary institutions, but rather seek to develop complementary relationships with these "alternate suppliers" of tertiary education services.

- UWI needs to itself, go “off-shore” with its delivery mechanisms and, generally, develop more flexible modes of instruction.
- Students must be treated as persons, not ID numbers. The University’s support systems must support this culture change. Students who, it is thought, have fines outstanding, for example, should not be de-barred from taking examinations. A more enlightened approach is to have the students take the examinations but hold their results until they are in full and regular standing.
- Graduate students, in particular, need to be treated with more respect than is currently the case.
- In enhancing the regionality of the University, academic staff members and their departments should examine their curricula to ensure that they are not too nationally ethnocentric.
- Administrative staff members need to operate more efficiently, but the University must also recognize that administrative and service staff categories are particularly poorly compensated.
- The need for an improvement in the efficiency of support systems extends to MITS, whose help desk operation needs to be improved.
- The problem of poor administrative service is also linked to the cumbersome bureaucratic committee-based decision structure that permeates UWI.
- UWI needs to have a fully functioning system of open accountability and performance review that incorporates formal evaluations of heads of departments and deans, by staff members.
- UWI staff members are overloaded. UWI needs to better align staff and physical resources with the number of undergraduate and graduate students admitted. Relatedly, by 2012, UWI needs to be an intellectually-elite institution in which there is balance between staff resources and students. In so doing, UWI cannot afford to cheat on its commitment to undergraduate teaching. The region expects UWI to perform well in its undergraduate teaching role. Research universities, such as Harvard and Yale, have made a strategic decision to de-emphasize undergraduate teaching and concentrate on research and graduate teaching. One consequence is that undergraduates feel poorly served at these institutions. UWI cannot afford to follow that model.
- UWI staff members need to recognize that UWI is a self-administered institution and they have an obligation to make their voices heard in policy and strategy debates. In terms of the imbalance between students and resources, for example, UWI staff members, heads and deans have to take responsibility for this imbalance. Students have not been imposed upon faculties by administration. To

those who believe this is so, the question posed was, which particular administrator forced any faculty to accept students?

- In terms of self-management of the institution, faculty members must confront in open meetings their colleagues who are not performing adequately, including inadequate research performance.
- UWI must become a self-respecting institution where an A is an A and an MA means an MA. The new strategic plan must be underpinned by a statement that quality must not be sacrificed. But this quality is not just quality of academic programmes. The University must utilize a robust measure of quality that focuses on the meeting of appropriate standards. Thus, standards of bathroom cleanliness are also important. For example, the use of domestic rather than commercial bathroom appliances has contributed to the bathroom maintenance problems that abound across the institution. This approach may also have an impact on the resource allocation exercise. Thus, while improvements in the aesthetics of the Campus are important, decorative lighting is of limited value if bathrooms are in poor conditions.
- The University needs to apply greater creativity to the issue of funding. This includes making a better case for governmental financing and more effective efforts at self-financing.
- UWI needs to ensure that students have appropriate pre-requisite skills. The poor preparation of students contributes to challenges of academic excellence and staff member burn-out. UWI needs to reconsider approach to remedial education, otherwise it becomes a high school extension with a few university courses.
- UWI must consider its carrying capacity from an ecological perspective. The quality of life of the campus is deteriorating. Sustainability must be the watchword. In this respect, new energy-dependent, campus-de-greening and mountain-blocking buildings should not be allowed without a participatory decision-making process.
- UWI's marking system needs to be addressed. Allowing the largest band of grades for an A is illogical and makes it difficult to reward incremental improvement, while ensuring student dissatisfaction with the grading system, particularly as it becomes more transparent and numerical grades are provided to students. UWI must decide which system it will use, or create its own that is logically connected.

Report of Meeting with Business Development Office

August 22, 2006

Persons Present:

Absent - On Leave- Mr. Francis Felix

Ms. Kay Brown

Mrs. Sydna Senior

Mrs. Sharon Thomas

PTF Representative: Natalee Simpson

Key Changes:

- The University of the West Indies should be perceived by prospective students and employers as the number one university in the Caribbean. Its graduates should possess the level of academic standards that will make employers select a UWI graduate over others from other tertiary institutions in the Caribbean.
- Merge teaching with research in a more balanced and definitive way at the undergraduate level. Equal recognition needs to be given to the two requirements to be met by academic staff, teaching and research. In fact, the academic staff that is more interested in teaching should be placed in the undergraduate programmes and the staff that are more interested in research in post graduate programmes.
- Develop summer internships as an integral part of Year 2 of the undergraduate programme for at least the top performing students to obtain hands on exposure before entry into the private/public sector.
- Undertake a formal SWOT Analysis of the UWI. After completion, the strengths would be identified. If for example, in Medicine, Law, Engineering and the Sciences it is ascertained that we offer the best programmes then this should be strongly marketed, in order to ensure that we are the number one choice. In the areas identified as weak compared to our competitors a strategic decision should be taken to determine if we wish to aggressively improve the offering and delivery or whether we wish to leave those areas to the competition. Although it is ideal to be number one in all areas, this is not a realistic goal. It is better to determine our areas of academic strength and maintain these areas.
- Package our students so that they can be differentiated from graduates of other universities.
- Incorporate personal development and holistic development, in the programme and not just academic development.

- The UWI should be partially a ‘finishing school’ where students can be exposed to the finer aspects of dining/table, manners, general etiquette, dressing and appropriate conduct.
- Make pursuing a degree at the UWI more affordable by providing more internal funding since the external providers are not able to make tuition affordable at the high cost of student loans. The UWI needs to work more aggressively at obtaining endowments both from corporate institutions and especially from its Alumni. In the case of the latter, by providing the environment to build and strengthen the bonds and loyalty formed during the years as students. Make the experience of attending the UWI one that will fuel a passion for the institution.
- Increase student housing to encourage people to live on campus and develop stronger friendships and bonds.
- The UWI should be run like a business – advertising and marketing, budgeting/financial control and generating profits. The marketing plan must change and be more responsive to the currency of the market place with a marketing plan associated with the Admissions section and the Public Relations Office.
- There must be accountability/responsibility in terms of the budget
- Cost centres/departments should try to contain costs and generate revenues.
- The focus for day to day decision should be management accounting rather than financial accounting. Information should be user friendly, relevant and in a form usable by the HODs and the Bursary should be able to play a more proactive role in providing financial/budget advice to departments.
- Specification standards should be developed for the procurement of capital assets such as lighting fixtures, sensors where possible, air conditioners and there should be centralization of such purchases. Too much decentralization of high cost items occur that lead to high costs such as high utility bills, repairs and maintenance etc.
- General stores should exist to undertake bulk buying of heavily used items such as office supplies, to result in the benefits of economies of scale. The store should be stocked with the major items purchased by departments, and disallow the current process of each department purchasing its office supplies from external sources.

National Responsiveness and Research Impact

- UWI’s research is not sufficiently responsive to national needs. There needs to be a lot more academic papers presenting findings in the print and electronic media. These papers should provide solutions, opinions based on statistics/data and offer recommendations to current challenges facing the country. There should be a greater number of presentations by our academic staff and research

material produced by the UWI should be used as teaching materials for CAPE level and under/graduate tertiary level students. Research by lecturers delves too much into the past. Greater analysis of current situations and forecasting is necessary. The past should be used where it can be related to the present. Greater use should be made of technology and for example, econometrics to extrapolate and make calculated predictions of the future. The low weighting given for publishing articles in the newspaper and similar media compared with publishing in international journals may account to some extent for the low levels of interest to publish in other than primarily academic journals.

Responsiveness to Competition

- Influence students from a tender age that the UWI is the first choice for tertiary education. This is heavily dependent on the UWI having an effective marketing strategy and programme.
- Make UWI advertisements catchy and pleasurable like GEICO advertisements. It's all in the marketing. We cannot continue to think that the name of the UWI will be enough to carry the university forward.
- Create linkages with other Tertiary Level Institutions so that we have a greater reach into the rural areas especially through the use of technology. Create the opportunity for telecommunication service providers to want to establish themselves in these areas so that residents in such areas can pursue on-line degrees.
- Strengthen MITS so that it is able to provide UWI with all that is required to make the aforementioned impact.
- In its approach to teaching, the university should give students the opportunities for application of theory, through internships and other programmes.

Recommended Changes in Academic Programming and Delivery

- Some areas of study need to have up to second & third level courses with emphasis on application to build competency in a subject area. This would allow for an effective progression from theory to practice if both cannot be integrated. Look at the possibility of having 1 or 2 credit short course for persons interested in further understanding a subject area and who wish to undertake application of theory.
OR
Introduce a third semester of 6 weeks for such purposes as obtaining hands on training, acquiring work experience in a specific area or research in a specific subject/area.

- Academic programmes need to be current in their delivery. A student sitting a course in 2006 should not be able to borrow the notes/work done by students who did the course in the Year 2000 and obtain the identical notes and questions.
- The new world order has to be integrated into the teaching programme. CSME and its implications, as well as other things that are happening internationally and their effects, should be integrated into every subject where relevant.
- Technology should be used to remove the emphasis on class-room delivery so that a lecture can be accessed from almost anywhere. Make it possible to sit at Mona and do a course elective being offered at Cave Hill or St. Augustine. This would also provide for a better appreciation of regionalism.
- Remove the concept of a Mona degree and have a UWI degree, which further enables a student to sit courses from the other campuses.

International Profile and Research Reputation

- Publish more in academic journals, and in regional and foreign print and electronic media.
- Advertise, for example, the UWI Press internationally.
- Speak out on international issues/affairs. Have a voice that is well respected on international affairs.
- Seek to have more student and lecturer exchange programmes with foreign universities. This will help to spread the word about UWI.
- Find a standard for the matriculation of foreign children with linkages here to be able to attend the UWI. Tap into the Caribbean Diaspora market.
- The UWI can build its reputation as the primary source of research within the region by publishing more both at national, regional and international levels. If our lecturers publish more on subjects of national, regional and international significance it will attract persons who are seeking information to look to the UWI because it would then have a reputation as an institution with great thinkers.
- We should be preparing our students for the possibilities of operating offshore through outsourcing rather than just being prepared for traditional jobs.

Report of Meeting with Mona School of Business

August 23, 2006

Persons present:

Mr. Anthony Barnes
Mrs. Frances Coke
Mr. Claude Robinson
Mr. Harry Abrikian
Mr. Kamau Chionesu
Professor Evan Duggan
Ms. Sandra March
Ms. Michelle Tomlinson
Mrs. Ingrid Bennett-Lewis
Ms. Vanda McMillan
Mr. Stephen Henderson
Mrs. Dawn Wilson-Morgan
Mrs. Uylander Jack
Dr. Lawrence Nicholson
Ms. Allison Brown
Mrs. Olivene Burke
Mr. Rudolph Wallace
Mrs. Carole Wedderburn-Whyte
Mrs. Marvelyn Campbell
Mrs. Keisha Edwards Smith

PTF Member: Dr. Hopeton Dunn

Key Challenges

- i. Administrative process - students usually receive their grades very late;
- ii. UWI academics should be more accommodating;
- iii. UWI courses and research delivery should be relevant to the real world.
- iv. Steady deterioration in quality of undergraduate experience at the UWI, e.g. the quality of hall life, and loss of regional identity.
- v. The absence of effective human resource mechanisms for evaluating improvements and performance management.

Recommendations for Improved Service Delivery

- i. By 2012, UWI should be offering on-line delivery of programmes to a greater number of students.
- ii. A move towards having disciplines slanted to an international degree to capture a wider market in the global environment and regionally, more in line with CSME.

- iii. Students should have the option to complete one semester at the University and another at the workplace. At the end of the year, a report for credit could be done.
- iv. Increase visibility of the UWI in national public life; publicise the results and quality of academic output at conferences and symposia.
- v. Better management of resource allocation in departments. The use of resources must be rationalised.
- vi. Improve the efficiency and effectiveness of the organisation's top administration.
- vii. The organisation should become more financially independent by generating more relevant programmes and links to the Corporate and NGO sectors.
- viii. Build on the link and create an organic connection between UWI and CAPE.

Strengthened Regionality

There is acknowledged value in developing the UWI as a regional university, but should the emphasis be on the national campus components? Should the UWI become an institution with an emphasis on research and consultancy? The regional character of the University will change substantially by the year 2012 and UWI should make more effort to equip itself to compete with other developing regional universities and their effects on the region.

Determining each country's emphasis on national policy should also help determine the services offered by the Mona Campus. But the UWI should also lead in helping to define these national priorities. These priorities at each UWI campus will differ based upon the economic and social circumstances of each country.

Participants said contact with private sector leaders had revealed that the University was missing the mark as graduates have the wrong attitudes when they start working, the gap in their competencies is too wide, and the expectations of the business sectors are not met. Other participants felt that the Private Sector should be asked to define their expectations more clearly. Competing universities such as Northern Caribbean University (NCU) and the University of Technology (UTECH) are viewed as being closer to meeting practical expectations. UTECH is also viewed as the hands-on trainer, while UWI is viewed as a leadership trainer.

The meeting agreed to the following recommendations:

External stakeholders should be invited to partner in the development of the curriculum for the University. They should be consulted in the early development of programmes being offered. There should also be more dialogue with the national authorities.

The private sector should be asked to document what they require from university graduates. This documentation should be facilitated by the taskforce and taken seriously. The UWI must create a forum to invite responses to the type of graduates it would like to produce. It should provide avenues for research, teaching, as well as internships.

Report of Strategic Planning Engagement Meeting with Department of Economics

August 25, 2006

Persons Present:

DOE:

Dr. Michael Witter, Head and about 16 members of staff

Planning Task Force Member:

Professor Alvin Wint

The DOE focused on the following areas in which changes needed to be made at UWI:

- UWI needs to become a more focused institution in the context of the significant changes in the competitive landscape for tertiary education in the region. It should seek to lead the tertiary education system, improve the quality of its offerings and provide the research critically needed by the region. It is important that UWI focus, because in the context of these changes it is neither possible nor desirable for UWI to seek to be “all things to all people.”
- At the same time, UWI should assist policy makers increase the tertiary enrolment ratio within the region. This should not be achieved by UWI taking the bulk of an expanded tertiary enrolment into its physical facilities, but by encouraging policy makers to continue expanding the tertiary education options available to students of the region.
- Students from the UWI-12 countries, and non-contributing territories, however, should also have better access to UWI.
- UWI should continue to strengthen its regional structure, but regionalism should not mean standardization. Instead regionality should be organic, and should involve interaction among faculty and students. Faculty members and students should be encouraged to visit other campuses, to interact with each other intellectually. The University should facilitate this process and, where possible, provide the requisite funding.
- UWI needs to become more responsive to national needs. There are, for example, important industries and sources of income within the region (e.g. Tourism and remittances) in which the University has too few accomplished scholars. This situation must be remedied.
- UWI needs to do a far more effective job of disseminating research. Faculty members have some responsibility for accomplishing this, but UWI needs organizational structures that have the capacity to engage in effective

dissemination. The Public Relations Office at Mona has made attempts to assist faculty members but it requires additional resources to be effective in this regard.

- UWI needs to ensure that staff members are aware of the facilities available on Campus. But staff members also have a responsibility to participate in orientation and other activities.
- UWI's academics and departments need to develop linkages with professional bodies. UWI should also promote international collaboration, which competing local institutions are doing far more effectively.
- UWI's administration consumes far too much in the way of resources. UWI needs to channel resources away from inefficient administrative activity to its core business of teaching, research and service.
- UWI must incentivise income generation by its staff members and departments. UWI has never experienced the need for entrepreneurship because of its reliance on government subvention. UWI needs to change this culture of financial dependency and leverage its position as the repository of the largest pool of intellectual capital in the region in order to generate its own source of funds. This requires not only incentives, but also that the University grants some level of flexibility to its departments. It also requires flexible contracts and compensation approaches, which would allow individuals who can bring in significant sums to see some portion of the funds they generate captured in their own compensation packages.
- UWI students should have internship programmes as a part of their studies, but students should be expected to assist in their own internship placement.
- UWI needs to become much better at customer service. Among other things, our telephone services must represent the "window" we present to the world.
- In this planning exercise, UWI must focus on implementation since this has been the organisation's historical weakness.
- UWI's website should be a promotional device for the institution that emphasizes what it does well. For example, UWI has many prominent staff members. The UWI website should have links to the on-line CVs of UWI Staff.

Report of Strategic Planning Engagement Meeting with Library

August 25, 2006

Persons Present:

Library:

Mrs. Norma Amenu-Kpodo, Campus Librarian and about 55 members of staff of Library.

Planning Task Force Members:

Mrs. Jennifer Cheesman

Professor Alvin Wint

-
- The Library staff came together in a general staff meeting to receive reports from five groups that had previously met to deliberate upon the engagement questions posed by the Strategic Planning Steering Committee. The meeting agreed on the following recommendations that emerged from these five sub-groups, which focused on changes that were needed at UWI and particular areas of change relevant to the Library.
 - UWI should focus more on meeting the needs of the region by driving research in particular areas (efficient production of ethanol from sugar cane; leadership) and should tailor research to aid in government policy making. It should increase its focus on current areas of excellence (education, medicine, scientific research) rather than on a wider, more general programme. At the same time, while UWI has made a name for itself in cultural studies and arts it should place greater emphasis on making itself known in science and technology and becoming the main S&T driver in the region.
 - UWI needs to make more specialized options available to students. Curriculum changes, generally, however, need to be supported by studies of market needs. It is already clear, though, that the Social Sciences need to develop more relevant courses such as in the field of entrepreneurship.
 - UWI should implement a compulsory field work/study/internship programme.
 - The Schools of Continuing Studies and the Distance Education Centres need to be more proactive in establishing and maintaining leadership roles in their communities. Indeed, a merger should be considered between these entities.
 - There should be greater use of technology for inter-campus meetings and lecturers need to be trained in the use of educational technology. At the same time, there should be more inter-campus exchanges of staff and students.
 - Each campus should specialize by offering different programmes.

- UWI should foster greater partnerships with regional and international universities, such as the model of the Caribbean Disaster Information Network.
- Information should be more readily available to students and procedures, such as registration, should be better organized.
- Computer literacy should be a required skill, with UWI offering remedial work, if necessary in this area. Foreign languages should also be compulsory.
- UWI should subsidize laptops for students.
- There should be more creativity in assigning credits for courses, with credits possible for extra-curricular activities.
- The University needs to adopt a more service orientation, but this has implications for hiring, training and compensation.
- UWI should adopt a blended learning approach for face to face and distance students.
- UWI courses on Caribbean issues should be marketed aggressively to overseas students.
- UWI should place a premium on quality graduates with the requisite communication skills. This requires marking for grammar and an upgraded role for the Writing Centre.
- UWI needs to place more attention on marketing and branding. The School of Continuing Studies should have a better UWI brand, and all locations should feature UWI, eg. UWI Bahamas. In terms of marketing, the PR department should be expanded. The possibility of a UWI cable channel should be explored. The brand UWI should be built through excellent customer service and the education of all staff members on the history, growth, development, functions and goals of the institution. Each person should be made aware of the importance of their individual job to the University. This also requires UWI to reduce its stratification levels, adopt a team culture, and ensure that all employees are respected and provided with appropriate incentives and compensation.
- UWI should develop better linkages with its graduates, including those in the diaspora.
- There should be more flexibility in fee payment, by semester or credit hour. Also greater flexibility in cross-faculty registration and in the scheduling of classes, including weekend classes. The University needs to redefine the concept of part-time and recognize that these students have, historically, been poorly served by the University's lack of flexibility. The library also needs to operate with greater

flexibility. Indeed, 24 hour service should be the goal, as long as this is managed appropriately with the requisite manpower and security.

- UWI needs to forge greater links with local institutions (CDA, MIND etc).
- UWI needs to focus on offering professional certification.
- UWI needs to build its image also by developing better relations with its surrounding communities, working with these communities in assisting with guidance counseling workshops, home-work centres, farming projects etc.
- UWI needs to do an audit of the training, qualifications and skills of staff, and identify where staff can make the greatest contribution. Also, staff rotation should be encouraged across sections, departments and, indeed, campuses.
- UWI's library should be used as a competitive asset, both in terms of academics collaborating with the library in joint projects, and the library collaborating with other universities and professional institutions to provide services at a fee.
- UWI needs proactive management, particularly in addressing issues concerning staff.
- Campus security needs to be improved, including the use of greater technology in the form of access swipe cards.
- The University should modernize its payment systems by allowing for credit/debit card payments for most transactions.
- UWI needs to set standards and sanction those who breach policies. These standards should include a dress code for staff and students.
- UWI should ensure that its policy of gate closing does not inconvenience staff members who work late – thus, for example, closing the main gate even fifteen minutes after the 10:00 clock end-time would be appreciated by Library Staff.

