



THE UNIVERSITY OF THE WEST INDIES

OPEN CAMPUS

ANNUAL REPORT
2009 - 2010

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February 2011

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Chairman's Statement

The Annual Report of the Open Campus of the UWI for 2009-2010 reflects a wide range of higher education activities by the Campus as well as the volume and variety of publication efforts by the staff.

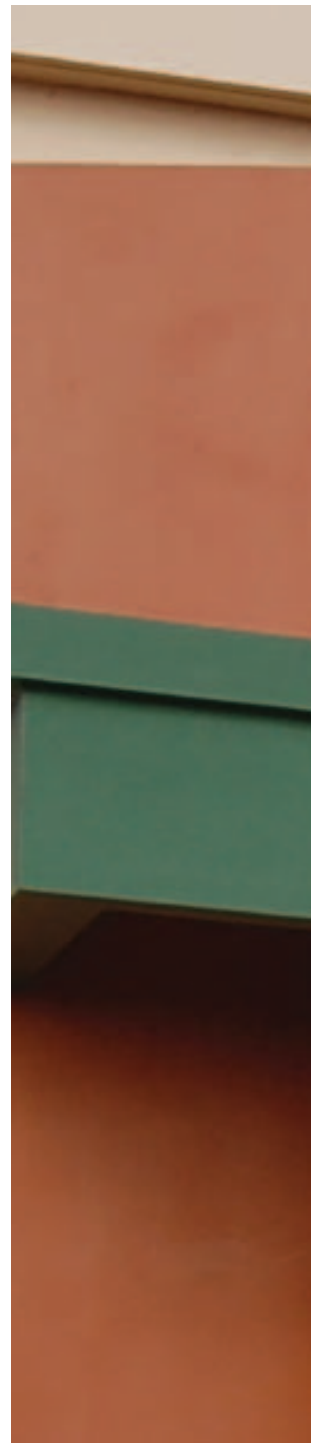
This signals a promising start to the provision of greater access to tertiary education in the non campus territories as well as the potential for greater intellectual ferment and engagement in the once neglected spaces of the Caribbean.

The deeply felt sentiments of achievement in evidence at the Graduation ceremony were a clear indication of the void which the Open Campus has filled. It is extremely important, given what is at stake with respect to the role of the UWI in the development of the region, that the traditional Campuses make every effort to support the growth and development of the Open Campus.

With the fortunes of the region hinging on the knowledge and capability of its citizens, the role of the Open Campus in providing increased access must be complemented and supported by the committed involvement of the campuses and the guidance and financial support of our states and citizens.



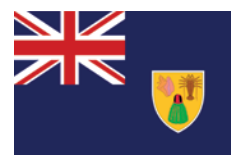
Sir Dwight Venner



Introduction

The Academic Year 2009/2010 was a year full of challenge but also full of exciting opportunities. It was a sad year for the Open Campus with the sudden loss of Professor Rex Nettleford, formerly Director of the School of Continuing Studies and staunch supporter of the Open Campus vision. This was compounded by the loss of Mrs. Patricia Charles, former Resident Tutor of St Lucia and member of the Open Campus Council only a month later.

The continuing financial crisis obstructed many hoped for initiatives within the Campus, set back the plan for most Sites to upgrade their physical plant, delayed the implementation of staff alignment to strategic goals and affected students' ability to pay fees on time, thus hampering cash flow throughout the system. However, on the other hand, the Divisions were delighted to be a part of several new and exciting initiatives which were generated by the Open Campus regionally, as well as by local Sites themselves.



Growing a Campus for the Times and the Future

2009-2010 marked the third year of the formation of the Open Campus and the second year of its operation as an approved entity in the architecture of the University. The first year of its operation had been one of transition from outreach service units to the structure and organisation of a campus. In 2009-2010 we sought to shape the concept into a streamlined organisation that is flexible, nimble, responsive to students, and also one which fosters communication and positive interaction among staff across its several departments. One of our goals was to engender a distinctive culture that promotes quality service and an excellent environment for open and distance learning (ODL). While we made progress in some areas, we realised that much more needs to be done to transform the culture and improve service generally.

The continuing economic downturn which resulted in reduced payments of sub-ventions by contributing governments also imposed severe limitations on our ability to pursue planned developments during the course of the year.



Nevertheless, we survived and made strides in some areas. In this report we indicate how we have performed with regard to implementation of the strategic plan (2007-2012) and developments related to the strategic objectives in that plan, namely:

- Teaching and learning
- Creation and establishment of the Open Campus
- Transforming the administrative culture and process
- Marketing and branding
- Funding the enterprise
- Strengthening regionality
- International partnerships.

Teaching and Learning

In the current strategic plan, important objectives for the Open Campus in teaching and learning are the improvement of opportunities for access to University programmes; the design and development of new online courses; the facilitation of delivery of online courses from sister campuses; improvement of the technology for delivery of online programmes and the creation of a student centred learning environment for a diverse student population.

Improving opportunities for access to university programmes

In order to offset the effects of a seemingly entrenched economic crisis and diminished resources, the Open Campus kept its commitment to keep tuition fees constant



Student Accessing Internet

at \$300 per 3 credit undergraduate course, to ensure affordability to students. In addition, the Finance Department approached banks to make available soft loans for students who may require them. An approach to the Ministry of Education of the Government of Barbados resulted in a favourable decision to extend access to the revolving loan programme to students enrolled in the Open Campus.

Because of inadequate resources, no significant progress could be made on the establishment of a Prior Learning Assessment Unit. However, the Open Campus maintained the services of a special committee to vet the applications of those students without the normal qualifications who sought entry.

The establishment of a policy for processing applications on a rolling basis was also approved, and although full implementation of the policy was not realised, the Open Campus has been consistent in its pursuit of that objective, as it will provide the flexibility that is required to enable the campus to respond more promptly to students.

Design and Development of online courses & facilitation of delivery by campuses: -

The design and development of quality online programmes is a costly enterprise but it is one in which the Open Campus must invest if it is to become successful and financially viable. During the year, the campus recognised the need for the accelerated development of online courses and we facilitated the hire of some temporary Curriculum Development Specialists within the Academic Programming and Delivery Division (APAD) to assist with that task. We also recognised the need to introduce a much larger slate of programmes in the short term and to that end, a proposal was

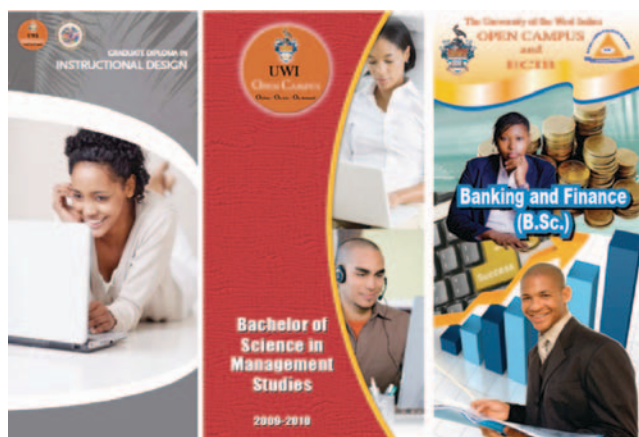
prepared to seek funding for the development of approximately 150 courses and to pursue the option of accessing courses through the OER facility for repurposing and developing them for use in the Open Campus. Funds for this purpose had not become available by the end of the year. In the interim, the Campus allocated a significant portion of its very modest operational budget for course development as this is the avenue through which more new students can be attracted and income generated to finance further development.

Management Studies, the biggest programme currently being offered by the Campus accepted a large cohort in the year in question, and online programmes for the Schools of Education were also offered during the course of the year. However, the number of programmes offered by sister campuses through the Open Campus is low. Concern about the dynamic costing model developed by the Open Campus for purposes of negotiating cost and income sharing with the Faculties for online programmes led to the revision of the model which leaves more flexible the options available during negotiation. Yet much remains



Students Accessing Internet at the beach

to be done to engage with all Faculties on the sister campuses, as the DE Online Model which was specifically designed for the management of online programmes by the University appears not to have been as widely circulated or read as it should have been. The campus is aware that more concerted efforts need to be made to inform UWI faculty of this policy and to promote its



Brochures of courses offered

acceptance as the basis for building partnerships for mutual benefit.

Despite the limitation of resources for course development, the departments in the APAD Division nevertheless made some important strides in course development and revision while pursuing other activities to improve the monitoring of course delivery. Online introductory courses for computer literacy and for navigating the platform on which courses are delivered were developed, and the IT Academy offered a slate of ICT courses.

The Division also provided strong tutor support for students in both online and face-to-face environments. The Campus has maintained a ratio of 20 students to one tutor in the majority of instances and during the year it sought to provide responses to online students within a 24 hour period.