Report of Strategic Planning Engagement Meeting with Department of Modern Languages & Literatures

September 1, 2006

Persons Present:

DMLL:

Dr. M-J N'Zengou-Tayo and nine members of staff.

Planning Task Force Members:

Mrs. Jennifer Cheesman

Professor Alvin Wint

The staff of the Department had the following suggestions about issues that needed to be considered in the development of the University's next strategic plan, particularly from the perspective of the DMLL.

- UWI, and the Department, need to communicate more effectively to high schools and ensure that students understand that if they come to UWI they will have an opportunity to take non-traditional languages. For example, the Department now offers training in Japanese and Chinese. Just recently a language scholar arrived from China and UWI is being considered by the Chinese Government as one site for the hosting of a Confucius Institute. These are institutes of learning established by the Chinese Government around the world dedicated to the dissemination of Chinese culture and the training of individuals in Chinese languages.
- In pursuit of the University's objectives of responding to the needs of the public, the Department needs to link with commercial, medical and legal entities and employ greater flexibility by allowing high school students and the general public to take classes on week-ends. By extension, the Department needs to develop a vibrant summer school and create an institute of translating/interpreting. In order to move in these directions, however, the Department needs support because it has insufficient classroom space and insufficient staff, particularly at senior levels.
- The Department's commitment to more flexible teaching needs to be a University wide commitment. Currently, the University does not treat its part-time students well. There are too few options for evening and week-end study and too few university facilities that are open when part-time students are available to engage in academic study.
- The issue of flexibility and productivity also needs to be extended to the University's ancillary workers. Currently, these staff members are not productive and are far too inflexible in the execution of their duties.

- The University needs more effective time-tabling. In the Faculty of Humanities and Education there are time-table clashes that are not resolved from year to year. These clashes are also linked to the fact that there are insufficient classrooms and inadequate use of the academic week.
- For language students the University should encourage and help to finance immersion language training for students. The current student enrichment fund is not adequate for financing this type of project. This initiative should also be coupled with greater flexibility in credit assignment so that students can receive credits for properly structure immersion experiences.
- The Department believes in the philosophy of income generation, but also is of the view that the University should provide business support in each faculty and department to facilitate departments moving in this direction, while at the same time allowing faculty members to continue to focus on their traditional teaching, research and public service roles.
- The University needs to treat its part-time staff, some of whom have been with the University for many years, with much greater respect. Not only are there no benefits, but part-time staff have to wait in long lines at the Bursary and Health Centre for basic services.
- The University should broaden the departments that can use full-time instructors indefinitely. Currently, the DMLL can only use foreign language instructors, whose maximum time in this role is five years, on 2-2-1 contracts.
- The Department is committed to making as many changes as possible, and does not plan to be in a mode of waiting for the University in order to implement changes, but there are some support and administrative structures at the University level that are critical to its operational effectiveness.

Report of Strategic Planning Engagement Meeting with Department of Management Studies

September 7, 2006

Persons in Attendance:

From Department of Management Studies:

Dr. Noel Cowell, Head of Department
24 members of Department of Management Studies

From UWI, Mona Planning Task Force:

Mrs. Jennifer Cheesman
Dr. Derrick Deslandes
Dr. Patsy Lewis
Professor Alvin Wint

The staff members proposed the following issues that needed to be included in the deliberations surrounding the University's next strategic plan.

- The need to focus on instilling in our students and staff, a sense of pride in the University. In order to do this, the University will have to provide more satisfactory levels of service to its students. Indeed, customer service needs to be a focus at all levels of the institution.
- One area in which there needs to be an urgent improvement in service and responsiveness is admissions. Three instances were cited of the challenges in admissions:
 1. A Jamaican with four distinctions at A-level who had applied to St. Augustine for engineering and was not accepted. On investigation by UWI academic staff members who knew of the case found his application had been "lost" between Jamaica and Trinidad.
 2. The daughter of a staff member graduating with one of the best profiles of any Jamaican high school graduate was offered early admission, but in an area unrelated to her area of interest.
 3. The daughter of one of Jamaica's wealthiest businessmen, who had a degree at the time of application, was offered admission one week before the start of the school year. She had offers from five non-regional universities and by the time of UWI's offer she had already taken up one of these offers. Her father berated a UWI staff member for the UWI's inefficiency that would now, in all probability, rob the region of a high potential individual.

- UWI needs to re-consider its mission and focus less on the challenges of creating an independent society and more on the need for the region to respond to global imperatives.
- UWI needs to have more flexible programme offerings and better synchronization between its structures and new programmes. For example, the Banking and Finance degree offered jointly by Management Studies and Economics was geared towards professionals working in this industry. But the Department of Economics does not offer any of the courses that it contributes to this programme during the evenings. UWI is unwilling to require that departments put on evening courses out of a flawed concept of academic freedom. This problem of a disconnect between structures and policies also is linked to situations where departments, such as Management Studies, seek to operate evening programmes, but where Union restrictions make it difficult to get administrative and ancillary staff to work during evening hours.
- Individual staff members at UWI must take responsibility for dealing with problems they encounter, for example, student enquiries, and not shunt students from one office to another in search of answers to their queries.
- The UWI strategic plan must build upon and acknowledge the institution's strengths. In many cases these strengths are not well known, even to UWI staff members. The University needs to make public its initiatives focused on upgrading and transforming the institution.
- One of the key strategic challenges is the balance between teaching and research. Caribbean peoples look to the University largely for competent teaching and student transformation. The University has been emphasizing research. It is critical that the research emphasis not inhibit our ability to teach competently and engage in transformation processes or provide disincentives for staff members to engage in these activities and in the service role that is critical to ensure that the university is a service oriented institution.
- UWI needs new models for generating funds and a strategy for gaining access to the "loyalty dollar" from its alumni.
- UWI needs to recognize that its student problem is a national problem and engage the problem at the national level also.
- UWI has to put in systems to reward its administrative staff for their contributions, and not focus its reward system solely on academic staff.
- UWI needs to be more visible and to move much more rapidly in terms of its responses. It is far too bureaucratic. In Western Jamaica, for example,

institutions such as NCU and UCC have been far more nimble at establishing a presence than has UWI.

- UWI's next strategic plan must recognize the folly of trying to put an expanding student population into a fixed physical plant.
- UWI's regionality must be facilitated by the ease of movement of staff and students across campuses. Staff losing seniority when moving from one campus to another, flies in the face of a regional institution.
- UWI's maintenance department needs special strategic attention.

Report of Strategic Planning Engagement Meeting with UWI Staff Members who serve on Boards of Secondary/Tertiary Institutions

September 8, 2006

Persons in Attendance:

Focus Group Members

Brian Meeks, Jamaica College
Leith Dunn, Shortwood Teachers' College
Carolyn Hayle, Kingston College, Papine High School
Keren Niles, Jamaica Assoc. for the Deaf
John Rapley, Champion College
Christine Marrett, Jack's Hill All Age
Swithin Wilmot, Holy Trinity High School, St. George's College
Lisa Lindo, Champion Parent – Science Club Sponsor

From UWI, Mona Planning Task Force:

Mrs. Jennifer Cheesman
Professor Alvin Wint

The focus group comprised 8 of the 18 members of UWI, Mona staff who had indicated their involvement in 22 secondary schools and tertiary institutions. Those individuals present made the following suggestions about approaches that UWI should take to deepen its relationships with other educational institutions.

- More effective marketing of our programmes is critical. UWI has some programmes that create linkages with secondary schools in particular, but these programmes are inadequate. UWI used to have a “Pathways Programme” in which staff members were involved in structured engagement activities. This programme should be revisited since an important element of our marketing has to be outreach activity. A special focus should be placed on outreach to boys' high schools because of the gender imbalance in UWI's student population.
- The need to accommodate students with physical challenges, such as hearing impaired students who currently receive little support at UWI.
- The need to be more responsive to relationships and alliances with other tertiary institutions, many of which have sought relationships with foreign universities, in part because of UWI's lack of responsiveness to their overtures.
- The need to put in place an effective “talent scouting” programme. Top high school students are not considering UWI. Efforts should be made to remedy this gap, in part by recognizing that foreign institutions are effectively scouting

Jamaica's top talent and UWI has not be responsive to this competitive encroachment. This talent scouting programme should be coupled with financial assistance in the form of scholarships, counseling to make clear the options available at UWI, the development of more creative linkages across programmes, and the utilization of UWI's strategic alliances to allow students to gain international experience while enrolled at UWI, and paying UWI tuition rates. While the democratization of UWI has made it difficult to attract top students, the strategies identified above could ameliorate, to some extent, the current situation in which a significant majority of students at top high schools express little desire to attend UWI, except in the disciplines of medicine, law, and possibly engineering.

- The need to have a special programme of interaction with secondary schools in its adjacent communities in furtherance of an objective to serve as a catalyst for economic and social development within the Mona region.
- The need to develop scholarships in areas such as sport.
- The need to develop a special programme for bringing students to the campus to see its facilities. These programmes can serve to motivate admissions.
- The need to ensure that it is profiled in international periodicals, both for purposes of gaining access to the Caribbean Diaspora and in its effort to strengthen its international image.
- The need to aggressively pursue accreditation, which will also enhance its international credibility.

Report of Strategic Planning Engagement Meeting with Staff of Dean's Office, Faculty of Social Sciences

September 8, 2006

Persons in Attendance:

From Dean's Office:

Dr. Mark Figueora, Dean
Mr. Stan Moore, Deputy Dean
Mrs. Marva Green, Administrative Officer
10 members of staff

From UWI, Mona Planning Task Force:
Professor Alvin Wint

The staff members proposed the following issues that needed to be included in the deliberations surrounding the University's next strategic plan.

- The need to ensure that this strategic plan is monitored and updates are provided to staff, in a timely manner, on the extent to which objectives are met.
- UWI needs to continue this type of forum in which there is structured dialogue with staff members even outside of the preparation of a strategic plan.
- UWI needs to strengthen its focus on Caribbean issues as a regional university.
- Student service needs to be a serious issue, not just a slogan. It has implications for our competitive positioning and our relations with our alumni. Currently, student service is not what it should be. UWI is casually brutal and students do leave because of inhumane treatment. Even where UWI is seeking to assist students, as in its food assistance programme (\$100 per day) it does not treat students with sufficient respect, and has too many gaps in funding availability (for example, no funds are disbursed during examination time.) Student friendliness should be a disposition rather than a programme.
- At the same time, UWI's systems need to be overhauled. Student friendliness is a system issue as much as one of disposition. If systems cannot deliver services it does not matter how friendly are staff members.
- UWI needs to continue its focus on improving the aesthetic appeal of the Campus. This should be linked into the development of a land use policy.
- UWI needs to continue its efforts at information sharing with staff and students.

- UWI's impact in the local community should be much stronger. UWI should ensure, for example, that schools in adjacent communities feel the impact of operating in close vicinity to the premier regional institution of learning.
- UWI needs to focus on staff morale. WSS indicated that staff morale was fair, but identification problem of survey may have compromised results.
- UWI must focus on becoming more flexible. For example, time-tables are shattered because faculty members seek to inject personal preferences into the time-tabling process coupled with the resistance to evening teaching.
- Flexibility is also required of the library. Its opening hours are too short. The 24 hour reading room helps but is still an inadequate response.
- More training is required for support staff.
- Admissions system needs to be considerably improved. Early admission is a movement in the right direction but it is still not working effectively. UWI should consider offering firm admissions to the student's faculty/discipline of choice based upon CAPE Unit 1 results and performance in the University entrance examination. This process would align to NA institutions that offer admission based upon high school performance, up to the date of application which is almost a year prior to graduation, and the SAT.
- UWI should offer more flexible payment plans for student tuition.
- The integrity of the University's examination process is in question. There are too many lost scripts, significant changes on remarking and abuse received by students from faculty when they question their results. Distance students are in an even worse position since they often have to wait for inordinate periods of time in order to get results.
- UWI needs a policy/programme for dealing with students at risk. The counseling system is also not working well because students complain about being treated poorly in counseling environments.
- UWI must deal with the development of its alumni.
- UWI must treat with its precarious funding position. Leadership should be more aggressive in conveying to governments the importance of support for the University.
- UWI needs to decide whether it is a service station, frontier post or ivory tower. The consensus was that it should be the best service station available.

- UWI is not providing appropriate access for students in other countries seeking to do cultural studies courses. UWI should also seek to admit more international students to enhance its global image.
- Income generation is appropriate but it needs an appropriate support structure.
- UWI needs to enhance its maintenance support. Garbage disposal has become a significant problem on the Campus.

Report of Focus Group with Lecturers September 12, 2006

Participants present:

Susan Anderson – Faculty of Education

Colin McKenzie, TMRI

Jonathan Smith – Department of Management Studies

PTF Member:

Dr. Patsy Lewis

General Comment

One participant attributed the poor response of junior faculty to the focus group to cynicism among staff as to whether the strategic process would result in meaningful change. Participants also felt that lecturers were burdened by teaching and other duties and were inundated with mail which they didn't have much time to process.

The focus group addressed five issues: the challenges confronting the UWI; the relationship between UWI and other tertiary institutions; UWI's strengths and how these should be improved; how UWI could make itself more attractive to students; and how it could strengthen its identity as a regional institution.

Challenges

The group identified a waning commitment on the part of the Jamaican government to continue to provide financial support to the UWI as one of the main challenges it has to confront. This reduced commitment was irrespective of the quality of education which the institution provided. In light of this, they expressed concern that the University might not have the resources to address the needs that might arise from the strategic planning process, particularly for infrastructural development.

The group identified UWI's weak alumni relations as one of its challenges, and suggested that this could be improved through better communication with alumni.

UWI's relationship with other tertiary institutions

A suggestion was made for UWI to strengthen its relationship with other tertiary institutions operating locally and regionally, as well as with international institutions, in order to address resource constraints. One suggestion was for increased collaboration in the sharing of library facilities.

UWI's Strengths

One of UWI's greatest strengths was viewed as the quality of its education which set it apart from many of its competitors operating locally. The group felt that an increased

focus on quality would be the basis for differentiating the institution from its competitors. This should be accompanied by a greater effort on the UWI's part to differentiate between the education that is provided by a university and that provided by training institutions.

Quality was taken to mean not just the production of quality graduates, but a better functioning administrative system, particularly in the administration of examination, and an improved infra-structure. Special attention was paid to the need to recruit and maintain quality academic staff as a key element in the attempt to produce quality graduates and research. The group felt that academic quality could be enhanced by increased funds to support research; an increase in the numbers of graduate programmes being offered; and the increased use of graduate students in undergraduate teaching to allow faculty to spend more time on graduate teaching and research. It also agreed that the morale of staff would be improved with the implementation of a more transparent and equitable promotion process.

UWI's Response to Student Needs

The group felt that there was scope for UWI to improve its flexibility in addressing student needs. These included the increased numbers of part-time students, as well as students who wanted to study but remain in full-time employment, who might welcome a more flexible approach to the delivery of programmes. The group suggested the increased use of technology in teaching, including the delivery of on-line programmes and a strong distance education programme. The group also felt that there could be more flexibility in the delivery of programmes, especially to accommodate people who were interested in courses or modules but not in a full degree programme.

Strengthening Regionality

The group felt that one of UWI's strengths was its character as a regional university, which set the institution apart from its competitors. The group agreed that this should be strengthened by facilitating the freer exchange of students and faculty among campus territories as well as between campus and non-campus territories; and by the increased use of technologies which would reduce the cost of communication within the region (voice over IT, for e.g.).

Report on Strategic Planning Engagement Meeting with Child Health Unit, Department of Obstetrics, Gynaecology & Child Health

September 13, 2006

Persons Present:

Dr. Minerva Thame
Six members of staff of the Child Health Unit

Professor Alvin Wint, PTF

The discussion with staff members from the Child Health Unit focused on the following areas in which changes needed to be made at UWI, with a particular focus on issues related to the Child Health Unit.

- The UWI needs to be a leader in research and in attracting research grants. In relation to grants, in particular, UWI needs a properly thought through process of determining how the University can generate funds from grants, while providing appropriate incentives for staff and responding to the concern of many donors that they do not wish to fund a University's infrastructure. Several of the World's top universities have found mechanisms for generating University-wide funding from grants. UWI needs to examine best practice in this area. Among other things, UWI needs to improve its financial documentation in relation to grants.
- UWI needs to pay more attention to its students. Research is critical, but it's also important to remember that the UWI's reputation, both locally and internationally, is also heavily dependent on the quality of students that it produces. The University's faculty structure needs to be re-examined and some streaming of staff is likely to be critical in order that students have staff members who are dedicated to educating them. The new curriculum in medicine brings this issue more sharply into focus because it is a very teaching-intensive curriculum. UWI academic staff are being asked to research, teach, engage in university and public service, including community outreach, as well as generate income, but staff cannot handle all of these roles competently. The University's reward systems need to appropriately reward all of these activities.
- UWI has to address the issue of complacency that pervades the institution.
- One of the areas in which the University has been far too complacent is marketing. UWI's marketing programme continues to function much as it did during our monopoly years.
- UWI needs to improve its customer service. Students are too often treated rudely.

- UWI's management systems are not working well.
- UWI's student numbers must be more effectively aligned with human and physical infrastructure. The recent expansion in medicine has not been matched by appropriate changes in either physical or human infrastructure and medicine is already beginning to see declines in quality resulting from this imbalance.
- Departments need greater budgetary autonomy.
- UWI needs to recruit students far more effectively, particularly high performing students. In this recruiting process, UWI must be more respectful. At least one member could point to calls he's received from several associates indicating that UWI did not even respond to applications from the children of these associates.
- The training of administrative and front-line staff is critical for UWI.
- The Unit is uncomfortable with its status as a unit within a Department, which resulted from the changes made in the 1996 governance reform. Forty-two percent of Jamaica's population falls in the age group 0-12, which is the age-group cohort this unit is responsible to serve. The Unit believes its status does not align with this significant responsibility. It further feels that it has lost its image, its section has no voice within the University and it faces administrative challenges resulting from its status as a section. The University needs to revisit the combining of very disparate disciplines into single departments, because this process can easily retard the development of important disciplines, and the process, as had been predicted by Mona's Academic Board, never did result in any significant savings or efficiency improvements.

**Report of Focus Group of Undergraduate Students
July 4, 2006**

Persons Present:

PTF Member Assistant (& Recording Secy.)	Prof. Yvette Jackson Ms. Roxanne Higgins
FHE – Education	Ms. Nitha Phillip Ms. Michelle Peters
FHE – Humanities	Ms. Ruthan Maitland Ms. Sabrina McDonald Ms. Kadesha Thomas Ms. Sabrina Watson Ms. Tanya Williams Ms. Kadian James
FMS	Ms. Sandra Roswell Ms. Donnette Wright
FPAS	Ms. Rudi-Ann Graham Mr. Amar Singh Ms. Cindy-Leigh Hamilton Mr. Kristoffer Scott Mr. Richard Coutou
FSS	Mr. Mark Allen Mr. Hibbert Anderson Mr. Donneil Cain Ms. Kaye-Anne Coomarsingh Ms. Samantha Gray Mr. George Hall Ms. Clare Wilson Mr. Hibbert Anderson Mr. Carlington Clarke

The members identified the following desired changes in response to the engagement questions.

Key Changes

Offer more on-line classes

- Be more professional in its operation and in its interface with students eg. getting grades – this was seen as an area of concern.
- Enhanced communication system - information should be readily available to all staff and students,
- Improved customer relations. This needs immediate attention if UWI is to be competitive.
- Greater alumni presence – Use them as mentors
- Restructured part-time system so that there is a REAL evening programme available
- Produce more rounded and professional graduates
- Increased accommodation facilities
- Different campuses across Jamaica
- Enhanced library facilities – more recommended texts/student, improved holdings, longer opening hours for RBC etc.

Strengthened Regionality

- On-line teaching across campuses and through UWIDITE
- Campuses in other countries/ more courses offered at the campus centres
- Sell UWI more as a place to carry out research for the private sector

Improved National Responsiveness

- Increase community service activities
- Teach students to apply knowledge in more practical ways- more practicums etc.
- Invite professionals in the field to classes and expose classes to the field
- More affordable exchange programs
- Have students involved in national research problems (perhaps for credit)
- Partner with cooperate Jamaica and with industry and make it public knowledge

Responses to Competition

- Be more cognisant of students' needs – especially those of part-time students
- More on-line/ distance courses
- Improve available funding
- Have more good instructors/faculty (these persons should be at a level where they bring something to the classes)
- More inter-face with high schools – have reps from different faculties involved
- Have better customer service
- Have better links between Researchers here and the private sector. Market itself. Involve not only the PRO but also our own Marketing Dept.

Programme Changes

Offer more areas of skill training. It was thought that this may be a way to address the problem of low numbers of males. Perhaps we were not offering enough programmes to which they are drawn.

Profile Enhancement

- Proper use of Alumni. UWI has really not been aggressive enough in involving alumni.
- Check on standard needed to get on list of “accredited universities” – various unknown universities seemed to be accredited
- Market UWI as a place of academic and hands on learning
- Offer certification along with degrees, especially in Computer Science

Responding to UWI-12

- Use more examples involving UWI-12 in classes – many lecturers are not aware of what is happening in the UWI-12
- Offering more on-line courses ensuring access is available

Improving Quality and Distinctiveness of Graduates

- Increase the standards of professional behaviour: offer a foundation course on Behaviour in the Working World, social skills/graces
- Include presentations in more courses, thus increasing communication skills
- Offer more practicum/internships
- Enhance Quality Leadership Programme
- Strengthen Mentorship Programme
- Have more active Academic Advisors who will guide students and BE examples for them (show them how professionals in the field behave)
- Ensure all lectures/ tutors have passed FD10A
- Have more regular engagements of this sort – perhaps once per semester.
- Ensure the on-line lecture system is up and running, after which, UWI will be able to compete with any university, anywhere in the world.
- Do not lower entry requirements to UWI, as this might affect our status as a premier institution.

Yvette Jackson
July 7, 2006

Report of Focus Group of Graduate Students
Thursday, July 6, 2006
RPG Conference Room, MSB-UWI

Conducted by:

Dr. Hopeton Dunn:
Task Force Member and
Director, Telecommunications Policy and Management (TPM) Programme

Record Keeping:

Keisha Edwards-Smith, Administrative Secretary, TPM Programme, Mona School of Business

In attendance were:

Mrs. Denise Grey Gooden:
Masters in Counseling (Distance Education)
Multi-Graduate, Post Grad Diploma in Management and Languages
Faculty of Medical Sciences

Miss Allison Brown:

Undergrad Degree in Media and Communication
Currently pursuing MA in Communications Studies at the UWI

Mr. Arvel Grant:

Undergrad Degree in Computer Science and Electronics, Faculty of Pure and Applied Sciences
Currently pursuing Masters in Management Information Systems, Faculty of Social Sciences

Mr. Taffi Bryson:

Undergrad Degree in Economics and Statistics
Masters in Economics, Faculty of Social Sciences

Ms. Marie Stewart:

Undergrad Degree in History
Currently pursuing Masters in Communications Studies

Miss Natalie Cowell:

Undergrad Degree in International Relations, Faculty of Social Sciences
Currently pursuing MBA at the Mona School of Business
Faculty of Social Sciences

Miss Kameika Murphy:

Masters in International Relations at the UWI
Currently pursuing Doctoral Programme at Clarke University in Massachusetts, USA

Challenges Affecting UWI Graduate Students

Student 1:

The lack of

- Administrative support for students of Graduate Programmes;
- Access to material and research facilities
- Access to the UWI support systems especially for part-time graduate students.

Student 2:

- Insufficient study areas
- Computer facilities limitations, for example the computer lab at SALISES was accessible to grad students but has been closed due to lack of UPS support

Student 3:

- Access to facilities and computer rooms
- Access to libraries
- Parking is a major problem especially for grad students
- Limited scholarships for post grad programmes
- Part-time class times conflicts with students' work hours

Student 4:

- Lack of study space and computer facilities, more graduate-focused facilities are needed
- Classroom spaces should be more student-friendly including specially designed classrooms for grad students
- On-line materials and virtual learning facilities should be considered for graduate students

Student 5:

- Resources such as books that are recommended for study are not available at the library
- Sanctions should be in place for the delay in submission of students' grades
- Administrative and support services should be available to part-time students. The Office of Grad Studies closes at 4:30 pm. Central services cannot be accessed after those times.

Student 6:

- The process of getting supervisors for students with research is tedious
- Faculty programmes are not flexible enough to allow merging of cross-faculty programmes

- Lack of counseling for students to assist them in choosing programmes within their best interest or to combine programmes.

Student 7:

- Lack of customer service in academic and administrative delivery of courses especially towards grad students.
- Graduates are currently being charged fees twice for the requests of transcripts. Fees are charged for both for the undergrad and grad degree transcripts.
- Some faculties quote fees in US dollars yet the University does not have a US currency account for the payment of these fees. A level of consistency is needed.

The point of raising these issues is for them to be considered part of what needs to be fixed in the process or as a part of embarking on the new Strategic Plan.

Recommendations for Changes at UWI

1. The UWI Grad programme should closer reflect working environments and be more closely aligned with the corporate world. There is currently a disconnection as students are unable to transform the theoretical approach to the corporate work environment. There should not be a wide gap between the happenings in the corporate world and what is being taught on campus. A greater link is required. The concern is being reflected in data gathering and employer feedback in comparison to other universities.
2. There needs to be a channel to which the grad students are being linked either by the University or its Lecturers. UWI should be looking to have a higher profile in the eyes of organisations so they will come to UWI for research support.
3. An external supervisor or co-supervisor outside of UWI, from the corporate work environment in the area of the students' study is needed on the panel for research students. This will forge better links at the grad levels with the society and industries.
4. For distance education, international universities offer technology packages for students to have access to material. The packages usually contain an IPOD, CDs for audio, DVDs for visuals, email and internet log-in accessibility. These resources greatly equip students with options to always have access to course materials. UWI should be the leading institution in offering similar course material access with technology support systems to students.
5. The image of the University can be developed by offering active internship programmes overseas especially for graduate students. The value of the ideas from graduate students in other countries would be priceless.
6. Changes should be made to make academic programs more relevant. For example, the implementation of a department in Criminology and Forensic for

- training of law enforcement. The investigative side of law needs to be pursued in order to build links to the social needs of the country.
7. Currently students are asked to name their research topics for approval or sometimes given a list of topics to choose from. A combination of both processes is acceptable. However decision-makers who choose the topics to be offered must be carefully selected to ensure diversity and effective topics.
 8. Graduates must have more access and exposure to key on-line journals and publications in the field. There should be increasing access to relevant printed journals and reading materials. Subscriptions to on-line materials are essential.
 9. The University could become competitive by focusing on regional issues from a Caribbean perspective. The UWI should become the centre for research from the Caribbean perspective. The information taught should be focused globally. However, research should revolve around regional issues.
 10. Research Papers and Abstracts completed by the UWI should be uploaded and readily available on-line to publicise the UWI as the region's research institution. Hence final research papers should be submitted in both hard and soft copies with the relevant intellectual property rights and ISBN tags.
 11. An essential review of the administrative support for graduate and part-time students, as well as the office opening hours must be carried out to facilitate evening students.
 12. A structured expansion programme relating to facilities and classrooms should be carried out at the expense of the School.
 13. The support of the Diaspora Foundation should be enlisted to secure greater filtering of information to and from students at any central point where information is relevant.
 14. Utilise the University's website to encourage web log interaction among internal, external, and academic communities.
 15. The University should seek to balance gender issues by conducting a survey to help in solving the gender imbalances affecting the University's system. While a plurality of males may not necessarily be returning to the University to complete their graduate studies, they tend to have different priorities after undergraduate education is complete and sometimes choose skilled areas of work. The system should be more responsive to such options.
 16. The problem may also result from insufficient visible graduate male role models as the media emphasises top men to be entertainers and DJs. The issue also

relates to the problem of boys dropping out of high school from as early as third and fourth forms.

17. The University should conduct a more deeply founded analysis on the perception and media effect on males at the graduate level. It should also determine whether certification in shorter courses or internships would be more effective tools to balance gender issues.

The meeting welcomed the opportunity to make an input into the next Strategic Plan of the UWI, and expressed the hope that the views expressed will be seriously considered and that the group will gain access to the outcome of the exercise.

Report of Focus Group of Irvine Hall Students

July 17, 2006

Responses to the Engagement Questions:

- The University's overall customer service and student centeredness should be improved – that is, the strategic plan should address the poor levels of customer service and student centeredness (example, the service provided at the main customer service Area). All queries should be dealt with promptly.
- Additionally, at the UWI, the focus should not be on marketing a limited product – education - but should be geared towards students' development and by extension, the Caribbean region. The focus should not be too much on the product of education.
- The UWI of 2012 should offer more sporting scholarships for sporting individuals. This initiative could be a form of marketing for the University. The University of Technology tends to attract sporting individuals but not the UWI.
- The UWI should foster the development of entrepreneurs. This will in turn enable entrepreneurs in the Caribbean to have a greater loyalty to the UWI.
- UWI should do more outreach, and this should not be solely a student activity.
- Greater focus should be placed on researching social, political and economic issues affecting the Caribbean. Ensure that the research undertaken is applicable to the society, government and business. Also, where possible, results of research should be made public with a view to implementing solutions. The University should also have a greater input in lower education and social issues. Where the church has a voice in the country, so should the University have one such voice.
- Expand into non-campus countries such as Belize and Guyana. Develop joint degree programmes.
- In terms of policy-making, economics, crime, and development, the University needs to use its power to educate. Some of the conferences which are normally held on the Campus could be held in various towns across the country with specific emphasis on relevant and current issues.
- Ensure that all programmes are fully accredited.
- Complete on-line learning for some of the programmes.
- Structure programs to be more flexible. The need to give people more options, for example, offering a degree programme such as Science with Philosophy.

- The need to make some degree programmes redundant and introduce new ones (that are in demand) such as entertainment, event planning, agricultural management and building and construction.
- The UWI should offer more student internships at the UWI. This should include practical components as well.
- Take lecturers'/coursework evaluations seriously.
- Develop more on-line courses
- Make greater use of technology
- Have more tutorials for advanced courses.
- Lobby for government to assist in the establishment of more physical centers.
- Seek private sponsorship for the implementation of research. For example, Grace Kennedy's interests would be in food while RAD's focus would be in agriculture.
- Aggressively market UWI graduates. Faculty staff who have contacts are not helping when they can.
- Ensure improved Relationships among students, academic and administrative staff
- Ensure first class customer service at all levels
- Ensure reduced bureaucracy
- Ensure a user friendly and regularly up-dated website
- Ensure a 24 Hour library service
- Ensure a first class library with up-dated volumes and increased number of books
- Ensure adequate infrastructure.

July 18, 2006

Report of Focus Group of Mary Seacole Hall Students July 17, 2006

Key Changes

- Improved infrastructure, more classrooms, cutting edge technology that is in line with what is in the working world.
- More practical offerings as a lot of the present does not prepare the student for the work world.
- More internship opportunities
- The institution should have more of an entrepreneurial focus for students and
- more practical field related experience opportunities.
- Voluntary work and community service should be mandatory for students.
- A truly student centered campus, where students do not feel as if they are being set up to fail.
- A tutorial centre where students who need help can ask for and get help and where students can help students.
- A campus where Customer Service is actually helpful and offers assistance to students. - For example, under the current fee payment structure where students have to calculate the amount of fees they must pay to the UWI, students said they sometimes make mistakes in the calculation, yet if they ask help from the Customer Service representatives they will not get this help. One student commented that when she asked to borrow a calculator one of the agents at the desk said this was not allowed.
- Quality customer service right across the campus.
- More on-campus employment opportunities for students.
- UWI underestimates the skills of its students; the jobs offered presently are mostly janitorial in nature. Students feel that they can be trusted to take on jobs with more responsibility.
- UWI should be a place where you would like to send your child.
- Customer service is the key to this change; this is very poor in Admissions and Bursary.
- UWI should focus on development, an institution which looks at its students and challenges them to make a difference in the Caribbean.
- An institution which produces students who can tackle the problems of development and underdevelopment.
- An institution which produces students who understand the Caribbean and are willing to work to solve its problems.
- An institution which produces students who are not just being prepared to sit exams as it would appear that the whole UWI experience is about preparing for exams.
- Halls of residence need to be refurbished and more living accommodations
- should be built for students.
- The entire campus should be using Pipeline.

- Evaluation of lecturers needs to be taken seriously to get rid of those who are not performing satisfactorily.
- Multiple lecturers for courses in Pure and Applied Sciences make it difficult to do proper assessment of lectures.
- More classrooms are needed – Social Sciences is suffering from a shortage of classrooms.

Strengthened Regionality

- Strengthen exchange opportunities. Students need to know the offerings of the other campuses so that they can make informed choices.
- Programmes available for regional exchange are not very accessible.
- Pure and Applied Science is usually totally left out of the loop of regional exchange or study, this needs to be revised.
- The University should be marketed as a unit not just as separate campuses and it needs to sharpen its public image.
- Students should be encouraged to spend a semester on another campus.
- The UWI is taking its core population for granted. The Institution is not out there in the public.
- More marketing of the UWI's offerings is necessary.

Improved National Responsiveness

- The UWI is not sufficiently responsive to national concerns.
- UWI needs to rebuild a spirit of activism.
- UWI needs to raise its voice on issues, we are too complacent.
- There is no unifying voice/factor on campus so that we can get one voice from the students.
- The Guild needs to be more responsive.
- Students are stressed and pressured to do exams. They need to see the place as more than a space to do exams.
- Students graduating should grow from the experience of having been here; they should not have only learnt how to tackle UWI and exams.
- The University should put in place systems that facilitate students having more allegiance to the campus.
- Community service should be mandatory.
- UWI needs to build new contact centres/campus in Montego Bay. Not everyone wants to leave home to study.
- Distance education centres should project the image of the University.
- A distance education centre should be built in St. Mary.

Programmatic and Delivery System Changes

- Improved standardized use of technology.
- Some lecturers are not au fait with the technology in some of the lecture rooms. They need to learn how to use them.
- Lecturers who are recruited and who do not use English as a first language should be sensitive to the barriers to communication that are inherent to that situation as an accent can interfere with the communication process.
- The mandatory computer course for all education students ED21Y is great, but some eachers are not computer literate.
- Pure and Applied Students are finding it difficult to fit in FD courses into their
- timetable due to hectic course schedules.
- The GPA system is not as pervasive and understood by administration as it needs to be. There should be better communication between Faculties and the Examinations Section and a unit established to explain the GPA to students.
- There is a need for the flow of cohesive information from the administrative employees in faculties.
- There needs to be an effort to make use of on-line course delivery opportunities to enhance the idea of distance education.
- Lecturers and tutors need to use available technologies to enhance the delivery of lectures.

Enhanced International Profile

- More aggressive promotion of UWI accomplishments e.g the Biotechnology Centre.
- “UWI’s Eye on Science” in the Gleaner is a very good idea and more of this type of promotion is required.
- Publications out of the UWI should not be just left in the library. There needs to be more promotion of UWI research.
- There needs to be more promotion of exchange programmes for staff and students with international universities.
- The University needs to teach more about the Caribbean. More opportunities should be available to meet non-Jamaicans and to learn more about other countries and cultures.

Meeting the Needs of UWI-12

- There are too many inconsistencies among courses – offerings need to be standardized so that when and if students move to a campus there can be less hassle.
- Students studying outside the campus territories find it difficult to participate in graduation exercises.
- Students studying in these territories need to have more contact with the campus territories.

- Students studying in these territories also need some face-to- face contact with the lecturers and with members of the administration.
- Students studying in these territories encounter too many administrative blunders.

Building a Research Reputation

- Promotion of research findings.
- More private sector support.
- When companies use UWI research this needs to be publicized.
- If people knew that cutting edge research is being done here then more would choose to attend the institution.
- UWI’s work is not publicized.
- The Caribbean Institute of Media and Communication needs to be more pro-active.
- We need a UWI radio station and T.V. station where CARIMAC students practice their craft.
- The national media is not always fair in its representation of UWI.
- We need to improve the reach of the radio programme “On Campus”.
- We need media spots where information about UWI is made available. Notice boards do not work.
- The UWI Website needs to be more creative.
- Campus pipeline, which is an excellent tool, also needs to be used more creatively.

Miscellaneous Comments

- Career Services is very good/doing a good job.
- The Health Centre is a plus, so is Counseling Services.
- The fact that the Guild is represented on major university committees is a positive development.
- Orientation should not include academic registration. The University should return to the two week system.
- N.C.B. now asks for a reference letter to open an account, in the past the admissions letter could work. NCB should revert to its former policy and it also needs to set up a help desk.
- Many students develop a strong school spirit through sports, but the Sports Department has not been able to rally students.

Report of Focus Group of Taylor Hall Students July 17, 2006

Key Changes

- Spend more money on students' needs, providing more classrooms, etc.
- Be more innovative. Payment plans for tuition fees and hall fees, for example, should be more flexible.

Strengthened Regionality

- The university should participate in more outreach programs in its immediate and wider community
- Initiate cross-country internships both in the region and the wider world
- Better arrangement with SLB to facilitate more Jamaican students having access to higher education
- Courses should have a practical aspect to them

National Responsiveness

- Programs embraced by the university that do not contribute to the growth of the country should be given less funding and the money used in alternate areas.
- It should be made mandatory for students to do outreach activities
- The university does not provide the necessary training to help students to make a smooth transition into the workplace

Response to Competition

- Offer more marketable programs of study
- Strengthen both the on-line study and distance education program

Changes to Academic Programmes and Delivery Systems

- Facilitate more internship programs/internship programs for all courses
- Take a more concerted interest in research
- Provide more post-graduate programs
- Diversify the courses offered in Cultural Studies and other departments
- Boost the teaching competences of lecturers
- Have students conduct or participate fully in research being conducted by lecturers
- Provide more money for research

International Profile

- Update the electronic systems used by the university
- Do better and more media advertisements
- Expand and upgrade the libraries, in the process making them more user friendly
- Establish a presence for the UWI in other countries outside of the region
- Encourage a greater publication output by lecturers of the university
- Seek funding for research from national, regional, and international corporations
- Advise students regarding the many scholarships that are available
- Look towards implementing exchange programs/study-abroad programs

Support for UWI-12

- Offer more diversified fields of programs
- Get more competent lecturers

Improving the Quality and Distinctiveness of Graduates

- Make available more internship/work-study programmes
- Facilitate holistic development of students, paying attention to music, sports, and other cultural art forms
- Encourage more student involvement in “Grad-fest” and Research Day
- Implement courses such as the Liberal Arts that will facilitate students having a greater knowledge base of their area of study, along with other programmes. This would require the degree programme to be extended to four years
- Restructure curricula so that students concentrate less on exams, and more time on becoming culturally aware

Report of Focus Group of Students on Rex Nettleford Hall July 17, 2006

The group consisted of eight (8) students representing all faculties except the Faculty of Medical Sciences. They represented from 1st year to final year.

General Comments

The students felt it was important for them to be included in the process and so thought it was a good decision to solicit their input. They are suggesting, however, that a wider cross section of the student body be involved and that it should not be seen as a last minute attempt to pacify but that their contributions will be given serious thought.

Key Changes

There are many areas where the university is performing optimally but especially in regards to making students concerns more central, there is a lot of room for improvement. The areas needing improvement are:

a. The need to be student friendly

- This translates to better customer service especially in faculty offices. Students indicate the difficulty in getting accurate information and also in accessing Deans.
- Administrative Staff with whom students generally come in contact do not have critical information to help students make informed decisions. In addition, they are not willing to get the information and often times appear bored and indifferent to students' queries.
- Admissions office, which is a high activity area, needs to have more staff members. Sometimes there is only one member of staff serving students. This leads to congestion in the office.
- There needs to be a clear policy on Refund and other monetary obligation to students by the University. The University is slow in disbursing funds even when donors or the SLB indicate that funds have been transferred to the University.
- The student to lecturer ratio is too high and some courses do not have tutorials. This reduces instructional effectiveness. Large classes also lead to students standing in some lectures.
- Access to on-line registration
- Student representation on many UWI boards
- Access to library and other facilities

While these are positives there is still a great need for improvement for optimal performance.