The Open Campus Country sites offered more training and professional programmes locally,

and multimedia innovations for improvement of online courseware were introduced. The work done during the course of the year sought to improve the learning environment and to support educational transformation across the campus. One particular development of significant importance was the establishment of the Quality Assurance Unit which began almost immediately to work on a schedule for the review of programmes within the campus as well as the preparations for a self study for the Institutional Accreditation of the campus.

The Pre-University and Professional Department, new within the organisational structure of the campus, established a process for setting and implementing its programming priorities collaboratively with prospective partners. The Department identified nine emphasis areas for programme development. A list is presented later in this document.

Creating a student centred environment conducive to learning

The Open Campus Country Sites have always (under the former School of Continuing Studies) offered instruction face-to-face for those seeking certification in various subjects.



Brochures of courses offered

The sites also offer short professional courses, and students can access courses offered via teleconferencing and video conferencing systems in the computer labs at the sites or on their laptops from any location. During the year in question, several of the sites introduced new local programmes in response to community needs. These are listed in the second part of the annual report.

In addition, wireless access points have been provided at the majority of sites to facilitate student access to the Internet and to programmes offered online.

In the first report to Council, it was noted that several of the sites in the UWI-12 required upgrading of both the physical facilities and technological equipment. We also noted that several of the small rural sites managed by the Open Campus in countries with established campuses would need to be either relocated, upgraded or closed. The process of upgrading commenced in the year in question, during which



Official opening of Mandeville Site

the Mandeville site from 119 enrolled at the site in online programmes in 2008 to 137 in 2009, and from 0 enrolled in face-to-face programmes in 2008 to 125 in 2009. The Mandeville site was officially opened by the Minister of Education and the Open Campus derived much positive publicity from this event.

Improvement of technology for delivering online programmes

The improvement of the teaching and learning environment in ODL requires the improvement of the technological services by which programmes are delivered. During the year, the Computing and Technological Department introduced innovations to improve learning and teaching in all contexts. The Campus invested in Elluminate Live! a web conferencing system, that allows for interactive participation in live Open Campus courses and planned events from anywhere in the world. The features of this system include accommodation of up to 1000 participants in a session, interactive audio, interactive chat, interactive electronic whiteboard, sharing of moderator's application or screen to the class, broadcasting of video from participants' webcam, and breakout rooms. The versatility of the system makes it ideal for communication across a distributed environment and the system was



Face-to-face instruction

the Open Campus closed dilapidated sites in Mandeville and Savanna-La-Mar and relocated to environments more conducive to learning. This resulted in an immediate increase in numbers at

piloted during the course of the year. Training for all Open Campus staff on this system commenced during the year and continues. APAD planned to pilot the delivery of some courses via the system in January 2011.

A system for introducing examinations online was pilot tested in collaboration with the St. Augustine Campus, with the view of improving the examinations system. Further testing is required in this regard. Other developments related to the enhancement of technology during the year included the introduction of the Mahara, an open source e-portfolio and social networking web application that provides users with tools to create and maintain a digital portfolio of their learning system. Help Desk software (Web Help Desk) was also procured and implemented to make possible more efficient response to students and enhance general Help Desk support.

Student Throughput & Graduation performance:-

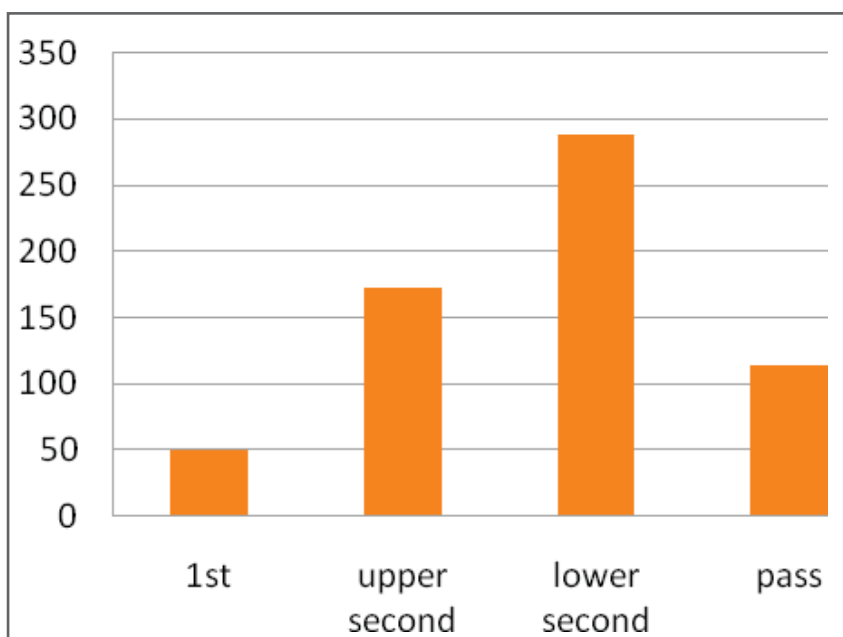
The total number of students graduating in 2009-2010 was 631. Most of these received Bachelors degrees in Education (25.4%) and Social Sciences

(53.72%). A much smaller number graduated with Bachelors of Science in Agri-business (.32%). One hundred and fifteen students (18.23%) graduated with an Associate of Science Degree, 1.74 % with Diplomas and 0.95% with Certificates. The highest number of graduates came from Trinidad and Jamaica; Grenada, St. Lucia and Dominica had the largest cohorts in the UWI-12. The performance of the class was satisfactory and the good results were reflected in the class of degrees awarded. Fifty students were awarded First Class Honours, 172 Upper Second Class Honours, and 288 Lower Second Class Honours. More females (522) than males (109) graduated.

The first formal graduation ceremony was held in Saint Lucia on October 17, 2009. 157 graduands from twelve (12) countries attended the Ceremony. The Hon. Dunstan St. Omer and Dr. Peggy Antrobus received honorary degrees. Miss Denise Gordon from Montserrat gave a moving and inspiring address.

Growth in student enrolment

Enrolments increased overall from the first year of operation. In the UWI-12, enrolment in face-to-face courses increased by 44.58% in 2009-2010. The majority of students were registered in the campus countries, but St. Lucia registered more students than Barbados and saw an increase of 7.3% in 2009-2010 over the previous academic year. Student enrolment in online and blended programmes increased by 19.18% in 2009-2010, and the total number of students registered in the Open Campus in all programmes at the end of the year in question was 26,015.



As the Open Campus worked to establish itself on a sound footing in the second year of its operation, we became aware of several inherited limitations in the area of teaching and learning that would require focused attention to facilitate the transformation of the learning environment in the future into one that is student friendly and conducive to learning.

Some of the limitations include: inadequate teaching facilities at several sites managed by the Campus, aging and obsolete equipment, and inadequate library and help desk resources. Solutions are needed to offset the high costs of distributing learning materials via post and processing examinations in a distributed environment. There is also a pressing need for qualified staff to design and develop courses for online delivery as well as for technical staff to

maintain integrated software, applications and redesign the network to serve the UWI-12.

Planned Developments for Improving Teaching and Learning:

During the year under review, the Open Campus worked on planned developments to address these needs and to generate solutions to these problems. Some practical interventions include the diversification of media and use of less costly options for the representation and distribution of materials and to further pursue initiatives to diversify student assessment and introduce some examinations online. A programme for training technicians at local sites was also devised during the year and a further option will be possible with the procurement and implementation of software for more efficient management by small groups.



Graduation 2009

The improvement of collaboration with Faculties to develop and redesign courses for online delivery is an avenue that should accelerate the delivery of courses for campuses, and the Open Campus will pursue alternative solutions by issuing short contracts to procure the temporary services of experts in specialist areas to provide the content for selected online courses. UWI Faculty will continue to receive first offers for these tasks.

Other initiatives related to course development involve the conversion of selected face-to-face courses at the Pre-University and Professional level for online delivery and to explore the OER facility for the procurement and repurposing of courses in areas of high demand for online delivery. Through the Special Projects Department, the campus will also fast-track the growth of special projects for quick response and income generation opportunities for procuring contracts from external agencies to provide a fast service in the design and preparation of online courses and to use this as one source of income generation to transform certificate programmes in new areas

of specialisation into degree programmes to be offered by the campus.

The planned developments for improving the learning environments at selected sites include the replacement of existing equipment with less cumbersome components and designed flexi spaces to include a learning commons and library and to provide support to the Campus Librarian for the further development of an integrated library system. The introduction of a rent-to-own laptop programme for students will also improve access to programmes and will minimise to some degree heavy reliance on computer laboratory equipment.

These developments in teaching and learning are critical for improvement of delivery, but they all require some quantum of financial resources for implementation. During the year in question we also turned attention to the funding requirements of the Open Campus and the report on this aspect is provided in a subsequent section.