- #### **b. Assessment of lecturers needs to be taken more seriously**, as opposed to the current situation which appears to be just protocol with lecturers

who gain low assessments continuing to deliver classes in the same manner.

c. Security needs to be re-vamped

- Training for security personnel needs to be ongoing
- All areas of the campus need to be better lit.
- Patrolling needs to be taken seriously and not just persons riding around on bicycles or bikes.
- Security personnel seem dissatisfied and so are not committed to the job.
- Additional campus escorts are needed especially on Saturdays.
- Access to campus on Saturdays and public holidays i.e. Irvine back gate, is critical.

d. The UWI needs to spend its money wisely and identify critical needs.

- The UWI needs to spend its money wisely in doing things that benefit students learning e.g. building more class-rooms instead of places like Founders' Park
- More availability of resources in terms of computer access and distribution of ATM machines across the campus

Strengthened Regionality

With the need for higher education at its premium and so many service providers as well as the trusts towards regional integration, the University needs to:

- get accredited by a regional and an international body
- write a policy paper on issues affecting the Caribbean. UWI should take a stance and be vocal on regional issues. Conferences could be more regionally driven and also marketed to students better.
- programmes and activities, such as Generating Genius, should not be restricted to Jamaica but be more regional.
- market more effectively to students from the UWI-12 territories.
- ensure that certain courses are taught on different campuses to ensure that students move around.

Responsiveness to National Needs

- The UWI's major area of response to national needs is to the provision of tertiary education. In other areas, they should be more proactive putting forward solutions to national issues. There should be a specific policy that guides the UWI intervention. The UWI needs to take the lead-role as a "watch dog" body.
- In providing tertiary education, payment of fees can be better managed thus eradicating policies like de-registration. The idea of students paying by credit could be explored. The UWI needs to pay more attention to the demand for higher

education i.e. postgraduate education. The demand is high but the UWI is not meeting those demands.

- Publish more and make publication more accessible to the general public.
- Capture thesis in full digital form and make available better use of technology.
- Research must be relevant to the needs of the nation and region.
- UWI activities can influence businesses in these communities and so get them on-board.
- Building values and having civic-minded citizens creating a sense of volunteerism and philanthropy.

Response to Competition

- Collaborate and set up partnerships with these universities.
- Have some programmes or courses offered by UWI accredited by overseas bodies.
- Be more aggressive in Marketing through “College Fairs” overseas.
- Show more care and attention to students to keep them loyal.
- Improve facilities and programme offerings.

Changes to Academic Programmes and Delivery Systems

- Degrees offered need to match up with the needs of the region.
- Make cross faculty courses more accessible.
- More courses offered in Summer school.
- Have three trimesters so students have more options for study.
- Grading scheme needs change, there is too much value on exam more value needs to be placed on course work.
- Course requirements and pre-requisites need to be re-examined to give students greater flexibility.
- Better academic advising is needed because students do courses that are not relevant to their area of training and interests.
- Lecturers need to use the technology more.
- Have more tutorial courses on-line but ensure that there is accountability i.e. tutors are logged on.
- Lecture notes should be made available on-line.
- Diversify- offer courses in more non-traditional areas.

International Profile

- Hold college fairs in strategic locations.
- Target foreign universities for collaboration and partnership.
- Have more exchange programmes with universities across the globe not just students coming but UWI students going such as the group that has gone to Chile and Japan.

- Create more opportunities and provide funding for students to go overseas and represent the University.
- The University engages in quite a bit of research but neither the local public nor international bodies are aware of this. As such, we need to market the areas in which we excel. In addition to the Public Relations Office, the University needs to have a marketing office to strategically position us as an entrepreneurial venture.
- Make conference papers available in library and develop an on-line structure where non-UWI persons can access these papers at a cost?
- Publish more and use the existing technology to ensure that research is available.

Support for UWI-12

- Engage them in regular and meaningful discussions and learn their needs and then plan accordingly.
- Be prepared to listen actively and act.
- More marketing in those territories is needed.

International Opportunities

Regionally

- Ensure that UWI supports the CSM and that graduates know the benefits and opportunities that exist.
- Foster co-operation among Caribbean territories in the areas of sports, education, arts and commerce.

National

- Form alliances with high schools.
- Be more vocal on issues of national importance.

International

- boost image with appropriate marketing strategy

Quality and Distinctiveness of Graduates

- The University has done a lot but a more practical component to the curriculum is needed. Many employers are expecting graduates not only with certain characteristics, in terms of emotional intelligence, but they are expecting some level of experience derived through practical knowledge.
- The university can be a fertile ground for students receiving practical training if a practical component is added. Too much focus is placed on academic and cognitive skills, while more focus needs to be placed on the transfer of practical skills.
- More departments need to sponsor students to undertake practical training.

- Students should be integrated in the UWI workforce. The number of hours they work should not be so stringent and the salary could be increased, if not significantly, then at least marginally. This would ensure that students join the workforce equipped with some level of work related experience.

Report of Focus Group of Students on Chancellor Hall July 17, 2006

Present at the meeting were:

The Student Services Manager - Mr. Michael Clarke

Resident Advisor – Andenis Simms

Hall Chairman – Leighton Morrison

Six (6) students (5 undergraduate and 1 postgraduate) comprising all faculties except for Medical Sciences and Law.

Key Changes

The University needs to:

- limit the unnecessary procedures in accessing academic assistance and resources
- be deemed more student-friendly.
- limit or eradicate the “red tape” or bureaucracy that exists within the University structure and which limits or challenge a students’ ability to gain all the assistance needed.
- provide more rooms for students on campus
- provide more study areas for students
- provide more “Hot Spots” – the “Hot Spot” at Mona School of Business was described as being heavily used but as one student exclaimed, “was not their own.”

Some examples of bureaucracy cited by the students were procuring a status letter from the University and secondly on how challenging it was to access or speak with the Dean of the Faculty. In both cases, students believed that there should be alternatives as the procedure to see the Dean was problematic and tedious and the status letter could be handled more expeditiously.

Strengthened Regionality

If the University is to be considered a regional institution then students should be able to access the other campuses in exchange programmes for studies where applicable. The students spoke to the need for unified codes and content for UWI courses across campuses.

Responsiveness to National Needs

The general consensus was students believed that UWI needed to play a greater role in issues surrounding the region and if nothing else, a consultative role particularly in the political arena and overall governance in the region.

Responsiveness to Competition

The students believed that UWI was not particularly at the cutting edge of technology, and when juxtaposed against institutions such as UTECH, believed their studies were more theory driven rather than practical. Another example given was the slow pace of the implementation of the OURVLE system the University had put in place, on a trial basis, which has not yet fully gotten off the ground. The students thought that at this stage of the rise of information technology, UWI had a long way to go.

Changes to Academic Programmes and Delivery Systems

The students believed that course content per faculty needed to be current at the local, regional and global level. One student shared his particular experience as a student studying Media and Communication in the Faculty of Humanities and Education. He thought that for his particular programme he needed to be more technologically current in his studies as during his internship he “was clueless as to what the equipment I saw was there for.”

“Students need to be the centre of focus for the University,” said one student. Others thought that programmes such as International Relations and CARIMAC needed to be re-assessed to evaluate the effectiveness of these programmes, and for technologically driven programmes, to assess where those technologies were in terms of being “cutting edge”. Some students believed that the delivery system regarding sports development at UWI was woefully lacking and that more could be done for the athletes at UWI. The University needed also to assess its on-line services. The students believed that information relating to health care services and academic programmes (particularly post-graduate studies) was insufficient.

International Profile

To boost its profile and presence the students believed UWI needed:

- more exchange programmes outside of North America
- greater involvement of the University in high profile events especially at the international level
- greater funding for international appearances by the UWI
- to start by being more actively involved and participatory in issues surrounding the region

Special Focus on UWI-12 (Non-Campus Countries)

We need to extend and build on the capacities of those countries where tertiary level education is concerned.

Research Reputation

Greater emphasis and priority should be placed on post-graduate students within UWI at the academic and administrative level, as this is one of the main pools that critical research will be carried out. In addition, it was agreed that there needed to be more under-studies for post-graduate students within the institution. Research papers and theses needed to be more in the public domain in informing the region of work carried out and by extension highlighting the credibility of the UWI as a research based institution.

UWI Impact

The activities of the UWI can have a positive impact primarily on the academic and networking resources of businesses, industries etc. The UWI along with these businesses and other activities done on a collaborative effort could enrich, monitor and evaluate Programmes/projects effectively in creating a dyadic effort that is fruitful to all parties.

Optimal Performance

For the university to perform at its optimum, the students believed that there needed to be student centeredness as well as the reduction in bureaucracy that exists within the UWI.

Opportunities

There needs to be more focus on our Caribbean leaders. Our Caribbean leaders from all sectors need to be studied, whether they are in entertainment, sports, trade unionism, civil rights or religion. Other opportunities that were discussed were the fact that UWI, the premier University of the Caribbean, and situated in Jamaica, has not exposed the people of the country to the issue of Jamaica being a brand and explored how we could maximize profits in the entertainment industry. Meanwhile, other countries are exploiting the Jamaica brand and monies made in the music industry are exported outside of the borders of Jamaica. Students saw opportunities that UWI could play at least a more consultative role in addressing these issues.

Technological Development

Students agreed that on-line and distance education were important primarily for students unable to access the UWI campus. However, it was believed that the UWI on-line systems needed to be upgraded and updated to provide a better on-line experience.

UWI can use existing and emerging technologies such as radio and television within Halls of Residences for the production of programming that could serve the University and wider community on an important basis. The intercom systems for instance are technologies that could and should be used in Halls of Residences as a means of public service and more importantly communicating pertinent information to residents in Hall.

Quality and Distinctiveness of Graduates

Students thought they should receive more internship to be acclimatized to the situations that would exist before being pushed into the world of work. The respondents also believed that faculty/academic evaluations should be made more transparent or open to students so that they can assess the performance of lecturers and be able to see where recommendations once made, have been implemented.

Prepared by Chancellor Hall
The Office of the Manager
July 18, 2006

Report of Focus Group of Students on Preston Hall

July 17, 2006

Key Changes

By 2012, the UWI should be an institution that caters to development of each student in a holistic way. This can be achieved by giving ascendancy to the following areas:

- Accommodation – Currently, this is of major concern on the campus as accommodation is not only limited, but also generally lacking in terms of standard. To this end, by 2012, the UWI should undertake complete renovation of existing halls in an effort to improve the quality of the living experience for students. In addition, the University should also seek funding to construct at least two new halls. If two halls cannot be constructed, additional spaces should be added to the existing halls, where possible, and at least one hall constructed with a capacity of close to 1000.
- Currently, choosing courses across faculties is a major problem except for the mandatory Foundation Courses. Moreover, the issue of lack of diversity in course selection is of major concern. Consequently, the University should seek to grant more latitude to its students in selecting courses across faculties (e.g. Pure & Applied students currently are not able to do language courses). Added to this, despite the fact that each student has a particular area of focus, s/he should still have greater flexibility in choosing courses outside of his/her specialization. All this would contribute to the development of a holistic individual.
- There is not enough emphasis being placed on sports within the University Community. The Guild of Students and the Halls are finding it increasingly difficult to implement a well-rounded sporting programme given the limited resources available. In order to enhance the university experience, more resources (technical and financial) should be accorded to sports. Not only will this contribute to more rounded students, but it will also enhance the image of the University if sports is given a boost and the University will also be in a much better position to compete with the best.
- There is a commonly held conception that UWI graduates are exceptional in theory but lacking in practicality. If this is so, it has to change and to this end, the University needs to ensure that the students are just as grounded in practicality as they are in theory. Expanding internship opportunities and field work are excellent ways to strike the appropriate balance. This will make UWI students more marketable in comparison to graduates from other institutions.
- A general consensus amongst the student body is that there is a lack of class-room space and other facilities such as computer labs. This issue must be addressed if the UWI is serious about facilitating student learning and development as well as being a University of choice regionally and internationally.

- By 2012, the composition of the campus territories should be significantly altered. An ideal UWI would be one where the campus country does not have an overwhelming majority in terms of student population and staff. Added to this, more students from non-campus territories ought to be matriculating by 2012.
- University students generally do not place sufficient emphasis on health and wellness. Smoking, drinking and unsafe sex practices are all too common. Hence, the University by 2012 must take a more proactive role in promoting health and wellness on the campus especially given the fact that health is central to the all round development of each student.

Strengthened Regionality

- The University ought to:
 - undertake aggressive recruitment drives in non-campus territories with heavy emphasis on the High Schools and Community Colleges.
 - allow for mandatory exchange for at least one academic year for students from campus territories.
 - host summer exchange programmes for students throughout the region.
 - facilitate more cross campus competitions other than sporting activities.
 - spearhead the establishment of a regional tertiary student's mock parliament.

Responsiveness to National Needs

Apart from Caribbean Civilization (FD11A), there are not many other opportunities for students from across faculties to do courses that are specifically tailored to the Caribbean reality. Furthermore, FD11A is more about Caribbean history and not about current affairs. Students from across each faculty should have the option of choosing a course or participating in for a, organized by the University, that is specific to the current realities of the region on issues such as unemployment, crime and violence, trade and investment opportunities, governance etc.

Responsiveness to Competition

- Improve customer service.
- Become more student oriented.
- Reduce red-tape in terms of difficulties encountered in registering for courses, switching faculties and majors etc.

- Focus more on research.
- Embark on more aggressive recruitment throughout the region.
- Focus more on recruiting students from outside the region (greater focus on attracting international students).
- Place greater emphasis on the promotion of distance education opportunities.
- Forge more linkages with international universities so as to facilitate more student exchange programmes.
- Market the offerings of the University to a greater degree.

Changes in Delivery Systems

- Place greater emphasis on distance education.
- Fully utilize available technologies (e.g. e-learning).
- Forge linkages with Community Colleges throughout the region in offering Associate Degree Programmes and in facilitating distant education degrees.
- International Profile
- Hold overseas exhibitions (can collaborate with the various Caribbean consulates and embassies in North America and Europe of the contributing territories).
- Conduct joint research with other international universities.
- Work through the various Caribbean Diaspora associations (hold symposia to encourage members of the West Indian Diaspora to return their children to the UWI to study).
- Special Focus on the UWI-12
- Upgrade and expand distant learning facilities where necessary.
- Increase the number of programmes offered via distance education.
- Encourage research amongst returning graduates.

Enhancing Research

- Greater distribution of research publications.
- Create an enabling environment for students to conduct research (provide more funding and supervision).
- Expand post-graduate programmes where possible.
- Establish a regional ‘think tank’ research institute that will give policy direction to governments in the areas of economics, foreign policy, trade, science and technology, development etc.

Submitted by:
Joel Richards, Hall Chairman

Report of Mona Campus Student Meeting September 14, 2006

Assembly Hall

About 150 students attended

About 20 members of the Guild Executive were present:

Administration

Principal

Students Services Manager, Horton Dolphin

Representing PTF, UWI, Mona

Alvin Wint

Edward Falloon

Elaine Robinson

Patsy Lewis

Carlton Samuels

Jennifer Cheesman

Students' Remarks:

1. Given financial challenges, the University needs to build alumni loyalty, but its poor customer relations record militates against this. In one student's words, "we're basically treated like crap".
2. Identify one thing that will make the UWI a first class institution and build on this.
3. Increase programme offerings and align them more to industry needs and the job market. Students from other local institutions are perceived to add more value to the employment sector than do UWI graduates. More internships are required.
4. Allow students to enjoy the journey towards acquiring the degree by affording them more independence in determining their programme content and the pace with which they pursue their academic programme.
5. Extend the period of study from three to four years, to allow students the opportunity to have a liberal arts education as a basis for their studies.
6. Cater for cross-faculty courses.
7. Cater to students who have to work while they pursue a UWI programme. This was perceived as being particularly important in an economic environment of higher fees, and UWI's intake of a growing number of students who do not have

- the resources to fund their education, all of which point to the increasing need for students to work, while studying, in order to finance their education.
8. Improve the quality of academic counseling, which is poor and often misleads students with faulty information. Also improve mentorship programme.
 9. There needs to be integration of the student administration systems, which currently only serve to frustrate students.
 10. Performance of many lecturers is woefully inadequate. Some are lazy. Many are very unsympathetic and unresponsive to students. Lecturers appear to be doing insufficient research. There should be a greater focus on research-based teaching.
 11. Address student financing issues. Students are in dire need of more sources of support to help them to finance a University education.
 12. Address the physical capacity constraints of the Campus; students are currently sitting on the floors in lecture rooms or standing outside because of space constraints. University should be aware that its current students are its best ambassadors.
 13. The information technology (IT) infrastructure needs to be brought up to first-world standards
 14. Improve the UWI website.
 15. Improve hall facilities to the Rex Hall standard without increasing costs to students.
 16. Address the inadequate parking facilities for students.
 17. Lecturers discourage and often penalize student activism.
 18. UWI is missing out on opportunities to generate income through development of programmes that appeal to diasporic students, programmes such as those relating to Reggae, African Studies, Cultural Theory and the like.
 19. Educate the Jamaican people about the UWI. Most know little about the institution. Market the University more effectively.
 20. Identify all UWI stakeholders and engage them in the bid to improve the performance of the University.
 21. Focus on Sports Development.
 22. Focus on holistic development of students.

23. Strengthen post-graduate research programmes.
24. Improve library facilities.
25. Build alumni loyalty.

Report of Meeting with Executive Committee, Private Sector Organisation of Jamaica

**July 12, 2006
PSOJ Headquarters**

Persons in Attendance:

President, PSOJ, Beverly Lopez
Vice President, PSOJ, Earl Jarrett
Honorary Secretary, PSOJ, William McConnell
Other Executives, PSOJ

PTF Member: Prof. Alvin Wint

The PSOJ Team were of the view that the University was performing poorly in the areas identified below and that the University's next strategic plan needed to deal comprehensively with the following issues.

1. The University operates in isolation from the business community. Among other concerns, the University does not deliver on innovation. In other countries, innovation is driven by universities which seek the best talent from around the world. This is not happening at UWI. Further, UWI does not seem to be collaborating with other technical institutions across the country.
2. UWI's graduates are unimpressive. The university, and its graduates, seem to be focused on certification, not on education. UTECH produces graduates who are ready for the world of work, at technical levels, and this institution has been more understanding than has UWI, of the needs of the private sector. UWI should be producing the leaders of the future, graduates who can make a difference in their job environments. This is not occurring. Instead, many graduates are not even employable because they have poor skills, especially communication skills. Also, too many have an inadequate international orientation. As a consequence, many parents no longer see UWI as a choice for their children.
3. There are significant problems with the image that UWI continues to present to the private sector and the country. The Social Sciences Faculty of the University still seems steeped in a 1970s philosophy of the state as the overarching force for change in the society, rather than a philosophy which sees individuals and private firms playing a leading role in the generation of wealth for the country. Faculty members in the Natural Sciences have been more helpful to the private sector, but it is the Social Sciences Faculty that projects the more powerful image of the University, which is one that is anti-business. Key individuals at the University articulate the rights of workers, but nowhere from within the University does one

hear individuals championing the need for investment, the choices open to investors and therefore, the policy responses that need to be put in place to attract investment and, thereby, facilitate employment and wealth creation. The Economics Department of UWI, in particular, has not provided the research and policy advice that has been needed given the economic crises that have confronted Jamaica.

4. UWI needs to help the Jamaican and regional private sectors prepare for the future.
5. UWI has stayed in a rut, while competitors have been much more agile in listening and responding to the demands consumers have for education.
6. UWI's marketing continues to be poor. UWI has on-line programmes, for example, but this fact is not well known.
7. Jamaica pays lip-service to education and UWI is not leading in changing the way in which politicians view the importance of education. UWI should be a leader in deliberating on how the country is to succeed when a very significant proportion of the population is functionally illiterate, innumerate, or both. Politicians have an eye only on the next election, but UWI should be the conscience of the country, with an eye on preparing the next generation of leaders.