Technicians in training



Students at Mandeville

Research and Innovation

During the year under review, several departments pursued a consistent research agenda some of which are highlighted here; a complete list is given in the second part of this document. The Institutional Research Unit (IRU) in the Principal's Office, in collaboration with the Consortium for Social Development and Research, worked on two European Union funded projects, the first: Development of CSME Public Educational Products and Assessment of the Impact of Previous Products with a grant of €412,000 and the second, a study on CSME, Rural Communities Readiness with a grant of €65,200. A third project, Programme Development and Partnership Creation in Support of the UWI Open Campus was also undertaken with support from DFAIT in the form of a grant of CDN\$37,000. The latter involved workshops to train course writers and prepare courses for possible inclusion in the OER repository. The IRU worked on a regional needs survey which sampled students, employers, government officials, and private sector companies. Analysis of data for this project was completed, and the team began work on the

writing of the report.

The Caribbean Child Development Centre in the Consortium for Social Development and Research continued work on several studies related to Children's Rights, HIV AIDS and Children, and Youth and Violence. The Social Welfare Training Centre worked on an evaluation of the National Youth Service in Jamaica and on Violence and the Social Worker among other subjects. These two departments and the Principal's office attracted funding of over J\$6m and US\$200,000.

Service to the UWI-12, including the creation and establishment of the Open Campus

In 2009-2010 the Open Campus consolidated its efforts to establish the Open Campus and to improve UWI service to the UWI-12 and other "under-served" communities in the region. The policy for open access was refined, but the mechanisms for implementing prior learning assessment and recognition were not fully operational because of a limitation of resources. Other innovative features such as a year-long system to process student applications on a rolling, ongoing basis and systems to facilitate this were approved.

We developed a slate of basic and foundation courses to provide scaffolding for building learner skills and competence and to make access and the possibility of seamless transition to higher levels of tertiary education possible; this remains an ongoing development and a means of attracting more potential students across the region.

We maintained a vigorous programme of consultation with governments to engage them in discussions regarding the ways in which the Open Campus can better serve their development needs. Several of these meetings have generated



Caribbean Children Development Centre

positive outcomes with governments expressing support for the Open Campus. While their own financial constraints appear to have affected their capacity to support the Open Campus by payment of the subventions approved in the budget during the year in question, offers of support have been made in other tangible ways. The government of Grenada offered the Open Campus a large parcel of land of approximately 90 acres for the purpose of relocating the operations of the Campus and developing it further.

It was determined that the site at Marryshow House could not be further expanded and further growth in Grenada would be dependent on the creation of a site which could be developed on a phased basis. The Prime Minister of Grenada handed over a letter of commitment to provide the land to the Chancellor of the University, Sir George Alleyne, at the graduation ceremony in Grenada in October 2010. A formal handing over of the property is expected to take place during

the current year. Similar offers were made by the Prime Minister of Saint Lucia but these have not been confirmed.

Student enrolment in Open Campus from the UWI-12 remains low in comparison to the campus countries. Competition from foreign institutions which receive support from local governments remains a challenge for the Open Campus. While countries like St. Lucia and Dominica have seen a marked increase in student numbers, enrolment remains depressed in other countries, and every effort was made during the year to improve service on several fronts. These include the provision of better student services at existing sites, the creation of courses and programmes in new areas that are likely to appeal to students.

Some of the challenges the campus faces with respect to its development in the UWI-12 include the ambivalence of governments regarding their plans for tertiary education in their countries. The recent thrust to transform community colleges into universities has created some tension between



Press Release re Gift of Land with Minister of Education

these institutions and the Open Campus despite overtures by the campus to work with institutions in mutually acceptable ways to further their objectives. The UWI has been perceived as being tardy in furthering the desires of the countries to develop their colleges and this has resulted in some reluctance to partner with the UWI in the college transformation process.

Another challenge is escalating internal and external competition to the Open Campus in the UWI-12 jurisdiction. While the Open Campus has been given the mandate by the University to be the primary contact for communication, provision of service and addressing developmental needs directly, overtures by sister campuses to governments without reference to the Open Campus continued to militate against a unified UWI approach in addressing the needs of these countries and continued to give the impression of the University as a fragmented institution whose various parts do not communicate with each other. Apparent inconsistencies in UWI-wide strategies in service delivery to the UWI-12 and other communities create direct conflict with regard to programmes offered by the Open Campus and UWI-supported franchise programmes at selected community colleges.

A third challenge, already noted in this report, relates to lack of funding for developmental purposes in the UWI-12 for curriculum development, the enhancement of learning contexts and research.

Planned developments for improving service to the UWI-12

During the year, the Open Campus considered several ways in which it could intervene in positive ways to transform residual resistance to and minimise criticism of the UWI in the UWI-12 countries. Some of the more immediate

interventions included continuing interactions with the governments to assess their needs and to engage in dialogue on the contribution the UWI can make to tertiary education development in the UWI-12. These engagements include discussions related to the strengths to be gained from a network of regional institutions that are mutually supportive. Implementing Prior Learning Assessment and Recognition as a means of opening up further access to the people of these countries is another initiative that the campus proposes to pursue in a more vigorous way, while maintaining a monitoring system for these open access initiatives to ensure preservation of quality and achievement of established standards.

Continued enhancement of site facilities to create an environment that is student-friendly and conducive to learning remains a priority for the campus. Funding is being sought to improve the physical facilities of the sites as well as upgrade the technological infrastructure, in ways already described in this report, to ensure easy access to online programmes as well as to improve the classrooms for the face to face programmes. Open Campus has committed to improve the facilities



Student Counselling

in the UWI-12 in response to a request from the governments of those countries for a heightened presence of the UWI in those countries, manifested in better structures and services.

Providing improved library resources

The creation of networked library services to facilitate teaching, learning and research in the UWI-12 and other “under-served communities” is an initiative that will continue to be worked on consistently as we go forward. The campus also plans to promote initiatives for research, some in collaboration with colleges and governments on predetermined areas. In this regard, the campus proposes to involve its research students and also to solicit the services of qualified individuals within the countries with regard to engagement in research studies and representation on supervisory committees of graduates pursuing research degrees. Several of these plans require funding for implementation and the Open Campus has included these initiatives in its various proposals for funding.

In addition to these initiatives, the Open Campus



WAND Library

proposes to locate significant main offices in different UWI-12 countries. This would ensure the establishment of a stronger, heightened profile and more committed presence of the University in these countries. The Open Campus considered the needs at its sites to facilitate such relocation, but at present none of the existing sites has the



Open Campus Retreat

space to accommodate any offices other than those that currently exist. Indeed, some of the sites that are experiencing exponential growth, such as St. Lucia, do not have adequate space to accommodate this growth. The relocation of major offices will require the building of additional space at existing sites or the construction of new sites in places such as Grenada where the existing site cannot accommodate any further growth. The Open Campus is seeking funding specifically for this initiative which it considers a critical one for the transformation of the image of the UWI in the UWI-12 and for its future growth and success in the region.

Transforming the administrative culture and process

During the year under review, the Open Campus undertook the process of redefining selected

jobs to tailor them to campus requirements. The campus also implemented a performance based management and appraisal system for all staff as a means of shifting emphasis to the need for good performance as the basis for consideration of merit. This is at odds with the current University system which awards increments automatically. While the Open Campus cannot alienate itself entirely from the established norm, for obvious reasons, it nevertheless has begun a process of educating its staff on the effects that individual performance has on the strength and quality of the entire institution. Education in this regard has commenced through the HR Department but the Open Campus has planned through the services of a consultant to offer a series of retreats to orient staff to the way of the Open Campus and to help forge an identity and a modus to which staff can commit. Plans for hosting these retreats in the year under review were not possible due to a shortfall of income. Nevertheless, we included requests for institutional strengthening initiatives in funding proposals but will also seek other means of funding these developmental staff initiatives in the coming year.

Staff Training

Training and development of staff remains a critical objective for the Open Campus which inherited a large staff cohort, several of whom are in the category of clerical assistants and in excess at present. At the same time, the campus does not have adequate qualified and technical staff to undertake the specialised work that the new campus needs for its immediate development. Streamlining the staffing situation remains a challenge, particularly in countries with entrenched trade unions with intractable rules and systems that militate against the shaping of a staff cohort that meets the current needs. The Open Campus has taken a decision to train staff and redeploy them to new positions where this is possible. Other options will need to be considered in cases where this cannot be done. The campus is aware that the achievement of its strategic objectives will be dependent to a certain extent upon its ability to train and develop the abilities of a committed and highly motivated staff.

The challenges the Open Campus faces in this regard include the inherited inconsistencies in operational procedures across the former outreach units. Shifting mindsets, behaviours and attitudes to a more entrepreneurial outlook remains one of the major challenges. The entities which have been incorporated into the campus all have varied sub-cultures and work processes, and the shift to an Open Campus modus depends on the effective integration of these various entities.

During the year under review, the Open Campus began to work systematically on these areas but with an under-resourced Human Resource Department at present, the campus proposes to seek the assistance of a consultant to guide the change management requirements of the campus.



Staff Training

Marketing and Branding

An important achievement of the Open Campus during the year was the successful establishment of the Open Campus brand within a UWI re-branding framework. This has helped to forge a consistent image of the campus as an additional entity of the University which has the distinctive role of promoting distance education via online and other modalities while continuing to offer adult continuing education in its various locations across the Caribbean.

Promoting Open Campus at Fair

The Marketing and Communications Department was also able to develop a web site and content management system and it conducted a regional market research study, the results of which were submitted to the campus at the end of the year. The department also conducted innovative and promotional activities to improve enrolment and public awareness about the Open Campus.

Limitations hindering the optimum performance of the Marketing and Communications Department are the high cost of advertising and promotion in the region in the context of



Promoting Open Campus at Fair

inadequate funding for the operational expenses of the campus and also an insufficient number of adequately trained personnel.



Marketing Promotion at FCIB

Planned developments in Marketing and Communications

Open Campus recognises the need to improve market intelligence across the region as well as the need to increase our utilisation of social media. Plans have been laid for work in the immediate future to improve the latter. Further to recommendations from the Chair of the sub-committee of Open Campus Council, that the Open Campus should establish a group Friends of the Open Campus, a letter of invitation was sent to the individual suggested as Chair but no response was received. It was determined that the Campus would build up a group committed to the support of the Campus and then resubmit an invitation for someone to lead this group. The Consultant of Alumni Affairs is compiling a list of individuals who have expressed an interest in the Open Campus and arrangements for formalising the group will be pursued in the coming months.



The Finance Department

Funding the Enterprise

During the last year, the Open Campus made progress with the refinement of several areas of its financial operations which are elaborated in the Financial report tabled for discussion at the 2011 meeting of Council. Among the activities described in the report, it is worth noting the efforts of the Campus to collaborate with Centre Finance to redesign a suitable and more acceptable billing model for presentation to governments; engagements with selected governments to discuss the concept of investment in the respective Open Campus local sites as an investment in the enterprise for the further good of the country; suggesting proposed payment plans for governments on a monthly basis to ensure more consistent inflows and to minimise

the burden of large periodic payments which may be difficult in the current economic climate.

The Open Campus also identified a Chairman for the Open Campus Endowment Fund, but this appointment had to be put on hold because of plans by the newly appointed Bursar to revisit the structure of committees and management of the University Endowment Fund. Strides were made to identify a Chairperson and members of the Open Campus Audit Committee, with the Chairman of Council providing the lead in this regard.

The main hurdle to progress within the Open Campus with regard to its strategic objectives can be attributed to inadequate resources. During the two-and-a-half years of its operation the Campus has worked with a much reduced budget than that which had been approved by the University Grants Committee. The following Table shows the status of government contributions to the Open Campus at November 2010.

During the year being reviewed contributions from governments averaged BD\$1m per month which made it difficult for the campus to manage its day-to-day operations across the region. A consideration which exacerbated the situation is that campuses, having been also affected by either cuts or reduced payments of subventions, were no longer able to provide advances to the Open

Budget Year	Approved Budget	Funds Allocated	Write-Offs	Balance at Year End
2008/2009	29.3	14.5	-	14.3
2009/2010	31.5	12.8	4.5	29.0
2010/2011	23.9	5.3	2.9	44.7

(Figures in BDS\$)

Campus and were in fact demanding repayment of advances that had been made to the campus in the first year of its operation. This situation meant that the campus had limited finances to achieve critical objectives such as procuring the services of qualified personnel with technical expertise, training of staff to promote the transformation of the administrative and work culture, and insufficient production of new courses and programmes in new and interesting areas. A relatively low rate of receivables from students also exacerbated the situation.

In this environment of stringency, the campus took several steps to ensure its survival. Several cost reduction measures were implemented by the campus. These included: (i) freezing of all new appointments except where absolutely necessary; (ii) restriction on temporary appointments; (iii) freezing of selected posts, particularly at small sites as well as posts in the Principal's office; (iv) reducing travel and increasing the use of technology for meetings (video conference, Skype, Elluminate Live!); (v) reducing multiple representation at University functions; (vi) reducing the number of senior officers at recognition ceremonies at sites; (viii) conserving energy by turning off electric lights, air conditioning units and other equipment in offices before leaving at the end of the day; (ix) reducing expenditure for long

distance calls by utilising Voice Over IP; (x) closer monitoring of overtime assignments especially on weekends during which double pay applies in most jurisdictions; (xi) tight cash flow measures through the submission of monthly cash flow projections from all divisions. In addition to these measures, the campus explored new funding sources to meet the shortfall in government contributions, explored ways to increase revenue from commercial activities and stepped up efforts to recruit more students.

During the course of the year, CIDA conducted an Organisational Assessment of the Open Campus and a report was submitted in March 2010. The document was positive in its assessment of Open Campus operations and persuasive in its recommendations to CIDA, regarding support for the proposal for funding the enterprise. Since then further meetings have been convened with CIDA and also CDB for the purpose of advancing the proposal for formal approval.

Planned developments for Funding the Enterprise

During the year the Open Campus began the process of costing inefficiencies in its operations with a view to reducing these in the immediate future. It remains consistent in its resolve to decrease dependence on government contributions and increase income generation, a goal that must become a reality in the face of a further possible decline in government support in the short term. The campus explored additional ways of sourcing funds through grants and loans for specific areas that can act as a catalyst for income generation such as increasing course development and sourcing a slate of courses for repurposing and immediate delivery, aggressively pursuing special projects that will generate income among other activities.



Map of the Caribbean showing linkages

Strengthening Regionality

The campus continued to develop links with regional colleges and international institutions and private sector organisations during the course of the year. Heads of Open Campus sites in selected countries began a drive to forge partnerships with the private sector and the various Chambers of Commerce to provide focused short courses and programmes for the training of staff.

The Campus Librarian continued work on integrating the Open Campus libraries across the jurisdiction and to draft a plan for joint development with local libraries to ensure the provision of resources online and in hard stock for learning and the conduct of research.

The Open Campus held a series of meetings with the Caribbean Knowledge Learning Network (CKLN) to discuss possible partnerships for supporting CKLN in its arrangements for implementing C@ribNET. Several monthly meetings were convened between the Open Campus Computing and Technology department, the Pro Vice Chancellor of Planning and Development, the Principal of the Open Campus, the University Chief Information Officer, Heads of the ICT departments on the campuses and representatives from CKLN to

discuss the C@ribNET initiative and the role that the UWI and the Open Campus might play in providing support for CKLN.

Special initiatives

The year began with the devastating news of an earthquake in Haiti on January 12, 2010. The Open Campus in its efforts to assist the stricken Caribbean neighbour undertook a number of initiatives that included but were not limited to a visit by the IRU to Haiti and the Dominican Republic to consult with colleagues at universities and agencies to determine need and to prepare proposals to garner funds to assist with teacher education and training as well as the online delivery of tertiary education courses and programmes. Two members of the IRU worked closely with the Office of the Vice Chancellor on this project. The IRU subsequently held more focused meetings with the University of Quisqueya (UniQ) and the State University of Haiti (UEH) to discuss a collaborative approach to meeting some educational needs. The team prepared proposals to seek funding to assist in the areas of distance education. Human resources, development policy, and the creation of an institute of languages and translation as well as determining approaches for technical capacity



Devastation in Haiti



State University of Haiti

building for programme delivery. The campus also offered four scholarships to Haitian students to study with the Open Campus in the Pre-University and Professional Department.

The Campus secured funding (€10,000) from the International Association of Universities as part of the LEADHER Project, to facilitate cross faculty visits between Quisqueya University and the UWI Open Campus. A visit is slated for March 2011 and an assessment of technical capacity in Haiti



is currently being conducted by a member of the IRU and the Open Campus Telecommunications Manager.

International Partnerships

The Campus continued to host the CARICOM-Canadian Virtual University (CVU) Scholarship programme for Caribbean nationals. The programme makes it possible for students to gain access to the ten Canadian Universities in the Consortium and entrance to UWI is also facilitated. Other initiatives with international agencies included the development of the Democracy in the Classroom Programme and the Professional Development Programme with the OAS, the development of CARIMAC and E-Governance programmes with UNESCO, and various initiatives with the Commonwealth of Learning such as arranging special delivery of the Managing and Facilitating Online Learning

(MFOI) course.