Report of Strategic Planning Engagement Meeting with Executives of the Jamaica Society of Scientists and Technologists

**Kingston, Jamaica
July 25, 2006**

Persons Present:

JSST:

Seven executive members, including:

Professor Ishenkumba Kahwa, President

Dr. Paul Brown, Vice President

Dr. Florence Young

Dr. Audia Barnett, CEO, Scientific Research Council

Planning Task Force Member:

Professor Alvin Wint

The JSST team focused on the following areas in which changes needed to be made at UWI:

- Since Jamaica has not taken Science and Technology seriously, with no parliamentary consensus on a national Science and Technology policy, the country's Science and Technology institutions, led by the UWI, which received such a large portion of the nation's tertiary education budget, needs to set the national Science and Technology policy agenda.
- In agriculture, UWI, recognizing the importance of its leadership role, is working with CASE and UTECH to improve the nation's teaching and research activities in this area.
- The principal role of UWI should be to provide intellectual leadership to the peoples of the region. UWI students/graduates should be more involved in community activities. Students are members of a national elite, both because of the small proportion of the country that gains a UWI education, and because of the heavy subsidies provided to these students by the nation. Thus, anyone who benefits from this education should feel a moral obligation to give something back to the community. UWI should facilitate students being able to meet this obligation through its programme structure.

- UWI students should not only be trained in scientific knowledge, but in entrepreneurship that allows them to apply their scientific training in practical ways.
- UWI needs to lead in resuscitating national industries that are essential to Caribbean economies by providing the research on by-products, alternative applications etc.
- A regional perspective for the University is critical. The perception is that the campuses are pulling apart from the University.
- For Science and Technology to play a major role, infrastructure is critical and the governments must provide the resources for UWI and other science-based institutions in the region.
- There are several areas in which UWI can provide leadership that responds to the particular concerns of the communities within which it works. Prof. Kahwa's work on Occupational Health and the Health Problems of Asbestos is an example of such leadership.
- UWI should help voluntary organizations, such as the JSST, in strategic planning efforts.
- UWI needs to market itself more effectively to the private sector and indicate to them the critical importance of partnership.
- UWI must examine its curriculum relative to UTECH, since there is a strong perception in the marketplace that UTECH provides a more "work-ready" graduate.
- Entrepreneurial activity is critical for the country and UWI must develop business incubation facilities and focus on job creation.
- UWI's research must become more relevant. When staff and departments are examining research priorities, they need to liaise carefully with the private sector to ensure that the research will be influential. But the problem is one of the need for dialogue in both directions. When one of the participants was doing her PhD at UWI, she went to three private companies seeking information about the type of research in which they would be interested and none had any ideas in this regard.
- A public consultation should precede the finalization of UWI's strategic plan.

Report of Meeting with ACORN Group of Business/Union Leaders

August 23, 2006

Grace, Kennedy & Co. Ltd. Board Room

Persons in Attendance:

Ward Mills, VP Human Resources, Grace, Kennedy
Donovan Perkins, CEO, Pan Caribbean Financial Services
Dr. Marshall Hall, CEO, Jamaica Producers
Professor Neville Ying, Exec. Director, MSB
Senator Dwight Nelson, President, Jamaica Confederation of Trade Unions
Lambert Brown, President, University and Allied Workers Union
C. Dennis Morrison, QC, Partner, DunnCox
Patrick Hylton, Managing Director, National Commercial Bank
Anthony Irons, Labour Adviser to Prime Minister
Karl James, CEO, Jamaica Cane Product Sales
Senator Trevor Munroe

PTF Member:
Prof. Alvin Wint

The ACORN Group proposed the following areas in which it was felt that changes were needed at UWI during the next planning period.

- The University needs to offer programmes in a more flexible mode. Currently, Management Studies is one of the few programmes, or maybe the only programme, in which students can complete their undergraduate studies in the evening, while holding full-time jobs. This puts pressure on companies and unions to find day-time release for staff members interested in other areas of study at UWI. Also, in terms of flexibility, UWI should continually re-vamp its curriculum and, in so doing, recognize that not every course developed has to be offered every year.
- UWI's programmes are too academic and do not meet the needs that the trade union movement has for developing individuals who can add value to trade unions. Relatedly, UWI needs to create educational programmes that develop individuals who have an understanding of both the trade union movement and the private sector. Currently, UWI's programmes seem to impose artificial barriers between these two sectors, with business students trained in one section of the University and individuals interested in the trade union movement in another

section, although the direction in practice is that individuals need to be comfortable operating seamlessly between these two sectors. UWI staff members responded that the new programmes in Labour Studies and Occupational Health and Safety were attempts to eliminate these artificial barriers.

- UWI needs to focus on ethics training in both its graduate and undergraduate business programmes.
- UWI needs to engage with external constituents, in a manner similar to this engagement exercise with ACORN, as a regular part of its operations, during the next strategic planning cycle. Part of the engagement activity should involve better alignment between business needs and the curriculum, with the business sector helping the University develop competency profiles of new employees.
- In a related manner, UWI needs to produce more relevant graduates, who have skills that make them employable. In this regard, it is important that UWI conducts regular surveys of market needs and incorporate the results of these surveys into its programme and curriculum development. Many companies are seeking to hire right the first time, so this matching of needs and skill development is critical. Also in this regard, UWI must address the concern of so many employers that UTECH graduates are more employable. Internship programmes at UWI should be developed or re-constructed to assist in the employability of graduates.
- UWI, during its next planning cycle, must move more aggressively into e-learning and blended learning approaches.
- UWI must respond to the gender imbalance in its student population by linking with the high schools in order to encourage a greater level of matriculation from male students.
- UWI must identify areas of knowledge which every graduate should possess. One example offered was that every graduate of UWI should understand compound interest; another was that all business students should have foreign language familiarity. UWI's graduates should understand the importance of intellectual capital and should be empowered to re-orient their knowledge towards era challenges and leverage their brain power as a source of national competitive advantage.
- UWI is producing too few natural scientists, and too many social scientists and lawyers.
- UWI must create, on each campus, training programmes in areas of national need. Thus, if Mona does not offer courses in areas such as agriculture and engineering, UWI will run the risk of being eclipsed by national institutions.

- UWI must ensure that its research, much of which is very good, is properly disseminated and made available to the private sector and union movement. This may even facilitate private sector sponsorship of research activities and private sector assistance with internships that can foster research for enhanced productivity. The research, from the perspective of the trade union movement and business sectors, should include workable recommendations for labour market reform.
- UWI should continuously scan the global landscape benchmarking best practices and world class standards.

Report of Meeting with the Jamaica Council of Churches

September 8, 2006

Number of persons present: 4

PTF Members present:

Mr. Edward Falloon

Mrs. Elaine Robinson

Professor Hubert Devonish

The members present pointed out that UWI:

Key Changes

- (i) Should have a more distinctive voice in the region – the voice of scholarship. Its voice should be clearly heard on, for example, issues relating to Haiti and Cuba;
- (ii) Should be more interventionist in its approach contending more with the forces shaping the region.
- (iii) In its administrative structure, should be more facilitative of collaborative arrangements with other institutions. They cited the development of an ecumenical institute for lay persons by the Caribbean Council of Churches, which would be offering degrees in collaboration with the University of Huron in Canada and expressed the view that UWI would have been the preferred partner.
- (iv) Should facilitate more the awakening of dormant spirituality on campus – in a non-sectarian way. This could be done by, for example, having more Distinguished Lectures such as the one done in 2002 by Professor Aloo Mojola, a linguist and Bible translator.
- (v) Should utilize more effectively the media in communicating its vision and activities.

Strengthened Regionality

- (i) Establish links with other regional universities such as the University of Panama;
- (ii) Develop a unified vision of expectations of economic development so as to provide support for small entrepreneurs in the Caribbean;
- (iii) Have greater collaboration and alliance with the Caribbean Council of Churches.

Responsiveness to National Needs

- (i) Examine how it could train its graduates to become entrepreneurs instead of working for others;
- (ii) Engage its students in community service similar to the programme offered by the University of Technology;
- (iii) Meet the needs of unemployed adults and out-of-school youth by offering evening or weekend classes through sponsorship;

- (iv) Offer courses to persons whose skills had become outdated and needed re-tooling due to shifts in the economy or changes in technology;
- (v) Assist employers with workplace organization development in return for the provision places for practicum and internships;
- (vi) Provide opportunities for retired persons who served in government and industry to make contributions through voluntary service to assist students with outreach community programmes;
- (vi) Provide more employment opportunities for students to help them pay for their education.

Changes to Delivery Systems

- (i) Improve “student-friendliness”, by training staff to be more supportive of students in general and post-graduate students in particular;
- (ii) Position itself as a post-graduate institution and over time divest its undergraduate programmes to other institutions.

Enhanced Research

- (i) Make its stakeholders aware of the very significant research being done at UWI;
- (ii) Partner more with corporate entities, for funding, particularly those that are regional;
- (iii) Tap more into international funding for research;
- (iv) Target the Diaspora for financial and other forms of assistance, as there was much goodwill among the Diaspora, especially UWI graduates;
- (v) Provide more funding to the under funded Caribbean Studies Unit so that it could be the reference point, quality control and training unit for Caribbean Studies units of overseas universities;
- (vi) Facilitate through the University Press the publication of theological research which was of relevance to the Caribbean.

UWI Impact

- (i) have a programme on ‘Peace Studies’ in collaboration with other institutions as the region was a virtual laboratory in terms of both its successes and ongoing challenges.

Quality and Distinctiveness of Graduates

- (i) Focus on a profile of a UWI graduate who would:-
 - have a deep sense of self as a Caribbean person;
 - have a commitment to the development of the region while being patriotic to his/her particular country;
 - be able to communicate at all levels of the society;
- (ii) Foster the development of accepted values for the development of wholesome societies by requiring students to pursue a Foundation course in Ethics in general (not just religious ethics).
- (iii) Assist students to have a regional experience.

General Comments

- (i) Reexamine the relationship between UWI/St. Michael's Theological Centre and the United Theological College as several decades have passed since the relationship was established;
- (ii) Have a closer and less bureaucratic interface with St. Michael and United Theological College of the West Indies not just at an institutional level but at meetings like the current one.

The Registry, Mona
September 12, 2006

Report of Meeting with the Jamaica Hotel and Tourist Association (JHTA)

September 11, 2006

Conducted by Task Force Members:

Dr. Hopeton Dunn, MSB
Dr. Patsy Lewis, SALISES

Record Keeping:

Mrs. Keisha Edwards Smith, TPM Programme, MSB

In attendance were:

Mrs Nicola Madden-Greig (Chairman)	-	The Courtleigh Hotel /Knutsford Court
Mr Kevin Hendrickson	-	The Courtleigh Hotel /Knutsford Court
Mr Donahue Jarrett	-	Altamont Court Hotel
Mr Ian D. Murphy	-	The Liguanea Club
Ms Sharon Henry	-	Air Jamaica Ltd.
Mrs Josephine Bogues	-	Bogues Bros. Industries Ltd.
Ms Rowena Minott	-	Great Vacations
Mrs Millicent Lynch	-	Caymanas Track Limited
Mr Kevin A. White	-	Sealy Mattress Co Ltd.
Mr Ewart Russell	-	Prestige Gifts & Lighting Ltd.
Mrs Julet Stone	-	Airports Authority of Jamaica
Ms Jacqueline Lynch-Stewart	-	Bob Marley Foundation & Museum
Ms Penelope Brand	-	TPG Distributors
Ms Elaine Lammie	-	TPG Distributors
Ms Carol Straw	-	JAMPRO
Mrs Camille Needham	-	Executive Director, JHTA
Mrs Thelma Williams	-	Deputy Executive Director, JHTA
Mrs Vivienne Dawson	-	Secretary

Summary of JHTA Comments:

1. Students leave Jamaica to study overseas because they have better opportunities there. UWI does not have pre-courses setup where persons for example wanting to do Pure and Applied Science but did not have Biology as a subject could still be accepted and work their way into the matriculation system. The UWI needs to review its processes of acceptance and admission in order to take into account genuine cases of persons who can go forward in the system even if they may not fit all the preset original requirements.

2. Universities overseas offer different kinds of careers. In the modern world, UWI needs to be at that level where it offers more variety in admission arrangements and new courses and disciplines.
3. The UWI should seek to attract not only Caribbean but also international students. UWI should sell the tropics to students who study abroad and are anxious to return home especially during winter because they are unaccustomed to the cold climate.

(Dr. Dunn informed the meeting that the UWI currently had summer programmes sold to overseas universities).

Dr. Lewis asked the meeting to identify ways in which the JHTA could help the UWI to address issues as they outlined the challenges.

JHTA Comments:

1. The UWI can build more Halls of Residence for the students. If the University plans to look for international students, it must identify safe locations for them to stay.
2. UWI can help promote Jamaica as a study destination by offering summer or winter programmes to international students.
3. Having heard the complaints of undergraduates, UWI has to do a real re-think and operate on the basis that students are not children, they are customers. How a student is treated is very essential. Students have indicated that they 'hate' the university because of how they were treated on campus. There is a lack of understanding that without the students, there is no work for administrative staff and lecturers. There is a total disconnect. The overseas universities compete for students, resulting in students getting preferential treatment. However, the UWI still acts as a monopoly institution.
4. Many UWI students currently have to work and attend school part-time. The curriculum and class hours are not flexible enough for part-time students. The Lecturers also tend to disregard the fact that part-time students also work.
5. A better form of work-study programme is needed to assist part-time students.
6. The UWI's mode of delivery needs to be modified to include flexibility of time as competitors are facilitating students and having classes on weekends and on-line.
7. The UWI programmes need a more practical focus. For example, doing a business course overseas, gives you the opportunity to actually work in the field while studying.

In relationship to concerns about the placement of students raised by the UWI representatives the JHTA members commented as follows:

1. People are willing to take on students for attachment. However there is a problem when the request for the attachment is made one month prior to the proposed start date. An annual time should be identified well in advance for the dispatch of names to institutions to enable adequate planning.
2. Attachments could be structured throughout the year. Placements should not be made for all the students at one given time. For example, there are limited hotels located in Kingston, therefore placements for 1,000 UWI students could not be made at one given time considering the fact that other institutions also required placements for their students.

In terms of the strengths of the UWI, the members commented as follows:

1. The UWI has good research work, but the papers are usually kept in-house. The research material and findings could be usable in the corporate environment to the benefit of the UWI.
2. Create a list of thesis and study material available for sale to the Hotel Association and Corporate Jamaica.
3. In determining course content and material, the University needs to see what the market, the industry and students need, and then design in that context.
4. The general finding is that UTECH students are more practical and adapt better to work environments. Their attitude and exposure to work were much different from those of UWI graduates and they readily perform given tasks. The UWI on the other hand, has kudos in the areas of speaking and public presence, however, their graduates are elitists and lack practicality.
5. The UWI should consider more group participation and team work. Other universities ensure greater participation of groups and the end result is more rounded students, as different ideas are pooled together.
6. Especially in our dynamic environment, development of the existing mentoring programme at the UWI is important.
7. Boarding students complain about sleeping facilities. A restful sleep is needed for effective studying. Mr. Kevin White indicated his company's willingness to market sleep systems to UWI at discounted prices and also to donate some beds to the institution.

Report of Meeting with Representatives from the Institute of Chartered Accountants of Jamaica (ICAJ)

September 12, 2006

Present were:

ICAJ-:

Leighton McKnight – President
Ms Prunella Vassell – 1st Vice President
Victor Markman – Honorary Secretary
Mrs Sidone Whitelock – Executive Director

PTF Member:

Mrs. Elaine Robinson

Key Changes

- By 2012 UWI should have firmly cemented its place as the #1 higher education institution in the region despite the competition
- UWI should be modernised employing cutting edge technology
- UWI should be viewed as the first point of reference for companies and the general public for solutions to national/ regional concerns

Changes to Academic Programmes and Delivery Systems

- Lecturers need to be more attuned to the outside world and be more practically oriented to bring more value to students
- UWI lecturers need to be more involved in outreach and need to achieve a healthy balance between community involvement and on campus socialisation.
- Introduce more male oriented programmes with the intention of attracting more males to UWI to positively impact the current gender imbalance in enrolment.
- UWI should not stretch itself thin by offering all programmes on each campus but rather should focus on where it has its strengths, for example the Mona Campus medical programme is known for its quality internationally, so the focus should be on retaining and building that programme. Similarly for law and engineering a quota system should be used to preserve the regional mix of students in all such programmes

UWI Impact

- UWI needs to work more to demonstrate to the Jamaican people that the significant part of the education budget that is going to the institution is being well spent. Many persons present feel that UWI is over-funded in relation to its output
- Research output needs to be seen to be more relevant to the region.

- UWI needs to involve the private sector more in research and to interest companies more in putting funds into research. UWI needs to increase academic publications and take the lead in research in regional economic mainstays, e.g. Tourism, Bauxite, sugar.
- UWI needs to be of greater assistance to professional associations. For example, the ICAJ has battled unsuccessfully for a number of years with the National Accounting Bodies in Trinidad and Barbados to have them admit holders of the UWI's MSc. Accounting degree into membership. The Trinidad Institute once accepted the degree and has discontinued, but the Barbados Institute has never accepted the degree for entry to membership. UWI can work with ICAJ to defend the quality of the degree and the consistency of its quality across the institution to:
 - i. get acceptance of the programme
 - ii. more exemptions from papers in the professional exams (ACCA)
 - iii. build intake in the MSc. programme
- UWI academics have not taken advantage of current opportunities to assist the regional accounting profession with existing initiatives to develop local professional exams, harmonise company law and tax legislation etc.
- If UWI effectively utilises its strengths it is well positioned to assist in getting the CSME to work
- More applied research is needed
- More region specific research is needed e.g. on male marginalisation.

Quality and Distinctiveness of Graduates

- Quality of graduates needs to be enhanced by focusing more on the softer skills
- Graduates need to be better prepared for the world of work, to be able to hit the ground running. UTech students perceived to be better in this respect.
- Presently UWI is not necessarily attracting the brightest students and needs to work harder to arrest this situation
- UWI graduates need to know that much more is needed than simply doing well in exams.
- Development of student/alumni loyalty must be a priority

Opportunities

UWI must market itself better to heighten public awareness of what it is doing and attract the better students.

The ICAJ has expressed its commitment to assist in all initiatives undertaken by UWI to which the institute can make a meaningful input. UWI should continue to engage its stakeholders at regular intervals to obtain views and feed back.

Elaine Robinson
September 13, 2006

**Report of Meeting with Representatives from the
Media Association of Jamaica
September 12, 2006**

Venue: RJR

Representing Media:

MAJ Chairman: David McBean

MAJ Executive Director: Eleanor Henry

RJR Chairman / MD: Lester Spaulding

RJR Deputy Managing Director: Gary Allen

Cable & Wireless Managing Director; John

MAJ Treasurer: Hyacinth

Pure Class/ Herald Director: Christine King

Irie FM Managing Director: Brian Schmidt

Observer Managing Director: Ed Khouri

Observer Treasurer: Jackie Mighty

KLAS Chairman: Alston Stewart

TVJ General Manager: Kay Osbourne

PTF Members:

Dr. Hopeton Dunn

Dr. Patsy Lewis

Ms. Jennifer Cheesman

Members of the Media opined that:

1. The CARIMAC curriculum is not appropriate to the current needs of a dynamic media sector. UWI's fear of being perceived as a "vocational" institution inhibits media specific training (for example, News Performing and Presenting Techniques or Business journalism or television announcing) despite the fact that the University provides sector-specific training in other disciplines such as Law and Medicine. There is evidence that efforts are being made to widen the curriculum to respond to the changing media landscape, for example, courses in multi-media have been added to the CARIMAC curriculum, but these changes are not nearly as rapid nor as comprehensive enough to satisfy sector demand. Additional courses that were suggested included business and financial journalism. Members also noted that the fact that they understood that CARIMAC was structured within a University faculty, allowed students to take a wide cross section of non-journalism related courses.
2. UWI graduates have insufficient preparation and practical grounding; they need more exposure to media operations. It is usually more advantageous to a media organization to train high school graduates on the job than to employ CARIMAC graduates who invariably after a year on the job remain unable to add value to the organization. Public consensus is that local universities such as NCU also

provide more serviceable entrants to the industry. It was also noted that persons who have worked for a period and then enter CARIMAC emerge better trained than those who enter the University straight from sixth form. Consequently, extensive hands-on experience was especially necessary for those entering CARIMAC from sixth form.