Other special initiatives with international partners included participation in an EDULINK Project with the University of Mauritius, the University of South Pacific and the University of the Highlands and Islands millennium Institute (UHI) Scotland, with the Open University UK as the lead partner. The topic of the Project is the Use of Open Educational Resources in Course development. A major commitment through that project is the creation of a research network for ACP countries on open educational resources.

Priority Imperatives for the Open Campus

The Open Campus was established to “expand the scope, enhance the appeal and improve the efficiency of its service to the individuals, communities and countries which it serves.”

To fulfil this promise to the UWI-12 in particular, the campus would need to improve the profile of the University in tangible ways, such as through the expansion and enhancement of its physical facilities, increasing its slate of programmes and its educational activities, and providing access to higher education for all through a seamless pathway from pre-university to postgraduate level. In this way, the UWI Open Campus would facilitate the increase of enrolments to the UWI by enabling access to degree programmes through provision of the scaffolding of successive layers of certification for those seeking a university education. The realisation of this vision and the achievement of related objectives will require three priority imperatives going forward.

The first involves the accelerated development and delivery of courses and programmes facilitated by collaboration with the traditional campuses. This is essential if the University hopes to attract a fair share of the market in an increasingly competitive

global environment for higher education. It is critical if the UWI hopes to attract a larger number of students particularly from the UWI-12 countries and extend its reach into the diaspora and beyond. It is necessary if the University is serious about developing the human capital of the region and being a key contributor to the economic, social and cultural development of the peoples of the region, particularly those in the UWI-12 countries. It is crucial if UWI Open is to become a financially viable institution that depends less on the subventions of governments and more on its own income generated through its creative and innovative entrepreneurial endeavour. This first imperative links three critical areas, namely, accelerated and increased programme development with inter-campus collaboration and financial viability and sustainability.

The second imperative focuses on the necessity of accepting the Open Campus as the portal of the University for delivering its courses and programmes online to the world outside its walls. This necessarily requires acceptance by all UWI of the critical role of the Open Campus in supporting the production of good quality courses and programmes that adhere to the standards and protocols that reflect the one look one feel of the UWI online brand. It requires a willingness of UWI to engage in discussion of the financial and other resource implications for the development and production of these courses and programmes and agreement on a formula for sharing costs and surplus revenue or jointly working out other mutually acceptable approaches for achieving this objective. Perhaps most important, it may require a re-visioning and re-branding of the Open Campus within the University as UWI Open, an entity which exists to provide an essential service to and for the University by presenting it as a unified and closely knit regional institution to the world. Such re-visioning would probably serve to cement the campuses into the formidable

regional institution that the UWI can become. It would further minimise the competitive nature of campuses and eliminate the unhealthy perception of the Open Campus as a competitive upstart from an alien universe. Use of the referent UWI Open internally may serve to establish in a real way, the Open Campus as a fully integrated entity within UWI with a clearly defined mission and objectives that are designed to benefit the entire University.

The third imperative must focus more particularly on enhancing the presence of the UWI in the UWI-12 countries. This can be achieved through carefully planned site enhancement that includes upgrading of the technological infrastructure and facilities that are more suited to the diverse forms of delivery employed by UWI Open. It also necessitates the rationalisation of sites in the British overseas territories with the intention of making them more cost effective and efficient to manage and operate. More particularly, it will necessitate a relocation of critical offices of the UWI Open administration to selected countries. The overall effect of this third imperative will be to transform the UWI operations in the UWI-12 jurisdiction into UWI Centres of Innovation and Development that are fully equipped to contribute to and act as catalysts for the economic, social and cultural advancement of the countries served by UWI. An increased presence of academics for participation in lectures, panel discussions and media commentaries would place the University centrally in discussions of issues related to the development of the nation in question. Closely tied to this imperative is the need for UWI Open to build critical partnerships with colleges, be an important player in a network of tertiary institutions to support some common goals and work with the other campuses to influence the system at lower levels to transform practice in needed ways and work towards a seamless system for access to tertiary education in the region.



Professor Rex Nettleford

Saluting champions of UWI Open

Early in 2010 the Open Campus and the entire University community learned of the death of Professor Rex Nettleford, Former Director of the School of Continuing Studies and The Trade Union Education Institute. His contribution to the development of the outreach sector, to labour studies, to continuing education, to name just a very few of his achievements, was colossal. He



Patricia Ellen Charle

championed the cause of the Open Campus in every way and his influence will remain for decades to come. He will be sorely missed. Not long after the death of Professor Nettleford we learned of the death of Patricia Ellen Charles, Resident Tutor of St. Lucia. She developed the Centre in St. Lucia into a thriving hub of creative and educational activity. She was a devoted servant of St. Lucia and the University and both have gained much from her sojourn with them.

Administrators of the Open Campus 2009-2010



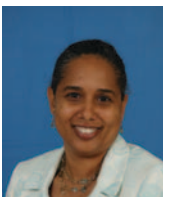
Prof. E. Nigel Harris



Prof. Hazel Simmons-McDonald



Prof. Vivienne Roberts



Ms. Simone Augier



Prof. Stewart Marshall



Dr. Luz Longsworth



Mrs. Jasmine Babb

Vice Chancellor
Professor E. Nigel Harris

Pro-Vice-Chancellor and Principal
Professor Hazel Simmons-McDonald

Deputy Principal
Prof. Vivienne Roberts

Campus Registrar
Ms. Simone Augier

Director, Special Initiatives
Professor Stewart Marshall

Director, Open Campus Country Sites
Dr. Luz Longsworth

Director, Consortium for Social Development and
Research
Mr. Lincoln Williams

Officer in Charge, Jamaica and North Caribbean
Dr. Christine Marrett

Officer in Charge (Ag.) Barbados, Eastern & Southern
Caribbean
Dr. Louis Whittington

Campus Librarian
Mrs. Karen Lequay

Chief Information Officer
Mr. Tommy Chen

Chief Financial Officer
Miss Sheryl Whitehall

Director, Human Resources
Mrs. Jasmine Babb

Senior Officer, Planning and Innovation
Mr. Edwin Brandon,



Mr. Lincoln Williams



Dr. Christine Marrett



Dr. Louis Whittington



Mrs. Karen Lequay



Ms. Sheryl Whitehall



Mr. Tommy Chen



Mr. Edwin Brandon

Commitment to our students

The Campus' distinctive existence was firmly marked by its first formal graduation which was held in Saint Lucia on October 17, 2009. A total of 157 graduands attended the ceremony from 12 territories. Honorary degrees were conferred on the Honourable Dunstan St Omer and Dr. Peggy Antrobus. In attendance also were the Governors General of Antigua and Barbuda, St Kitts and Nevis, Grenada and host country St Lucia.

Ministers of Education (St Lucia and Montserrat), Deputy Prime Minister (St Kitts & Nevis) and Minister of Home Affairs and Internal Security (St Lucia) were also present. The majority of co-ordinating and logistical tasks were handled by the site and staff must be commended for rising impressively to an occasion which they had never experienced before. Graduation was preceded by the formal installation of the Principal in a ceremony held at the Governor-General of St Lucia's official residence the previous day.

In its continuing struggle to improve the quality

of service to its students, the Campus introduced a system of "rolling applications" so that interested persons can apply at any time for a programme; if successful, they are placed in the next offering of that programme.

Considerable effort was put into stimulating the formation of student guilds at the various sites, and the establishment of an overarching Guild structure. This has meant that in the following academic year, students are beginning to be represented in the governance machinery of the Campus and the wider University. Local Guild Chapters have already begun to be involved in Site activities such as Open Days, recruitment visits to schools and fund-raising for improved facilities. The Campus is pleased to acknowledge the establishment of two Bursaries for students at the Open Campus St Vincent and the Grenadines by the Mustique Charitable Trust.

Enrolments

Besides the regular regional Internet-based programmes, many Sites were actively involved in developing new face-to-face courses as well as reaching out to organisations by offering tailor-made training courses, workshops and seminars. The Site at the Pine in Barbados formally launched its Workforce Development programme. Other Sites were also active in offering a range of professional development courses for local needs. A small sample of courses and programmes offered in Sites include but is not restricted to the following: Introduction to Counselling and Group Techniques for HIV Caregivers (Belize); English Language Proficiency Enhancement



Graduands

(Antigua); Computer Literacy (Cayman Islands); Early Childhood Care and Education, and Criminology (Dominica), Events Planning and Management, Care of the Elderly (Montserrat), Certificate in Information Management (St Kitts and Nevis), Supervisory Management, Financial Management (St Lucia). Our Sites in Trinidad and Tobago as well as in Jamaica continued to lead by outstanding example through their offering face to face programmes and courses to thousands of students in these countries.

A noteworthy development was the first time offer of professional development courses at Sites in rural Jamaica that hitherto had only been used for on-line/distance programming. These included Ocho Rios, Brown's Town, Mandeville, Savanna-la-Mar, Port Antonio, Denbigh and Morant Bay. In total these sites had over 400 students enrolled in courses such as Supervisory Management, Event Planning and Management and Human Resource Management. The response of the public in these communities to this initiative was overwhelming and Sites had to restrict numbers due to space limitations. A significant addition to the face-

to-face offerings of the Sites was the offering of Accounting programmes in collaboration with the UK-based International Association of Bookkeepers. This programme represented a new approach to collaboration among Sites and was coordinated by Dr Ian Baptiste, Head of the Pre-University Department and Dr Ian Austin, Head of Open Campus Barbados (The Pine). Courses offered under this collaborative agreement included a Diploma in Accounting and a Diploma in Advanced Bookkeeping. Regionally there were a total of 205 students registered at 11 Sites.

These initiatives gave a significant boost to our activities in the traditionally under-served communities: rural Jamaica and the UWI 12. In the latter, enrolments in continuing education programmes have doubled since 2007/2008, which testifies to the enormous potential of these markets. However, in 2009/2010 overall numbers fell in Barbados and, particularly, in Trinidad and Tobago, so that the grand total for 2009/2010 was about 1300 less than the preceding year. Table 1 presents the summary data for all these programmes.

Table 1: Student numbers by Centre in continuing education programmes*

Centre	2007/2008	2008/2009	2009/2010
Anguilla	12	0	0
Antigua & Barbuda	29	13	46
Bahamas	8	100	23
Belize	102	87	385
British Virgin Islands	26	40	78
Cayman Islands	0	30	51
Dominica	6	30	108
Grenada	79	0	9
Montserrat	44	166	225
St Kitts & Nevis	83	150	146
St Lucia	571	650	698
St. Vincent and the Grenadines	24	17	95
Total UWI 12	984	1283	1855
Barbados	850	789	660
Jamaica	3636	3900	5331
Trinidad and Tobago	12349	14972	11800
Total Campus Countries	16835	19661	17791
GRAND TOTAL	17819	20944	19655

* Figures for 2007/8 include, while those for later years do not, students taking Associate Degrees. The figure for Trinidad in 2008/09 has been corrected

In addition, 700 students were enrolled in five Associate Degree programmes. This represents an increase on the previous year.

Table 2: ASc Enrolment 2009/2010 and previous years

Programme	2007/2008	2008/2009	2009/2010
ASc Admin Professional Office Mgt.	135	114	106
ASc Business Management	440	261	330
ASc Paralegal Studies	241	139	168
ASc Public Sector Management	60	36	27
ASc Social Work			69
Total	876	550	700

In addition to these programmes run through the Centres, the Consortium for Social Development and Research continued to offer a smaller number of programmes. Its courses and their enrolments are presented in Table 3. Student numbers at SWTC showed a welcome increase of about 30% over the preceding year, though putting more pressure on limited residential and catering facilities at the Centre. (It may be noted that the ASc. in Social Work was also offered at several other sites in Jamaica and elsewhere.)

Table 3: Courses offered at the CSDR 2009/2010

Unit	Course	Enrolment
CCDC	Child Rights and Responsibilities professional development courses	42
SWTC	Principles and Practice of Social Work	35
SWTC	ASc in Social Work	22
SWTC	Certificate/Diploma in Social Service	36
SWTC	CYP	9
HLSTUEI	Certificate in Labour Studies	12
HLSTUEI	Introduction to Labour Studies	22
Total		178

On-line and blended learning programmes continued with a modest expansion in numbers (5616 as against 4329 the previous year).

A summary is given in Table 4.

Table 4: Registration in all on-line/blended programmes 2009/2010 Programme

Advanced Diploma Construction Management	1
ASc Administrative Professional Office Management	106
ASc Business Management	330
ASc Paralegal Studies	168
ASc Public Sector Management	27
ASc Social Work	69
BEd Educational Administration	185
BEd Literacy Studies	334
BEd Primary	306
BEd Secondary	317
BSc Accounting	274
BSc Agribusiness Management	12
BSc Banking & Finance	17
BSc Economics	46
BSc Management Studies	3054
Cert Business Administration	2
Cert Public Administration	4
Cert Substance Abuse Prevention and Treatment	6
Dip Gender & Development Studies	21
MEd Adult Education	45
MEd Literacy Studies	72
PG Dip Literacy Studies	3
Specially Admitted	28
Cross Campus Registration	157
GRAND TOTAL	5616

4545 students (roughly 1000 more than in the preceding year) were registered in undergraduate degree programmes by distance education. Table 5 shows their distribution among the sites. Two thirds of the increase here was in the campus countries. Students registered for 25996 single courses in the on-line and blended programmes.

Table 5: Enrolment in distance education undergraduate programmes by site 2009/2010

Site	BSc AM	BSc M S	BSc Ac	BSc Ecn	BSc B&F	BEd.Ad	BEd	Total
Anguilla		50	8		3	1	4	66
Antigua		98	28			4	13	143
Bahamas		4	3			1	18	26
Belize		59	7	2	1	3	11	83
B.V.I.		21					3	24
Cayman		12	4			2	2	20
Dominica		146	47	8	1	14	60	276
Grenada		166	8	3	3	15	138	333
Montserrat		40	14	1			2	57
St Kitts		126	11	5	3	14	5	164
St Lucia		223	20	12	2	40	97	394
St Vincent		145	26	5	4	9	24	213
Turks		2				1	3	6
Sub-total		1092	175	36	17	84	380	1784
Barbados	1	109	4			2	10	126
Jamaica	3	844	50	1		29	174	1101
Trinidad	8	1009	45	9		50	393	1514
Sub-total	12	1962	99	10		81	577	2741
TOTAL	12	3054	274	46	17	185	957	4545

AM = Agribusiness Management, MS = Management Studies, Ac = Accounting, Ecn = Economics, B&F= Banking and Finance (delivered in collaboration with the Department of Management Studies, UWI Cave Hill Campus, for members of the Eastern Caribbean Institute of Banking and Financial Institutes (ECIB)), Ad = Administration.

Graduate Studies

This year saw the start of “home-grown” Masters programmes in the Open Campus, with the offering of two programmes in January 2010: a Masters in Adult and Continuing Education and a Masters in Literacy Instruction. A post-graduate Diploma programme is also available in both areas. There was an initial intake of 66 students into the Masters in Literacy Instruction, 45 into the Masters in Adult and Continuing Education, and 2 into postgraduate Diploma programmes in Literacy Instruction.

Several staff members serve as supervisors for graduate programmes on the other UWI campuses, at both Masters and PhD level, and there have also been some cases of joint supervision of students from other universities.

In 2010, 631 (2009, 715) students graduated from the Campus with University Certificates, Diplomas, Associate and Bachelor’s Degrees.



Table 6 summarises the distribution of awards across the contributing country sites (it cannot be assumed that every student at a particular country site is a national of that country).

Table 6: Graduates by site and type of programme 2009-2010

Country	Cert.	A.Sc.	Dip.	B.Ed.	B.Sc. Agri	B.Sc. MS	Total
Anguilla				2		1	3
Antigua		11		3		11	25
Bahamas				4			4
Belize		9		1		1	11
BVI		5					5
Cayman						1	1
Dominica			1	18		20	39
Grenada	1	3	1	22		33	60
Montserrat		1				5	6
SKN		1		8		20	29
St Lucia				31		27	58
St Vincent		1	2	10		15	28
Turks							
Barbados	4	10		1		16	31
Jamaica		39	5	26	1	108	179
Trinidad	1	35	2	32	1	81	152
Total	6	115	11	158	2	339	631

Co-curricular activities

It remains difficult for the typical Open Campus student to engage in co-curricular activities beyond the local Centre to which they are attached, but in the year under review it was possible for Ms. Stacey Fevriere of the St Lucia Site to represent the Open Campus at the 2010 Summer Institute for future global leaders at the University of the Virgin Islands.

Alumni relations

Sites continued to provide support to the local UWI alumni Chapters and to also play a more active role in promoting the importance of the UWI Alumni as a partner in the development of the Open Campus and the UWI in general. In 2009-2010, chapters in Cayman and St. Lucia were revitalised through the effort of the respective Heads of Sites. The Cayman chapter hosted a Caribbean Independence Fiesta which featured food and music from across the Caribbean.

One promising development has been the involvement of alumni in the Sites' annual orientation sessions as well as Open Days and general fund-raisers. The Bahamas and Dominican Chapters have consistently hosted successful fund-raising events.



Bahamas UWI Alumni Presentation



Dominica Alumni

Quality Assurance



Miss Pamela Dottin

This year saw the appointment from 1st November of a Quality Assurance officer, Ms. Pamela Dottin, assigned to the Open Campus. Under her guidance, the Campus participated with the rest of the University in taking the first steps towards accreditation with the national bodies so far set up in the region.