3. CARIMAC should establish with the media sector their expectations of the graduate and seek to meet these through collaborative arrangements for internships, on-the-job training and the like. Media houses themselves need to satisfy those expectations by actually providing training for interns rather than merely treating them as tools in the scramble to meet news and production deadlines.
4. The attitude of the UWI graduate is poor compared with other local university graduates. Despite being unable to perform at a satisfactory level, immediately, UWI graduates nevertheless expected large salaries and rapid promotion.
5. The University needs to address the critical thinking skills of its students. In the past, the UWI graduate was more skeptical, intellectually curious, more aware and willing to learn.

Report of Focus Group Meeting with Library and Information Association of Jamaica (LIAJA)

Jamaica Library Service Conference Room

September 15, 2006

Persons Present:

Dorothy Palmer Volunteer Librarian Educational Studies (PTF Rep.)
David Drysdale Jamaica Library Service
Debbie M. Bonnick Jamaica Library Service
Karen Barton LIAJA President/JLS
Louise Foster Manchester Parish Library
Winsome Hudson National Library of Jamaica
Genevieve Jones National Library of Jamaica
Patricia Roberts – Jamaica Library Service
Rosella McCarthy-Spencer UTECH

The objective was to discuss the engagement questions, and to achieve consensus on recommendations. The group actually discussed the Mandatory Questions and the last question in the Desirable section.

Key Changes

- UWI needs to look at its name and maybe introduce some aspect of Caribbean in its name, (not the consensus).
- The University needs to engage in more strategic marketing about itself and its products and this should be done on a consistent basis
- UWI needs to position itself as a University where everyone from the Caribbean would have a desire to go. Many persons are still not sure of the product that the university is offering.
- Accessibility – involve more locations e.g. Mandeville and Montego Bay, and increase the variety of offerings and times e.g. weekend classes

Strengthened Regionality

- Introduction of Student Exchange Programmes across campuses
- Focus on the colours and symbols of the different countries and market “image”
- There should be a core area of training across campuses, which should include a focus on aspects of the Caribbean, and there should be better communication across the campuses
- Graduates should be contacted regularly.

National Responsiveness

- The UWI needs to be more involved in all aspects of the communities of the region and collectively address issues e.g. education. Further, UWI needs to be involved in all aspects from early childhood to tertiary level and this should not be done in a superficial way. Students should be encouraged to engage in real life case studies.
- University lecturers are given the mandate to “publish or perish” and therefore cannot focus on the national needs. More action research is needed.
- Research day is a good idea, but what happens afterwards? Are the papers appropriately disseminated and linked to national issues. The public needs to know and research needs to be relevant to the country’s and region’s needs.
- More collaboration needed between University Library and the public libraries e.g. in the area of distance education and the collection building
- Staff and Students need to be cognizant of the copyright laws and adhere to them.

Responsiveness to Competition

- University still seen as one of choice internationally, but it must be more customer focused.
- The University needs to market itself more effectively.
- A person with a first degree in librarianship should not pursue a Masters in Library Science. UWI needs to look at the option of first degree in a subject area. More supervision of students and some assessment of the libraries where field work is carried out.
- More scholarships and bursaries to be given.
- More students to be offered part-time employment.

Changes in Academic Programmes and Delivery Mechanisms

- More part-time and on-line courses to be offered. Part-time courses to be offered in evening instead of early afternoon, to facilitate working persons.
- The University needs to ensure that its courses remain current and that the product offering is in keeping with the needs of the changing environment
- More modular courses needed certificate to be given at each level, instead of at the end of a programme.
- “Polishing of Graduates” certain programmes should be compulsory e.g. public speaking, writing, supervision, dress code
- More collaboration between the University and employers to include internship
- More foreign students to be encouraged to do our offerings, again marketing of special products.

International and Research Reputation

- Use technology more effectively e.g. video-conferencing also more linkage with other universities abroad.
- Link with persons in the West Indies diaspora to study here.
- Need a programme of aggressive marketing to show visibility.
- Use the web page more effectively and improve the computer service for off-campus students.
- Need two more campuses locally and focus on a campus in the Eastern Caribbean.
- Entrepreneurial Centre or incubator centre to bring to fruition these research ideas
- Access and Visibility, enough not known.

Quality and Distinctiveness of Graduates

Inculcate in students the following attributes:

- Supervisory and/or marketing skills.
- Good communication skills.
- Proper dress code and be more polished.
- Combine theory with more practical aspects.
- Keep in touch with its graduates.

Report of Strategic Planning Engagement Meeting with Minister Maxine Henry-Wilson, Minister of Education and Youth

September 26, 2006

Persons Present:
Minister

PTF Representatives:

Ms. J. Cheesman
Professor Alvin Wint

The Minister identified below the areas in which UWI needed to be transformed within the next five years.

- UWI needs to be far more involved in the leadership of opinion, deepening the knowledge of our country and the region through solid, vigorous research and strategic thinking. This could be accomplished by UWI developing and participating in think-tanks which engage the country in thoughtful discussion about policy matters, including the role of Science and Technology in the development process. She pointed out, “UWI should be providing long-term solutions to our challenges and not just whimsical voice clips and media commentary which in many ways obscure the issues.” She opined that much of the current commentary was inappropriately populist.
- Relatedly, the Minister felt that UWI’s research impact should be felt on issues of national policy, such as the transformation initiative being undertaken by the Ministry of Education. In particular, UWI should be providing comparative information from the experiences of other countries to inform policy in Jamaica and the region.
- UWI should be a technology-driven institution that provides a technology-based platform for the country, facilitating access, through UWI, to global knowledge.
- UWI’s niche in the Jamaican educational system should be the producer of first-class thinkers and problem-solvers by global standards. Even though UWI’s graduates at the top-end currently display these abilities, by 2012, the average UWI graduate should have a broader knowledge base, be more analytical sound, and have better writing skills than is currently the case. UWI’s future graduates should also view themselves as social entrepreneurs, capable of creatively leading the development process.
- UWI should be better articulated to the rest of the tertiary education system, through more flexible application of matriculation criteria.

Report of Meeting with Community Leaders in Moore Town, Portland, Jamaica

**Moore Town, Portland
July 14, 2006**

Persons Present:

Moore Town Community:

Mr. Bernard, Community Leader, Master Drummer and Abeng Player
Colonel Harris, Former Colonel (1964-1995), Moore Town Maroons
Mr. Henry Osbourne, Community Leader, Community Researcher for Dept. Language,
Linguistics
Colonel Wallace Sterling, Colonel (1995-Present) Moore Town Maroons

(The above individuals were interviewed by the PTD sequentially)

Planning Task Force Members:

Dr. Derrick Deslandes
Professor Hubert Devonish
Dr. Patsy Lewis
Professor Alvin Wint

The PTF team engaged with community leaders in two areas: the first was the relationships that had developed between the Community and Academia, particularly the UWI, over the years; the second focused on what elements would community leaders like to see included in the University's forthcoming strategic plan that would allow continued productive relationships between the Community and the UWI.

In terms of historical relationships, the Moore Town Community has a long history of such relationships with academic institutions. The Community's relationship with UWI began shortly after the development of UCWI. Beginning in the 1950s, researchers interacted with the community, in the early years in the form of individual academics, later as groups, often incorporating students. Archeologists were involved in the community at an early stage, other departments have included geologists, examining land slippage, historians, and, most recently, linguistics researching the "Kromanti and old-time patios, languages of Maroon residents. UWI's involvement in the Community extends to the Community's role in establishing Nanny as a national heroine. Colonel Harris initiated the process of having "Grandy Nanny" installed as a national heroine by lobbying Michael Manley. Manley agreed and asked Kamau Braithwaite to prepare the document that would be the base of the elevation of Nanny to national heroine.

Outside of UWI, researchers have included the John Hopkins University linguist, John Kilby, who lived in the community for a year in the early 1980s and ethnomusicologist Olive Lewin. Indeed, her work had such an impact on the community that she was inducted as a Maroon. Professor Devonish, who has spearheaded a structured interaction between the Community and the Linguistics Department over the last seven years, has been embraced by the Community because of his work and is greeted in Kromanti as an offspring of the Maroon Community, in sharp contrast to other members of the PTF team who are viewed as outsiders.

Finally, community leaders believe that the cultures and traditions of the Maroon Town maroons should be preserved as a critical element of the heritage of Jamaica and indeed, the indigenous peoples of the world. In conjunction with the Institute of Jamaica, it was proposed to UNESCO that the Community should be specially designated. This process was successful and in 2003, UNESCO declared the Maroon Heritage of Moore Town-Jamaica as “a masterpiece of the oral and intangible heritage of mankind.” The Community is of the view that UWI has a responsibility to include in its strategic plan the following activities that would help to preserve the traditions that have been so globally recognized:

1. Assist in the training of researchers to collect data on the traditions, customs and languages of the Moore Town maroons. The Linguistics Department at UWI is already engaged in this process but additional resources are needed to complete this project.
2. Assist in preserving the unique music of the Moore Town Maroons by developing appropriate notation.
3. Assist in the development of a museum of living history or cultural centre that would allow for the storing and display of oral traditions, customs, language use and cultural artifacts, some of which have been excavated from old Nanny Town and are at the Institute of Jamaica; others of which had been deposited by Kilby in the Library of Congress and may well be now available for repatriation to Jamaica.
4. Assist in the development of sustainable cultural tourism which would involve community households and link to tours of the museum of living history, the monument to Nanny and the development of the Nanny Falls.
5. Assist in the creation of a University facility that would help to strengthen University-Community relationships.

Report of meeting with the Woodside Community (A community in Partnership with the UWI)

July 15, 2006

Persons Present:

Four members of the Woodside Community

PTF Member:

Dr. Derrick Deslandes

The University of the West Indies has had a long standing relationship with the community of Woodside, St Mary. The relationship has primarily been through the work of Dr. Irna Brodber, and Dr. John Maxwell of the Department of Sociology, Psychology and Social Work. Dr. Brodber retired and returned to her place of birth and led the development of a community organisation that has pulled the community together in a way that is unique to the Jamaican society. Woodside through the inspiration of Dr Brodber has developed a unique tourism product that the community calls Educo-Tourism.

Visitors come to Woodside to study the community, and to share their culture in turn with the people of Woodside. Visitors are assigned and housed by residents in the community based on a systematic process developed by the community. Revenue from the rental paid by visitors has been used to further develop facilities such as bathrooms and other home improvement efforts.

Since the initial development of the UWI-Woodside relationship by Drs Brodber and Maxwell, the University through Dr. John Maxwell has continued to play a role in the development of the Woodside community through the widening of the relationship between both entities, allowing for the sharing of expertise and culminating in a joint conference on community development in Woodside in 2004.

The Community's vision of the its Future Relationship with the UWI

- Greater collaboration between Woodside and the UWI focusing on shifting the definition of community development to incorporate income earning opportunities.
- Developing the linkages between economics, community development and home management. (Assisting community members in better managing their lives through the sharing of knowledge about economics.)
- The development of public community based seminars on a number of topics of interest to communities.
- Developing the concept of shared learning to incorporate the needs of the Woodside community and others like it.

Report of Meeting with the August Town Community

**August 30, 2006
Pavilion, UWI, Mona Bowl**

Attending were:

- 85 residents, primarily from the August Town Community, and a few from the Mona Commons Community, led by Community Leader, Kenneth Wilson.
- Mr. Ron Goode, Leader of the Mennonite Central Committee and Community Worker
- Professor Barry Chevannes and Mr. Horace Levy, UWI, Mona
- Ms. Jennifer Cheesman & Professor Alvin Wint, Planning Task Force

The meeting noted the importance of the historical relationship between UWI, Mona and August Town. Residents pointed to the mutual respect that existed that now allowed UWI to play a key role in the transformation of the community. Critically, the meeting pointed out that the UWI Bowl is now the August Town Centre for Community meetings and the site for peace building initiatives. The respect residents have for the University is reflected in the fact that despite years of violence, the community's problems had never encroached on the University nor affected its students. UWI's sporting facilities are now also 'home base' for the August Town premier league football team.

The work of UWI staff members such as Professor Chevannes and Mr. Horace Levy was applauded, even though community residents also pointed out that, beyond interventions from these individuals, the University's presence was not strongly felt in the Community.

Professor Chevannes maintained that the relationship between the University and the Community now needed to be taken to a much higher level; that the university ought not to seek to exclude itself from the community; and that it could not credibly speak about development theories if it did not seek to deal with the development challenges of its adjoining communities. In this regard, the University Township concept should be a deliberate effort at joining the Community and the University together for mutual advancement.

The August Town community applauded the initiative, supported by the Mona Campus Strategic Transformation Team, to establish a UWI/August Town Development Council comprising members of the University and the community and to be chaired by Professor Chevannes, which would spearhead the development of the "University Town" concept. Sixteen (16) members of the Council, representing each of the five boroughs in August Town, were nominated during the meeting.

Those named were:

African Gardens – Keith Henry
Rosaline Francis
Murphy Francis

Bedward Gardens- Glenroy Gordon

Goldsmith Villa – Marshall Miller
Nicholas Reid
Joyce Robinson

Hermitage - Carolyn Moore
Kavin Jackson
Rosemarie Wilson

August Town Proper –
Mike Rutherford
Repton Jones
Kenneth Wilson
Marcus Ridsen

Note was taken of the need to have representatives of the Police, the schools and the Church as “ambassadors” on the Council.

Against the background of the discussions surrounding the developing of relationships between UWI and August Town, the residents of August Town and Mona Commons proposed the following ideas for furthering the linkages between these communities and the UWI.

1. Seek to employ some of the community’s youth, especially the males.
2. Encourage the entry of students from the community and provide scholarships for at least some of these students.
3. Become more involved in the schools of the community, for example, by providing assistance with the children’s homework.
4. Invite sporting teams from the community to participate at sporting events such as the inter-campus games.
5. Allow the Youth Crime Watch summer camp organisers the use of the pool for at least 2 hours per day for the camp.
6. Remove the barriers to entry to the Bowl, symbolized in the gate, and collaborate with the community in ensuring the Bowl’s security.

7. Establish a programme which aims at motivating the youth, especially males, to pursue post-secondary education.
8. Campaign to remove discriminatory tactics, such as the typecasting of applicants for jobs and tertiary education places by residence address.
9. Establish skills training facilities in the community.
10. Assist the community in upgrading its sporting facilities.
11. Establish a counseling facility for the victims of crime.
12. Establish a stronger presence in the community, which is not simply focused on conducting research activities.
13. Ensure that where research is conducted, the results are taken back to the community.
14. Provide summer and part-time jobs for the youth, especially males.
15. Lobby on behalf of the community, for government intervention in addressing the issue of crime in the community.
16. Set up “Crime Prevention” programmes in the community.
17. Establish a literacy programme at Mona Commons.
18. Support community protest “peace” marches.
19. Establish a “mini-university” within the community that focuses on issues such as socialization.

A Brief Summary of the Findings of UWI, Mona's First Workplace Satisfaction Survey (WSS)

Background to the Development and Administration of the WSS

The WSS was commissioned by the UWI, Mona Strategic Transformation Team (STT) as a mechanism for eliciting the views and opinions of the UWI, Mona staff on critical aspects of the work environment on the Campus and on the position of the Campus in relation to the Jamaican and external environments, in a manner that would provide a useful input into the transformation process. It is the first study of its kind to be conducted at UWI, but represents an instrument of self-study used in many other universities and institutions.

The Study was conducted, on behalf of the STT, by the Stone organization. The goal was to administer the survey to the entire population of the Campus. Despite the efforts of the Stone Team not all staff members were contacted, and, in other cases, staff members did not respond. Nevertheless, the overall response rate was 70% of the staff, which is a highly acceptable response rate in surveys of this nature.

Findings of the WSS

The WSS elicited responses from all categories of staff on the Mona Campus under six different headings:

- Staff self-assessment
- Views on UWI leadership
- Career development, promotion and job evaluation
- Collegiality, team work and social conditions
- Opinions on working conditions
- Mission and Future of UWI

The key findings in these categories are listed below:

- The most positive views among these categories related to collegiality, teamwork and social conditions. Over three quarters of staff feel that at the departmental level colleagues always or sometimes work as a team, get along well with a fair number or most persons and sometimes or always show respect, from the administrative/academic/professional categories to other members of staff.
- The staff viewed campus leadership positively, with two-thirds expressing satisfaction with the quality of leadership. At the same time, staff members expressed significant concern about communication, with 40% of respondents believing that the Campus either does not communicate or poorly communicates its visions and policies to the community.

- Motivation and commitment to work are evident, with higher levels amongst older, longer-serving, male academic and administrative staff.
- The most negative levels of work-place satisfaction relate to career development, promotion and job evaluation and, by implication, connected governance issues. For example, in response to the statement “Information/guidelines on what to do to be promoted are clear”, “agreement and strong agreement” came from 21.9% Administrative, 32.5% Academic, 19.7% Technical and 29.2% Services staff. The vast majority i.e. 1001 of 1407 respondents overall, and in each category, “disagreed”, “strongly disagreed” or “did not know” whether promotion guidelines are clear.
- Amongst all age cohorts, all categories of length of service and both genders, the “salary package” is the least liked aspect of UWI’s working conditions whilst “employment benefits” is by far regarded as most liked about working at UWI.
- Regarding performance-related pay/benefit, more employees express “significant support” (341 or 24.2%) than “little or no support” (244 or 17.3%), while 36.2% express “some support”.
- In terms of staff opinion regarding UWI Mona’s responsiveness to Jamaica’s development needs, 39% rated the Campus response as very well or excellent, the remainder as fair or not at all. In this regard there was a considerable gap between Administrative staff, amongst whom a significant majority (64.9%) felt Mona’s response was very good or excellent. This compared to 21.5%, 20.6% and 27.1% amongst Academic, Technical and Service staff respectively.
- Funding was regarded as the main challenge facing UWI amongst respondents with a view on this issue.
- There was significant non-response to suggestions as to what the Campus might do to enhance its position. Nevertheless, amongst the main recommendations to improve the Campus’ position locally were “more flexibility in programme design to meet present needs” and “increase active links with local industry”.
- Importantly, 40% (564) of staff respondents felt that by being more open to change, by being more of a team player, they could assist the Mona Campus in transformation and in repositioning itself to meet the emerging challenges facing Jamaica and the region.
- Well over half of respondents (58.9%) believe that the workplace satisfaction survey would have little or no impact or were not sure what the impact of the survey results would be.

Additional Information

More detailed information about the WSS is available from the STT secretariat.

Introduction

This report summarises the preliminary findings of the survey aimed at determining the impact of the University of the West Indies and other institutions on the provision of research and professional services to local organisations. A related concern is the impact of the supply on the performance of the establishments.

Rationale

Research and professional services are vital to Jamaica's ability to take advantage of global opportunities and effectively address global challenges and have a strong potential to benefit all of Jamaica's society and economy. To this end, the University of the West Indies (Mona Campus) will use the impact analysis to determine the productivity of its departments, identify areas of excellence and areas of weakness, and ascertain whether one such area is in the supply of research and professional services to establishments in Jamaica.

The survey will convey information about the extent to which industries utilize research and professional services and the evaluation by organisations of the quantity and quality of the services they utilize. It will provide data to be used in measuring the scale and quality of the impact of the institutions supplying research and professional services on industry use and industry performance. The results of the survey can be used by the University of the West Indies and other institutions to redefine academic policies and upgrade the quality and allocation of faculty effort aimed at improving the value and quality of the services supplied to industry.

Units Targeted

The survey targets three sets of units:

Private establishments.

Government - All departments, offices and other bodies that furnish, but normally do not sell to the community, those common services, other than higher education, which cannot otherwise be conveniently and economically provided, as well as those that administer the state and the economic and social policy of the community. It does not cover "public enterprises", which are addressed by the business enterprise questionnaire.

Non-Profit Institutions (NPIs) including those that **that are not controlled and mainly financed by government**. Control is the ability to determine the NPI's general policies and programmes by having the right to appoint the NPI's management. NPIs that are financed fully by government, typically published in government reports or budgets, are excluded and covered in the government sector.

Rationale of Questionnaires

The general logic of the survey is that organisations make rational choices about how to address market conditions or, if government, make political choices about how to respond to market conditions administratively.

Each questionnaire provides for the following:

1. A profile of the responding organisation/department of government.
2. Indicators of the average financial performance of the organisation.
3. Critical success factors that contributed to the levels of performance reported.
4. Indicators of the undertaking (internal) or procurement (external) of research and professional services over the past two (2) financial years taken together.
5. Indicators of what research and professional services were needed by the reporting organisation/department (if any) and why these were not undertaken or utilized during your last two financial years.
6. The availability of human resources to undertake research and professional services, the source of the research and technical information of the establishment and the self-rating rating of this source.

Definition of Research

Research is defined as an investigative activity aimed at discovering new knowledge in hopes that such activity will be useful in creating a new product, process or service, or improving a present product, process or service. This includes knowledge of culture, man and society. Novelty is the underlying criterion for defining the boundary between research and other activities (including what we call “professional services”).

- The definition covers scientific investigation designed to develop new consumer goods and services, new inputs into production, new methods of producing goods and services, or new ways of operating and managing organizations. It covers all investigative work which is of actual or potential use in the development of new or enhanced materials, products, devices, processes or services. Research seeking to duplicate work already developed by others is included only if the knowledge or technology required for the development is not available to the enterprise.
- The research is included whether it is basic (experimental or theoretical) or applied (toward a specific practical aim or objective), whether in the arts, the sciences and engineering or in the design and development of prototypes and processes. It covers the pursuit of new knowledge in the social sciences or psychology, and other non-technological activities.
- The term research excludes activities such as **quality control, product testing, market surveys and similar statistical research (which will be covered under professional services)**.

Definition of Professional Services

Professional Services are defined as services provided by professionals with training up to a terminal degree – Master, PhD, ACCA or other similar terminal training. These include all professionals licensed, registered, certified, or otherwise authorized and

permitted to practice a profession and all activities designated to be delivered only by such persons.

- The definition excludes any activities defined above as research and care **should be taken not to include** any activities defined as such.
- Where professional services are supplied within the organisation or department, they must be provided by persons with terminal training as designated. Also, consider the areas **classified under research above**. If an activity in this classification is delivered by a professional as defined, **but not for the purpose of research to discover new knowledge or products/services**, then the activity is to be classified as a professional service.

Methodology

Survey Sample

A total sample of 600 companies was selected and divided into two groups for the purpose of field work. These broad groups were the Kingston Metropolitan Area (KMA) and areas outside the KMA (Rural). There were a total of 421 companies in the KMA and 179 companies in the Rural areas. An additional 104 companies were chosen as replacements for companies in the main sample that were out of business or that have moved.

Response to Date

Commercial Businesses

The commercial businesses survey is now complete. There was an overall response rate of 54.4 %. The response rate of rural businesses was poor at only 29%. The response was much better in the KMA with two-thirds of the sampled companies responding. This should not affect the overall validity of the study.

All collected questionnaires have been edited and coded and only 28 remain to be entered.

Table 1 documents

Table 1: Progress of Field Work and Processing of Commercial Businesses

Region	Number of Active Companies	Completed Questionnaires		Questionnaire Entered	
		Number	Percent	Number	Percent
KMA	410	271	66.1	271	100.0
RURAL	189	55	29.1	27	49.1
Total	599	326	54.4	298	91.4

Non-Governmental Organisations

- a) There was some challenge in identifying and locating these organisations even after a list was compiled. Field work is now complete and a total of 52 large organisations have responded. There are still a number of questionnaires to be collected so it is expected that this number will increase in the next few days.

Many organisations on the starting list were found to be out of business at the time of the survey. The response was very good on this survey and the information is now being tabulated.

Government Organisations

- b) This component of the survey is now completed. Public sector response was moderate to slow but a satisfactory number was returned.
- c) A preliminary report is being prepared.

Information is available on the profile, profit assessments and factors influencing the performance of the group of respondents characterized as commercial businesses, but for the purposes of this summary, information is provided only on UWI's impact on the activities and self-assessed profitability of these respondents.

UWI Impact on Demand

One dimension of the impact of UWI on demand is the share of the demand filled by UWI on research staffing and the staffing of professional services.

Research Staffing

The data in **Table 2** report the structure of demand for research and professional services. The data indicate that among local tertiary institutions, UWI has the highest impact on the supply of research services staff, providing 16.7% of all staff recruited for this purpose. Foreign universities provide 10%. Importantly, "Other Professional Training" account for a significant 12.3% of the total, larger than any of the other tertiary sources. Moreover, UWI supplies about the same share of the demand as both the other local tertiary institutions and foreign universities combined. Among the research staff, 47% do not fall in the tertiary category.

Professional Services Staffing

Matters are somewhat different with the impact on demand for professional services (**Table 2**). UWI supplies about 25% of the total demand, again the largest share by any single category. However, in this case, the other local tertiary institutions supply 21% and the foreign universities supply 20% of the demand, accounting for a joint share of 41%, well above the share accounted for by UWI alone. If the 18% provided by "Other Professional Training" is added to the picture, then the other competitors supply more than twice the share of professionals as does UWI. The data reinforces widespread perceptions about the strong competition UWI faces from other sources when seeking to satisfy the demand for professional services in Jamaica.

Table 2: Source of Training of Recruited Staff for Research and Professional Services

Institution	Research Services		Professional Services	
	No	%	No	%
UWI	23	16.7%	42	25%
Other Local Tertiary Institution	10	7.2%	36	21%
Foreign University	14	10.1%	33	20%
Local College	9	6.5%	11	7%
Other Professional Training	17	12.3%	30	18%
None of the Above	65	47.1%	17	10%
Total	138	100.0%	169	100%

Business-Related Research and Technical Information

In the areas of business related research and technical information (Table 3), only about 29% of those who rely on UWI say that that the reliance is strong or very strong but 52% say this reliance is average or stronger. Note that the ratings are similar for those who rely on other local tertiary institutions. In the case of foreign institutions and government, the ratings for the two upper categories (20%) are lower than for the academies and are comparable to each other.

	Very Weak (%)	Weak (%)	Not strong not weak (%)	Strong (%)	Very strong (%)	Total
University of the West Indies	25.81	22.58	22.58	16.13	12.9	100
Other Local Tertiary Institution	14.71	32.35	23.53	17.65	11.76	100
Foreign University	30	20	30	13.33	6.67	100
Professional Business Magazine	29.63	38.89	22.22	5.56	3.7	100
Local Newspaper	13.56	38.98	30.51	15.25	1.69	100
Business Conference	25.4	55.56	17.46	0	1.59	100
Electronic Media	36.76	47.06	10.29	2.94	2.94	100
Research Seminars	18.42	44.74	21.05	13.16	2.63	100
Governmental Agencies	21.28	25.53	31.91	12.77	8.51	100
Friends, Family / Business Associates	38.03	39.44	19.72	2.82	0	100
Trade Show	28.07	45.61	17.54	5.26	3.51	100
Other	70	20	10	0	0	100

One way to assess the relative importance of UWI is to rank the information source options. This can be done using the mean score over all respondents relying on that source (**Table 4**). On that statistic, “Other Local Tertiary Institutions” (2.8), UWI (2.7) and Government Agencies (2.6) are the information sources with highest per user ratings.

Table 4: Mean Ranking and Index of Impact by Source of Research and Technical Information						
Variable	N	Mean	Std. Dev.	Min	Max	
Other Local Tertiary Institution	34	2.8	1.2	1	5	
University of the West Indies	31	2.7	1.4	1	5	
Governmental Agencies	47	2.6	1.2	1	5	
Local Newspaper	59	2.5	1.0	1	5	
Foreign University	30	2.5	1.3	1	5	
Research Seminar	38	2.4	1.0	1	5	
Friend Family/Business Associates	71	1.9	0.8	1	4	
Professional Business Magazine	54	2.1	1.0	1	5	
Trade Show	57	2.1	1.0	1	5	
Business Conference	63	2.0	0.8	1	5	
Electronic Media	68	1.9	0.9	1	5	
other	10	1.4	0.7	1	3	

Indexing Impact

Scores are computed for UWI, Other Local Tertiary Institutions and Foreign Universities.

One approach to indexing impact achieved is to use various dimensions of this impact to generate a suitable overall measure of achievement. An excellent candidate for this measure is the geometric mean. For any set x_1, x_2, \dots, x_n of nonnegative numbers the geometric mean is the n th root of the product of distance on each sub-dimension. That is,

$$I_{gmean} = \sqrt[n]{x_1 x_2 \cdots x_n}$$

Intuitively, it measures the area of a ball "covering" the related n -dimensional space and provides a natural general measure linking performance on all the dimensions selected, however measured.

To fit intuition easily, an indicator (preliminary) of performance on any dimension is computed by measuring how high along the potential indicator UWI is positioned relative to the best that could be done under current conditions. In particular, the performance on each basic dimension is measured as the relative achievement on an achievable performance in that dimension (x):

$$I_x = \frac{Achievement(x) - Min(x)}{\max(x) - \min(x)}$$

For the index in (1),

The first dimension (Q6.2) is the relative average (average) importance achieved as a source of recruited internal research staff and recruited internal professional service staff (Table 6.2). This indicator is directly competitive in character and reflects the outcome of UWI targeting efforts on the one hand, and other macro forces such as the brain drain and the state of Jamaica's sociology and economy on the other. The comparative achievements by Ix are reported in Table 5.

Table 5: Source of Training of Recruited Staff for Research and Professional Services

Institution	Research Services		Professional Services		Min1	Max1	Min2	Max2	Index 1 (Research)	Index 2 (Professional Services)	A-Mean Index
	No	%	No	%							
UWI	23	16.70%	42	25%	5%	47%	5%	30%	0.28	0.80	0.54
Other Local Tertiary Institution	10	7.20%	36	21%	5%	47%	5%	30%	0.05	0.64	0.35
Foreign University	14	10.10%	33	20%	5%	47%	5%	30%	0.12	0.60	0.36
Local College	9	6.50%	11	7%	5%	47%	5%	30%	0.04	0.08	0.06
Other Professional Training	17	12.30%	30	18%	5%	47%	5%	30%	0.17	0.52	0.35
None of the Above	65	47.10%	17	10%	5%	47%	5%	30%	1.00	0.20	0.60
Total	138	100.00%	169	100%	5%	47%	5%	30%	2.26	3.80	3.03

The second dimension is the importance achieved as a source of technical and research information, viewed from the perspective of the resource users. The comparative achievements on Ix, based on Table 5, are reported in Table 6.

Variable	N	Mean	Std. Dev.	Min	Max	Index of Impact (Ix)
Other Local Tertiary Institution	34	2.8	1.2	1	5	0.45
University of the West Indies	31	2.7	1.4	1	5	0.42
Governmental Agencies	47	2.6	1.2	1	5	0.40
Local Newspaper	59	2.5	1.0	1	5	0.38
Foreign University	30	2.5	1.3	1	5	0.37
Research Seminar	38	2.4	1.0	1	5	0.34
Friend Family/Business Associates	71	1.9	0.8	1	4	0.29
Professional Business Magazine	54	2.1	1.0	1	5	0.29
Trade Show	57	2.1	1.0	1	5	0.28
Business Conference	63	2.0	0.8	1	5	0.24
Electronic Media	68	1.9	0.9	1	5	0.22
other	10	1.4	0.7	1	3	0.20

The comparative outcome from these two indicators on the geometric mean (Equation 1) is

Institution	Index Value
UWI	0.475554
Other Local Tertiary Institutions	0.394052
Foreign Universities	0.363678

UWI has the best overall outcome, although not the best performance on all sub-indexes. For example, UWI does not achieve the best performance as a source of business and technical information.

Impact Probits – Assessing Important of Impact on Profitability?

[The following preliminary analysis of impact is strictly correlational. A more sophisticated measure will be provided as the data are processed]

Ultimately, the meaning of the above data on impact within a category must be adjusted by the overall impact on improving performance. In this regard, the [preliminary] implications of type of ratings provided above are clarified by an ordered probit model assessing the non-random impact of the success factors on profitability. The significant success factors are reported along with indicators of their impact on the average profit rating (and inherently the profit rate) of the establishments on a scale from 1 to 5 (**Table 8**). These estimates are important because they remind that focus by an establishment on a specific success factor does not imply that the factor promotes high performance by the establishment. The estimates indicate that the high performance firms (in profitability terms) are the ones that give better than average attention to the following:

1. Market

- Domestic market share (0.29).
- Matching the competition (0.23).
- Development of niche or specialised markets (0.11).

2. Human Resources

- Training of a knowledge management officer and /or preparation of a knowledge management plan (0.17).
- The hiring of new researchers (0.16).
- The hiring of new professional workers (0.1).

3. Production

- Focus on the profitability of the production and service delivery process (0.48).

Note that research and professional services are important here, but primarily in terms of a strong or very strong focus on hiring new researchers or deliverers of professional services to boost the human resource capacity.

Firms that are highly successful in the pursuit of profitability (high performance firms) do not tend to give a strong or very strong role to other potential success factors such as cost minimisation, new industry standards, management practices, knowledge institutions or new technologies.

Table 8: Probit of Performance on Critical Success Factors			
Number of obs =297			
LR chi2(13) = 157.75			
Prob> chi2= 0.000			
Pseudo R2 = 0.2011			
Log likelihood = -313.269			
Perform	Coef.	Std.Err.	P> z
Domestic Market Share (DMS)	0.286709	0.113896	0.012
Matching Competitors (MC)	0.228252	0.092751	0.014
Research	-0.095846	0.042631	0.025
Professional Services	0.073884	0.040045	0.065
Niche Market	0.113781	0.040452	0.005
Interaction of DMS & MC	-0.05766	0.027967	0.039
Knowledge Management	0.171526	0.060496	0.005
New Professional Workers	0.100945	0.04297	0.019
New Research Staff	0.162501	0.051681	0.002
Industrial Relations	0.091758	0.04498	0.041
Embracing Diversity	-0.117329	0.044087	0.008
Profitability	0.481481	0.076519	0.000
Production Cost	-0.149225	0.051181	0.004

When all the success factors are combined with the sources of research and professional skills and the sources of information, it is found that the high performance establishments are characterised by giving a better than average role to the following factors, ordered by the size of impact coefficient, as identified in table 9:

:

- **Other Local Tertiary Institution Professional Service Staff** (1.089978)
- A Focus on Growth and Development (0.671392)
- **UWI Research Staff** (0.581786)
- Domestic Market Share (DMS) (0.382551)
- Matching Competitors (MC) (0.361227)
- Business Conference Research and Technical Information (0.348326)
- Knowledge Management (0.204838)
- **Hiring New Research Staffs** (0.182725)
- Foreign University Research and Technical Information (0.169954)

Table 9: Probit of Performance on All Factors			
Number of obs = 246			
LR chi2(13)=161.02			
Prob > chi2 = 0.000			
Pseudo R2= 0.2493			
Log likelihood= -242.414			
Performance	Coef.	Std. Err.	P> z
Domestic Market Share (DMS)	0.382551	0.13299	0.004
Matching Competitors (MC)	0.361227	0.114825	0.002
Interaction of DMS & MC	-0.082344	0.032558	0.011
Knowledge Management	0.204838	0.072032	0.004
Hiring New Research Staffs	0.182725	0.055188	0.001
Focus on Growth and Development	0.671392	0.086768	0.000
Production Cost	-0.14991	0.054584	0.006
UWI Research Staff	0.581786	0.27876	0.037
Other Local Tertiary Institution Research Staff	-2.801939	0.575821	0.000
Other Local Tertiary Professional Service Staff	1.089978	0.502927	0.030
Foreign University Research and Technical Information	0.169954	0.088134	0.054
Business Conference Research and Technical Information	0.348326	0.10063	0.001
Electronic Media Research and Technical Information	-0.214613	0.095824	0.025

Methodology

The following results are obtained from a detailed analysis of the 1991 and 2001 Jamaican Censuses. The analysis focuses particularly on skill shortages in the Jamaican labour market and the role played by UWI in the training of individuals who are employed within Jamaica.

Summary Results

- Firms in various sectors, especially domestic capital-intensive sectors, find that as they try to invest they cannot find suitable skills to undertake the investment.
- This may be due to rapid technological changes and innovations that have caused increasing returns and rapid sectoral shifts in the local economy, changing the content of demand for skills without corresponding adjustments on the supply side. In addition, firms also face competition for skilled workers in the global market place and the wage differentials between local and foreign firms often act as a pull factor in the migration of the more highly skilled labour.
- There are persistent shortages in particular sectors, signalling that on the supply side, supply of skills through the education and training has not kept pace with industry changes and thus, certain sectors are experiencing skills shortages.
 - Some programmes are largely irrelevant to the development needs of private firms generally and domestic capital investors in particular.
 - Even in those sectors with an adequate quantity of labourers, there are concerns as to the quality of work produced and the trainability of the graduate. The supply of training opportunity is determined largely by the capacity of the training institutions, which was developed uninformed by data on the needs of investors other than the state sector and selected sectors favoured by the state.
- Unemployment among UWI graduates is generally low with no occupation registering as high as 3 percent unemployment. However, there is evidence of growing unemployment in some areas and evidence of underemployment has not yet been analysed.

High Shortages in the general market

As measured by prices that are too high relative to the norm in the market (the rate of return on money):

- Jamaica experiences extreme shortages of postgraduate skills in areas served by many key faculties. In particular, there is extreme shortage of postgraduate skills in five (5) major areas of post-graduate studies: Engineering, Pure and Applied Sciences, Law, Agricultural Sciences, Business Management.
- Further, high levels of shortages are experienced in two other areas, the Social Sciences and the Medical Sciences.
- High and severe shortages of undergraduates tend to be associated with severe or extreme shortage of postgraduates.

- Persons who are trained for their jobs do not tend to be found employed in the copyright industries. UWI and other educational institutions are not major suppliers of skills to the sector and have little impact on its overall demand for skills.
- Taking into account the value of job-specific training, the overall rate of return to investment in general education and occupational training is approximately 32.5%. This suggests both extreme shortage of high-level skills in copyright sectors and a substantial prospect that UWI can profitably and beneficially target the sector in its reform drives.

Sector shortages signal similar information. As context

- The industries with the highest percentage of persons claiming to be trained for their jobs are (in descending order):
 1. Education Services (60.2%).
 2. Medical, Dental and Other Related Health Services (57.2%).
 3. Public Administration, including Security and Sanitation (52.8%).
 4. Specialist Business Services, not Finance, etc. (52.5%)
 5. Manufacture of Metal Products Machinery (52.1%)
- UWI contributes significantly to this training.
- Among the industries, UWI supplies more than 4% of the skills in the following sectors:
 1. Core Business Services (Accounting/auditing, etc.) (10.63%)
 2. Medical Dental Other Health Services (9.77%)
 3. Education Services (7.84%)
 4. Financing, Insurance, Real Estate (5.79%)
 5. Public Administration, Security & Sanitation (5.42%)
 6. Electricity, Gas and Water (4.49%)

As indicated by the excess price signals

- There is a surplus of inadequately trained persons in **Agriculture**. Moreover, persons with jobs for which they are trained do not tend to work in agriculture.
- Persons trained for their jobs are in extremely short supply in Mining.
- In **manufacturing of metal products** there is significant shortage of persons working in the jobs for which they are trained. Persons with degrees, certificates and diplomas are in short supply in this sector. The sector does not tend to attract females but persons who are trained for their jobs tend to be employed in the sector and to receive a significant premium for working there.
- In **Finance, Insurance and Real Estate**, the market for general education is very tight. However, this does not appear to be a major feature of the market for job-specific skills.
- By contrast, **the specialist business services, such as accounting, auditing and management consulting** feature severe tightness in the skills market, especially with respect to job-specific skills.

- In the **Community and Social Service Sector**, there is moderate tightness in the market for skills but the major issue here does not appear to be job-specific skills.
- In the case of **Education Services**, the shortages are both **severe and job-specific**.
- **Hotels, Restaurants and Tourism Services** generally experience severe shortages, with a significant share of that problem being the shortage of job-specific skills.
- The **Medical Services (Hospitals, etc.)**, there is extreme shortage of skills, especially of medical professionals.