Internal arrangements for students and teaching

During the year, the Open Campus set up its own Campus Committee for Graduate Studies and Research.

Programme development

Work continued in APAD on a wide range of courses at all levels, despite continuing difficulties in recruitment of a Director. Heads, however, were in place in three of the four departments, with Dr. Baptiste (Pre-University and Professional) taking up office in September.



A number of programme developments were approved by the Board for Undergraduate Studies during the year, including the first sets

of laddered open access Certificates inspired by the competency-based education and training espoused by the Pre-University Department:

- Certificate in Health and Family Life Education
- Certificate in Sexual & Reproductive Health Care
- Diploma in Life Skills
- Level I, II, and III Certificates in Human Resource Management

- Level I, II, and III Certificates in Tourism and Hospitality Management in the Caribbean
- Level I, II, and III Certificates in Criminology

- B.Sc. Management (a Major in addition to the Special that has long been available)

- Minor in Economics

- B.Ed. Educational Leadership and Management

- B.Sc. Banking and Finance (revised programme)

- BSc Accounting

The Board for Graduate Studies and Research approved a laddered Diploma and Masters programme in Instructional Design that had been prepared in the Special Projects Department.

The departments within APAD worked on a number of programmes: those listed above as well as other proposals that included, among several others: community policing; project management; gerontology nursing for caregivers; and grant writing.

The Pre-University Department also collaborated with the Consortium on programmes in Early Childhood Care and Education, in conjunction with CCDC, and in Social Services and Social Work and Youth Work, with SWTC.

The Undergraduate Department was engaged with SWTC on a degree in Youth Work and with HLSTUEI on plans for a laddered series of programmes in Labour Studies. HLSTUEI intends to offer this beyond Jamaica, and held meetings in Antigua and Barbados during the year on local training needs.

The Graduate Department began work on the development of an M.Sc. programme in Public Sector Management and Public Policy to be launched in January 2012. The idea to develop this programme grew out of observations made by a Caribbean researcher in the field based on her participation in a research/training exercise conducted by a multinational agency for public sector officials in the OECS countries.



Masters in Adult and Continuing Education

"Adults learn differently from children and educating them calls for a special set of knowledge, skills and attitudes"

Research Projects

The Jamaican office of ERIIC began work on a Cost Benefit Analysis of Franchise arrangements, led by Dr. Christine Marrett with the support of Mr. Ramjee Singh, Department of Management Studies, Mona and the ERIIC Mona staff.

The Barbados office continued with two tracer studies: one on the two-year BEd programme at H. Lavity Stoutt Community College (BVI) which commenced in academic year 2008-2009; the other, which was completed during the year under review, on the long-standing “Two-Plus-Two” articulation arrangement in Hospitality and Tourism Studies between the UWI and several regional institutions.

OCCS Sites were involved in a project on a Situational Analysis on Sexuality Education in the Caribbean sponsored by UWI and UNICEF. It started in December 2009, is being coordinated through the UWI Consulting Company, and is scheduled to be concluded in January 2011. This project involved OCCS staff and students in fifteen countries.

All Sites participated in a study led by Dr Glenford Howe on Human Resource Development Needs Assessment of CARICOM countries. The purpose of this study was to attempt to investigate the training and education needs of the countries supporting the UWI to inform the Open Campus programme development agenda.

The Saint Lucia site partnered with the Caribbean Child Development Centre (CCDC), Consortium for Social Development and Research (CSDR), the Ministry of Education and Culture and UNESCO, to facilitate a research project on the Impact of HIV Related Stigma and Discrimination on Children’s Learning Outcomes and School Related Experiences. Research was carried out in Saint Lucia and Guyana, and the local administration of the project was monitored by the Head of Site, Mrs Veronica Simon.

The Site Head of Grenada, Dr. Curtis Jacobs was awarded funding for a project to digitise the national archives of Grenada along with the Grenada national library and the University of Manchester.



Certification Ceremony

The CSDR Director's Office and the Office of the Principal in collaboration with European Profiles, a Greece-based research organization, were successful in bidding for two projects in December 2009:

- Development of CSME Public Educational Products and Assessment of the Impact of Previous Products (€412,000)

- CSME, Rural Communities Readiness Study (€65,200)

- The CCDC continued work on a number of other projects:

- Analysis of individual level interventions to reduce youth crime and violence among Jamaican youth funded by IBRD (World Bank), for the period 2008-2009.

- Community Diagnostics of 4 inner-city communities funded by IBRD for the period 2009-2010.

- Puente in the Caribbean, funded by OAS/UWI for the period 2008-2010 (J\$1,250,989).

- Baseline Study on the Situation of the Promotion and Protection of Children's Rights in Jamaica, funded by IIN/OAS, for the period March to July 2010.

- WAND undertook research on:

- Quantifying and Analyzing Gender Violence Data in Nevis, funded by MATCH International, Canada (CAN\$10,000).

- Creating an Evaluation Index of Government Compliance with the Approved Mandates of the Summits of the Americas: Follow up to identify and submit information related to the thematic areas for posting on PARTICIPA's website. The information gathered related to the following thematic areas: access to public information and

strengthening the participation of civil society in systems of democratic governance in Barbados.

- SWTC concluded three research projects that will be reported on in due course:

- Impact Evaluation of the National Youth Service

- Evaluation of the Jamaica Values and Attitudes Programme

- Violence and the Social Workers in Jamaica

- Other research projects actively underway include Democracy, Governance and Citizenship: A Community-Based Approach (Phase 1): An Ethnographic Case Study being conducted in Grenada. Principal Investigators (PIs): Ian Baptiste, Head, Pre-University and Professional Programmes, UWIOC), and Wendy Grenade, Lecturer, Government, Sociology & Social Work, Cave Hill Campus. The Principal was also engaged in analysing the data for the Language Input project with selected secondary schools in Barbados and writing reports on a Literacy Study conducted in the Windward Islands and Barbados.



WAND Library

Conferences, lectures, public education and workshops

Rex Nettleford in memoriam

In the Open Campus, the HLSTUEI took the lead in responding to the unexpected passing of Vice-Chancellor Emeritus, Professor the Hon. Rex Nettleford on February 2nd.

On February 11, members of the trade union community, other well wishers and supporters of the HLSTUEI, joined the staff of the Institute to share in the celebration of his life and work. A condolence book was opened, which many signed in the weeks following. After the funeral

service on February 16th, the HLSTUEI hosted a large group of persons who came to pay further tribute to the Institute's former Director of Studies. The leadership of the founding unions of the Institute, along with the leadership and members of the general trade union community were present.

Professor Nettleford's formal introduction to the Trade Union Movement and trade union education

Rex Nettleford

was due to the foresight of the then Director of the Department of Extra-Mural Studies, and Chairman of the Advisory Board of the Trade Union Education Institute (TUEI), Hector L. Wynter, who co-opted Nettleford to the Advisory Board of the TUEI. Under his direction, labour education found its niche in the University of the West Indies, as the activities offered by the TUEI progressed from ad hoc activities to the regional one month course, which, more recently was renamed Introduction to Labour Studies. Under

Professor Nettleford's direction international relations were solidified with, among others, the International Labour Organisation, and the Friedrich Ebert Stiftung (FES).

The HLSTUEI, with the co-operation of the Mona Campus, further organised a Symposium in honour of Professor Nettleford, taking a title from Sir Hilary Beckles' tribute: "The Sage Has Come of Age". This Symposium was held on April 7-9th at the Mona Campus; it is hoped that a selection of the papers will be published..

Response to the Haiti earthquake

The Open Campus played its part in the regional response to the massive devastation caused by the earthquake in Haiti. Sites were mobilised to collect funds for the Haiti relief effort as well as to spearhead the public discourse on Haiti within each country. In St. Vincent and the Grenadines for example, the OC held the first in what it hopes to be a series of events to raise funds to contribute to the wider UWI efforts to assist in the long-term development of Haiti. The event was dubbed, 'An Evening in Solidarity with Haiti'. It took the form of the sale of local foods and drinks interspersed



Destruction in Haiti

with quality entertainment by the Star Life Steel Orchestra, Afrikan Heritage Foundation, La Gracia Dancers, soloist, Mr. Ashley Cupid, Bassy and Friends on guitar and saxophone, Methodists Dramatists, and comedian Ms Sylvia Williams, among others. Approximately EC\$3,000 was raised from this effort. Lectures, radio talk-shows and other similar public manifestations were held in several sites, including Dominica, St Lucia, Belize and Jamaica (Eastern) to raise funds and consciousness on the Haiti situation.