The shortages signal inadequate growth of relevant supply. Limited UWI impact on demand appears to be a part of that problem. Consider the complementary data on **change in UWI impact since 1991.**

- In 1991 the University of the West Indies produced the largest proportion of the groups of workers in Jamaica, recorded by order of magnitude in Table 1.
- By 2001, there was a significant decline in the proportion of UWI graduates in all the higher level occupations. The leading professions show some of the steepest declines. The data should be read with caution in terms of cause but the general trend is as shown (See Table 1).
- In general, between 1991 and 2001 there has been a decline in the share of the UWI graduates in all occupations utilising tertiary level skills. There is no case in which UWI repositioned itself by increasing its share in a particular segment. Note that the situation is different for other tertiary institutions.

Table 1

Occupation	UWI impact on demand 1991 (Percent UWI Graduate)	UWI impact on demand 2001 (Percent UWI Graduate)
Medical Doctor	86.60	68.30
Legal Professional - Attorney/Lawyer	76.70	68.20
Teacher - Lecturer/Professor in College/University	73.00	30.70
Engineers – Civil	62.20	13.00
Dentists	60.40	3.30
Health Professional - Excl. Nurse	55.00	11.10
Legal Professional – Other	49.70	22.20
Engineers/Architects – Various	47.60	20.70
Computer Systems Designer/Analyst	45.50	15.10
Business Professions – Other	45.00	17.80

UWI Impact on the Copyright Industries

The copyright and related rights industries are defined as those industries in which copyright plays an identifiable role in creating tradable private economic (property) rights and income. The core industry clusters are: Press and Literature; Music, Theatrical Productions, Operas; Motion Picture and Video; Radio and Television; Photography; Software and Databases; Visual and Graphic Arts; Advertising Services; Copyright

Collecting Societies. Key linked copyright industries include sport and general entertainment, medical services and tourism.

- With respect to UWI's main concerns with contributing to research and innovation, a good measure of its impact is its share of employment in the copyright industries and research activities of Jamaica (1.04%). These are industries in which all activity and income are based on copyright and related rights. They represent the key to long term sustainable development for Jamaica.
- Copyright industries, including the audio-visual activities, authors, poets and the like, account for about 11% of employment in Jamaica.
- However, of these employed persons, UWI accounts for only 1.04 points of this 11%, which is well below desired levels and contrasts with its much larger impact in routine medical practice, law and other areas listed above. It would appear from the mean of 9.9 years of schooling that, currently, the copyright industries rely primarily on tacit knowledge to drive creativity. In the medium to long term, their sustainability would require an increasing reliance on the power of schooling and formal research. The current stance of UWI appears to be inadequate and its potential for a major impact on Jamaica's exploitation of its development potential is substantial. This is one direction in which the UWI should look as it formulates its new drive to excellence.
- UWI post-graduate programmes have a very low impact on the copyright industries. In terms of UWI impact, these industries fall 12th on the list of 17 classified sectors.
- It is perhaps also striking that in terms of impact on the copyright industries, "core business" is last on the list, perhaps signalling the need to rethink strategy at the MSOB to influence the business model of the copyright sector. The classification includes business-specific legal services, bookkeeping, accounting and auditing, business-related engineering consulting, advertising and market research and management consulting and related activities.

Summary of Recommendations from Task Force Considering Strategic Challenges Confronting UWI, Mona

The Strategic Challenges Task Force, inclusive of its five sub-committees, has deliberated continuously over the last eighteen months. The output of these deliberations is captured in the Task Force Report and the five sub-committee reports, all of which have been presented to, and, in the main, endorsed by Academic Board. The fifteen Task Force recommendations were addressed by the five sub-committees, which, collectively, proposed seventy implementable recommendations. An important element that transcends all the recommendations is the need for the proposed transformational strategy that lies therein to be implemented in a collaborative spirit of partnership and teamwork among all the units of the Campus. This document summarizes the most urgent of these recommendations by category. Additional detail is available in the sub-committee reports (see Appendix 1 for summary recommendations from each sub-committee).

Urgent Recommendations

1. Establish a procedure for leading a process of strategic change, making a priority listing of strategic recommendations and implementing these recommendations.
2. Diversify funding by: lobbying for the adoption of an income-contingent student loan scheme; aggressively continuing the new initiative focus; establishing a research and consulting office; and lobbying for the creation of a Caribbean Research Funding Agency.
3. Improve the management, accountability and transparency of academic units, through, inter-alia, more effective performance, reporting and training requirements, and compensate the leaders of these units appropriately.
4. Increase the level of meritocracy associated with salary, benefits, including S&T and sabbatical, appointments and promotion through more effective appointment and appraisal procedures. Conduct a gender study, and implement mentoring mechanisms, to ensure that appointments and promotions are not gender-biased.
5. Adjust reward systems to reward productivity (in research, through the implementation of a research performance index {RPI}, teaching and student transformation, through a teaching performance index {TPI}, public service, income generation and administration), while ensuring that sanctions are applied to poor performance more quickly and effectively.
6. Improve process efficiency at unit levels, including all student-interfacing units.
7. Improve the quality of the student transformational experience offered by the institution by incentivising a student quality focus, centred on teaching quality, student services, mentoring and service learning. A student quality focus has strategic implications for class size, the rate of student expansion at under-

graduate and graduate levels, faculty assessment systems, teaching loads and academic career flexibility.

8. Improve UWI, Mona's institutional research, analysis and evaluation capability.
9. Strengthen UWI, Mona's links with collaborating intra and extra-regionaleducational institutions and other user groups.

For reference, see, listed below in Table 1, the relationship between these summary recommendations and the detailed sub-committee recommendations.

Table 1

Summary Recommendation	Hickling	Kahwa	Munroe	Shepherd	Wint
Strategic Change and Implementation					1-21
Funding Diversification	1,2,3,4,5,7,8	5,8,9	8,9		9,10,11,12
More Effective Unit Management		19,20	1,2,3	1	3,4,5,6,7,17
Increased Meritocracy		4	4	2,3,4,9 10,11,12 13,14,15	8
More Effective Rewards and Sanctions		1,2,3,4,7 10,11,12	4,6	2,3,4	17
Improved Process Efficiency		6,10	6,7		14,15
Improved Student Transformation	6,7,8	7,13,14,15	2,3,4,6,7		17
Improved Institutional Research Capability ⁷		16,17,18	1	10,11	
Strengthened Collaborative Linkages	3,4	8,12,13,15	2,3,6	7	11

1: All numbers refer to the numbered recommendations from each sub-committee, listed in Appendix 1.

The Way Forward

The Task Force proposes the establishment of a Strategic Transformation Team, led by the Principal, to engage in dialogue with the Campus and University community about, and to spearhead, the strategic transformation of the Campus that would correspond to the successful implementation of the recommendations of the Task Force and its five sub-committees.

Appendix 1: Summaries of Key Sub-Committee Recommendations

Hickling Sub-Committee Key Recommendations:

Focus in the short and medium term on the following new initiatives:

1. School of Nursing Project
2. CARIMENSA
3. Medical Faculty Development Programme
4. Collaboration with off-shore medical schools and extra-regional medical opportunities (eg Botswana)
5. Science Park
6. Cultural Development
7. Expansion of Information Technology Initiative
8. Development of a University Town Centre

Kahwa Sub-Committee Key Recommendations:

1. Establish a single, transparent and quantitative scheme, called the Publication Quality Index (PQI) in which the qualitative and quantitative aspects of UWI Mona's scholastic output across disciplines can be determined.
2. Immediately begin evaluating scholastic output with PQI derived from benchmarks based on, citation-linked journals and their associated journal impact factors, or discipline-derived schemes of comparable worth.
3. Establish a PQI for books and book chapters.
4. Use financial research performance enhancement incentives to compensate and motivate highly productive researchers, based upon the development of a research performance index. (RPI).
5. Set aside funds for rewarding researchers who are successful in external research grant applications.
6. Conduct regular research progress reviews of staff, departments, faculty and the Campus.
7. Strengthen the Ph.D programme as a key research activity.
8. Negotiate with the government(s) to establish a research grant agency to disburse research funds on a competitive peer review basis.

9. Dramatically restructure and streamline campus offices serving research and place the consolidated research office under the leadership of a senior researcher.
10. Require editors of local and regional journals to link to citation database systems.
11. Consider publishing in electronic form journals, theses, scholarly reports and lists of UWI, Mona staff publications.
12. Promote collaborative research activities among UWI staff and between UWI and non-UWI staff and students.
13. Develop and implement a structured, targeted and continuing process of engagement with the institutions that feed students to UWI, Mona.
14. Strengthen the current preliminary level programme.
15. Expand undergraduate course work research projects, mentorship, work-study, co-curricular and service learning.
16. Upgrade the Office of Institutional Research to the Office of Institutional Research, Analysis and Evaluation (OIRAE).
17. Provide the OIRAE with an appropriate resource base.
18. Organize a study of the status of research at UWI, Mona.
19. Promulgate a policy on academic staff load that is consonant with the tasks and emphases required of the institution, accompanied by a workload index for monitoring productivity.
20. Revisit the possibility of a teaching track for staff members who have been consistently successful at teaching but who have not developed a successful research programme.

Munroe Sub-Committee Key Recommendations:

1. Immediately upgrade departmental reports to include reports on departmental plans and goals and performance relative to plan.
2. Departments to establish departmental advisory boards to create improved links with key users of the institution's research and teaching products.
3. Faculties/Departments to conduct annual surveys of graduating classes.
4. Review of criteria for assessment and promotion to ensure balanced performance, at the institutional level, in all key areas. Curriculum vitae of academic staff to be made available to the community.
5. Central determination, after consultation, of uniform measures for calculating and retrieving key strategic data.
6. Incorporation of a service learning component in each course.
7. Immediate upgrade of the resources of the IDU, coupled with incentivisation for academic staff participation in IDU programmes.
8. Establishment by each department of an income generation programme.
9. Explicit incorporation of income generation into assessment and promotions criteria.
10. Immediate audit of course registration numbers, with undergraduate courses of fewer than twenty students requiring special justification.

Shepherd Sub-Committee Key Recommendations:

1. Train all academic leaders. Establish clear job descriptions for all categories of staff.
2. Establish benchmarks for promotion that are weighted to reflect the strategic objectives of the University and the mission statements of departments.
3. Ensure greater accountability in the use of grants and leave; fund local research out of study and travel grant; review the criteria for the granting of sabbaticals and fellowship leave.
4. Ensure fair and transparent processes in hiring, assessing, evaluating and remunerating all categories of staff, and ensure that performance is taken into consideration when deciding on pay increases. These can be achieved through the implementation of performance-linked pay and a productivity/merit award scheme for all categories of staff.
5. Conduct a resource needs survey in order to improve the working environment of all categories of staff.
6. Encourage greater levels of professionalism in inter-personal relations.
7. Conduct a morale survey among the staff to ascertain the causes of low morale and productivity.
8. Preserve the historical integrity of the campus.
9. Examine gender ratios and practices.
10. Build a data-base of gender-differentiated information.
11. Commission a cohort study of male and female staff from point of entry to assess the extent of equal opportunity across gender lines.
12. Address the under-representation of females in top leadership positions and ensure that qualified females are not overlooked in leadership selection.
13. Implement a structured mentorship programme for all junior staff members.
14. Conduct gender sensitivity training seminars.
15. Analyze internal factors to gain a better insight into the gender imbalance in the student population.

Wint Sub-Committee Key Recommendations:

1. The Principal and Campus management team should be responsible for driving a process of strategic change.
2. Include the goals of strategic transformation as the main element of campus management meetings.
3. All staff, including campus managers (incorporating heads/deans), should receive formal annual evaluations.
4. Campus management, deans and heads should establish strategic objectives at the beginning of each year and should be required to present their strategic plans and report on their prior year's performance.
5. Presentations on Departmental/Faculty plans/achievements should be made annually to faculty boards/academic board.
6. Deans/heads should be appropriately remunerated for their expanded management roles.

7. All campus managers need to be properly trained and supported with an effective HR programme and facilities.
8. Staff development programme, with appropriate resources – including travel grants, leave arrangements and research fellowships, should be linked explicitly to strategic considerations.
9. Lobby for the early introduction of an income-contingent loan programme.
10. Establish a RCSU (Research & Consultancy Support Unit).
11. Establish formal advisory board mechanisms with industry to facilitate greater campus/industry collaboration
12. Recruit researchers with experience in attracting funding. Consider negotiated salaries and flexible appointment procedures for high impact researchers.
13. Identify existing funding streams; analyse potential to from these streams; identify new untapped sources of funds and the owners and financial worth of these sources.
14. Require an annual evaluation system in which faculty report centrally on all teaching, research and service activity.
15. Ensure that each department on campus evaluates its processes from a cost (especially employee time)/benefit perspective; and ensure that these processes correspond to best practice.
16. Invest in effective teleconferencing equipment.
17. Assess the productivity of each academic department focused on: output of undergraduate students; output of graduate students in taught and research programmes; research; income-generation and public service.

Strategic Challenges Task Force
December 15, 2004

Strategic Repositioning: Improved Student Transformation at UWI, Mona

Summary Report of STT Sub-Committee on Student Transformation

Team Composition

Professor Yvette Jackson (Chemistry, STT Member), Chair
Dr. Loraine Barnaby (Community Health & Psychiatry)
Dr. Camille Bell-Hutchinson (OBUS)
Dr. Kathryn Shields-Brodber (Language, Linguistics & Philosophy)
Dr. Angela Gordon-Stair (Counselling Unit, University Health Centre)
Dr. Willard Pinnock (Chemistry)
Dr. Thelora Reynolds (Office of Student Services)
Mr. Carlton Samuels (MITS)
Students – Mr. André Coombs (FMS)
Mr. Shonari Gow (FPAS)
Ms. Emma Greenaway (FMS)
Mr. Sanjay Lewis (FSS)
Mr. Selvin Mothersill (FPAS)
Ms. Monique Nembhard (FHE)
Mr. Stanley Thompson (FSS)

June 2005.

Improved Student Transformation

Introduction

The Strategic Transformation Team (STT) is charged with helping to raise the quality bar at UWI. In this effort, the STT is set to catalyse changes for the better, and to facilitate pockets of excellence that already exist on the campus. One area of concentration of the STT is improved student transformation. This paper, a report of a sub-committee, seeks to address this, and has been aided by discussions with various members of the campus community including faculty, students, student services providers, et al.

The aim of a university education should not only be to provide professional training for students, but also, among other things, to help shape their moral and civic character, to promote social justice and inspire students to do the same, to help students to develop a reasonable world-view and to tool them to intellectual and creative thought about global and local situations.¹

In the paper “The UWI Graduate: Some Considerations and a Proposal”,² OBUS states that UWI expects that many of its graduates will be future leaders, and that educators worldwide agree that future leaders should be:- problem solvers, open and receptive to the mass of available information, advanced and higher order cognitive thinkers, creators of new forms of knowledge, effective communicators and responsive to social needs. It seems to be well agreed that for the most part, our students leave UWI with a good theoretical knowledge base in their respective fields. Their communicative and analytical skills, their creativity and flexibility, their leadership skills and other such areas of affective learning, however, seem to be lacking. “It is the quality of our education, and the “competitiveness” of our students with respect to communicative/marketable skills that will best distinguish us from the rest.”³

Over the past few years, much effort has gone into actively trying to improve the student experience at UWI, Mona. This is really everybody’s business, that of academic, administrative, technical and service staff, and once this is recognised, we will be well on our way to the transformation we seek. Our students must be our main focus, and our interaction with them is a major part of what makes the university. The importance of this area, then, cannot be overstated. The Office of the Board for Undergraduate Studies and the Office of the Deputy Principal, have been tireless in pursuit of educational excellence and have brought quality sharply into focus.

¹ Russo, M., 2000, <http://www.molloy.edu/academic/philosophy/sophia/TOPICS/>

² Discussion Paper on the UWI graduate. OBUS August 2003.

³ Vice Chancellor’s presentation to Council, April 2005.

Summary of Key Recommendations

1. The Office of Placement and Career Services should be strengthened.
2. Keen attention must be paid to intra-campus community relations. Programmes in this area are required for all members of the community – service staff, administrative and technical staff, academic staff and students, and should be implemented/re-instated and actively monitored.
3. The physical teaching infrastructure should be improved as a matter of urgency.
4. The Wellness Task Force should join with University architects and the Building and Grounds Committee to create other inviting and inclusive spaces, which are readily accessible to students and staff, with some marked as quiet areas.
5. A Master Timetable should be constructed in an effort to improve communication on the campus, and to improve on the co-ordination of use of rooms on campus. The proposal for use of electronic boards should also be re-visited.
6. New faculty, who have no professional qualification in teaching should be required to immediately start prescribed teaching certification through seminars, and attainment of this teaching certification should be required as a condition for contract renewal. Faculty who are already in place should be more actively encouraged to participate in these prescribed courses. These courses should be a requirement for those who have failed to meet the minimum teaching standard as per student evaluation.
7. The IDU should be strengthened following an assessment of its strengths, weaknesses, challenges and the resources required to achieve its goals for instructional development at UWI, Mona.
8. Graduate students who fill the role of lab demonstrators, tutorial assistants, teaching assistants and assistant lecturers, should be adequately trained/instructed before the start of their assignment.
9. Departments should ensure that course representatives are sensitised to their responsibilities, and that this is done very early in each semester.
10. The Students Services and Counselling Services Teams should be strengthened so that they may adequately impact the learning and socialisation of our students.
11. The First Year Experience (FYE) should be set up as a pilot programme, beginning in Semester One of 2005/6, and the class should be compulsory for the students involved. The programme should be assessed and its worth evaluated at the end of the year and at the exit of the students.
12. Undergraduate research should be expanded.

13. Service Learning should be expanded. Information on all courses/clubs/societies which incorporate a service component should be co-ordinated and an office set up to serve as liaison between UWI and the communities.
14. Research, as well as contribution to student transformation in all areas, should be encouraged and recognised by appropriate weighting in the assessment and promotions process.
15. The staff:student ratio and the ratio of part-time:full-time staff should be kept sharply in focus.
16. Reasonable standards for admission should be set and kept. As well, bearing in mind the present resource base of the institution, there should be a limit on the maximum number of students which can be accommodated for delivery of a high quality product.
17. In an effort to better know and engage our students, the Admissions process should be broadened.
18. More clubs and teams should be formed within faculties. This is likely to result in greater involvement and thus a greater feeling of engagement from a greater percentage of our students.
19. More needs to be done in the area of interaction with High Schools, especially in the teaching of Mathematics, Science and English.
20. There should be more flexible scheduling of classes (evenings, week-ends, summer, on-line courses etc.). Mixing face-to-face courses with on-line courses should be much less difficult.
21. New graduate student supervisors should be trained.
22. Each department should, based on its resources, decide on the maximum number of graduate students which can be adequately accommodated for delivery of a high quality product, and should operate within that limit.
23. Departments should provide proper study areas/reading rooms for graduate students.
24. The Office of Graduate Studies and Research should be expanded.
25. All departments should have a Mission Statement, outlining their educational aims and objectives, and a Quality Assurance Policy & Procedures Manual outlining their QA and enhancement procedures, and should use these to guide their operations.

Acknowledgements

We wish to thank the following persons who facilitated the preparation of this report:- Professor Elsa Leo-Rhynie, Mr. Joseph Pereira, Professor Ronald Young, Professor Aggrey Brown, Dr. Mark Figueroa, Professor Joseph Branday, Professor Barry Chevannes, Dr. Beryl Allen, Dr. Alister Hinds, Dr. Daniel Coore, Dr. Novelette Sadler-McKnight, Dr. Afette McCaw-Binns, Dr. Peter Weller, Professor Zellynne Jennings-Craig, Drs. Marjan De-Bruin, Dr. Anne Crick, Mrs. Hilary Robertson-Hickling and Dr. Swithin Wilmot. We also wish to acknowledge with thanks, the coordinated input from departments and faculties and the Office of Student Services in response to the Student Transformation Initiative and the significant help of the Office of the Board for Undergraduate Studies.