The Special Projects Department of APAD prepared a proposal - A Capacity Building and Online Teaching Initiative between the University of the West Indies (Open Campus) Barbados, and the University of Quisqueya (UniQ) in Haiti & the State University of Haiti (UEH) in the areas of Teacher Education and Training, and the Online delivery of Tertiary Education Courses and Programmes in Haiti (June, 2010). In pursuance of this idea, Dr. Howe and Dr. Thompson visited Haiti June 24-27, 2010, and held discussions with faculty of Quisqueya University and the State University of Haiti. The mission sought to determine the way forward in terms of assisting the Haitian Universities with on-line delivery of programmes via the Open Campus.

Conferences

The Women and Development Unit in collaboration with the Hillcrest Retreat Centre of the Anglican Church hosted a conference under the theme, "Theologising Women through the Creative Arts" on March 26, 2010. A record of the proceedings was created on a DVD: Theologising Women through the Creative Arts. A Visual Presentation of Conference Proceedings. Women and Development Unit, Barbados and Hillcrest Diocesan Retreat Centre, Jamaica, April, 2010.

The CSDR hosted a second research teleconference

on Tuesday, June 22, 2010 through the Open Learning Centre facilities. Open Campus sites in attendance were Belize, British Virgin Islands, Dominica, and Montego Bay and Mona sites in Jamaica.

Workshops and public lectures

Several Sites hosted lectures on the CCJ with Professors Anderson and McIntosh of the Faculty of Law as distinguished lecturers.

In addition several other distinguished academics from within the University were invited to give lectures at Sites on various topics of interest. Among these were

- Professor Carolyn Cooper who gave lectures at several Open Campus Sites including Montserrat at the Alliouagana Festival of the Word in November 2009 and at the Montego Bay Site in recognition of Black history month and Reggae month.
- Professor Verene Shepherd at the 4th annual Dame Eugenia Charles Lecture in Dominica.
- Dr. Arif Bulkan of the Cave Hill Campus at a lecture entitled "From Instrument of Empire to Vehicle for Change: The Potential of International Law for indigenous Peoples of the Commonwealth Caribbean" at the Belize Site.

The Open Campus St Lucia inaugurated the annual Patricia Charles distinguished lecture in honour of the late Resident Tutor who passed away in early 2010. The first lecture was delivered by Dr. Hollis "Chalkdust" Liverpool on the topic Crime & Calypso, in April 2010.

The Open Campus Cayman Islands had its second annual distinguished lecture in November; it was delivered by Emeritus Professor George Eaton

(York, Canada) on the topic The Development of Caribbean Political Systems.

The Bahamas Site organised a highly successful workshop on Violence Prevention that was well attended, particularly by the education fraternity. The CCDC, in association with The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) and with support from the United Nations Children's Fund (UNICEF) and the Environmental Foundation of Jamaica (EFJ), the CCDC hosted two one-day workshops for teachers in Jamaica. Each day the two topics covered were Child Rights and Research Methodologies. On May 20, 2010, 64 secondary school teachers attended, while on June 10, 80 primary school teachers attended. The CCDC was responsible for the training components, which were carried out by associate Heather Gallimore (Child Rights) and consultant Lisa Stone (Research Methodologies).

The former Steering Committee of the Lancet Series on Child Development was restructured into the Global Child Development Group, with funding support from the Bernard van Leer Foundation and GAIN (Global Alliance for Improved Nutrition). The secretariat was started at the Caribbean Child Development Centre, with coordination assistance from the Child Development Research Group of the UWI's Tropical Medicine Research Institute (TMRI). Two international meetings were hosted, in Trelawny, Jamaica December 8-11, and in Kingston, Jamaica, May 8-9, 2010. These meetings were focussed on the development and finalization of the update to the Lancet series, and coordination and website activities of the secretariat.

The secretariat launched an interactive website



(<http://www.globalchilddevelopment.org/>) sharing global information on child development initiatives and research, which has become an increasingly important international resource as indicated by the thousands of hits

The HLSTUEI was responsible for a number of workshops, mostly in Jamaica:

- HLSTUEI/FES workshop - “Exploring Labour Issues in the global economy” September 24-25, 2009.
- Seminar: “Gender, Power & Caribbean Development” November 23 &-25, in the Cayman Islands. Workshop facilitators were Professor Lynn Bolles, University of Maryland; and Ms. Marva A. Phillips, HLSTUEI.
- Also organised by the HLSTUEI to take place in the Cayman Islands was a reading of the historical novel, *Ali Thunda* by the author Mrs. Kathleen Eaton. *Ali Thunda* is based on the true story of a

Jamaican who left his homeland and travelled via the United Kingdom to Ethiopia.

- Workshop on “Natural Disaster & the Workers: Preparation, Impact and Responses” – June 17, 2010.
- Professional Development Initiative “Protocols and professional conduct in the workplace”.
- The HLSTUEI in collaboration with the Friedrich Ebert Stiftung conducted a workshop on June 10 and 11, 2010 entitled “Caribbean Single Market and Labour Migration: Prospects and Challenges for Caribbean Workers” in Mandeville, Jamaica.
- The Institute proposed a series of bi-monthly workshops by teleconference for UWI Open Campus personnel. The first in the series of bi-monthly workshops was held on July 14, 2010, and examined the issue of “Productivity and Economic Development: Assessing the Concept of Time Management among Jamaican Workers”.



WAND participated in a Community-based Disaster Management Project for Catadupa Primary and Junior High and Catadupa Basic Schools, Jamaica, which was spearheaded by the



Publications

Principal of the Primary and Junior High School, and a select group of teachers, and was guided by Ms. Audrey Mullings, Disaster Risk Management Specialist who also conducted the training sessions.

Publications and presentations

IESALC published an online symposium with the following invited contributions in its Iesalc Reports: Bulletin of Higher Education, June 2010, # 208:

- Professor Vivienne Roberts: Increasing Access to Higher Education in the Caribbean
- Professor Stewart Marshall: Information and Communication Tools (ICT): The Use of Web 2.0 in Distance Education
- Ms. Luz Longworth: The UWI Open Campus –

Expanding Access to Education in The Caribbean Through Distance Education

Other books, chapters, reports and articles

Gracelyn Cassell

Cassell, G., Lema, J., and Agrusa, J. (2010). Developing niche tourism: A literary festival in Montserrat. *Consortium Journal of Hospitality and Tourism*, 15 (1), 61-74.

Ngoni Chipere

Chipere, N. (2009). Mixed Methods for Textual Analysis. *Journal of Education and Development in the Caribbean*, 11 (1): 30-54.

Heather Gallimore

Gallimore, H. and Davies, R. (2010). *Learning Outcomes for Early Childhood Development in the Caribbean: A Handbook for Practitioners*, pp. 187. Mona: CCDC.

Luz Longworth

Longworth, Luz and Panteli, Niki, (2010). Leadership in the Virtual Higher Education Sector: Is there a new way to lead in the on-line distance learning environment? *UK Academy for Information Systems Conference Proceedings 2010*. Paper 34. <http://aisel.aisnet.org/ukais2010/34>

Vivienne Roberts

Opening Doors to Bachelor's Degrees through partnerships in the Caribbean and the United States. *Journal of the New Comprehensive College*, Vol. 2.1

Stewart Marshall

• Kinuthia, W. and Marshall, S. (eds.) (2010). *Cases'n'Places: Global Cases in Educational and Performance Technology*. Volume 2 of the book series Marshall, S. and Kinuthia, W. (Series Editors). *Educational Design and Technology in*

the Knowledge Society. IAP – Information Age Publishing Inc, Charlotte, NC, USA.

- Kinuthia, W. and **Marshall, S.** (eds.) (2010).

Research Cases in Educational Technology: Global Examples for Development. Volume 3 of the book series Marshall, S. and Kinuthia, W. (Series Editors). Educational Design and Technology in the Knowledge Society. IAP – Information Age Publishing Inc, Charlotte, NC, USA.

- **Marshall, S.** and Kinuthia, W. (2010). ‘Rope Een’: An Attempt to Increase Civic Participation in Governance Using ICT. In Papanikos, G.T. and Pappas, N. (eds.) *Horizons in Education.* Athens: Atiner.

- **Marshall, S., Masino, M. and Grant-Fraser, E.** (2010). Processes of Course Design and Delivery using OER. Chapter 6 in Rennie, F. and Weller, M. (eds.) *Open to All: Designing digital courses using Open Educational Resources.* Blurb.com Publishers.

- Marshall, S. (2009). Crossing the knowledge divide: ICT and distance education in development. Commonwealth Heads of Government Meeting (CHOGM) Report, distributed at CHOGM in Trinidad and Tobago in November 27-29.

Julie Meeks Gardner

Meeks Gardner, J., Thomas J. & McKenzie, N. (2009). Documenting Interpersonal Violence Prevention Programmes for Jamaican Children. *Caribbean Childhoods*, 4: 52-63.

Williams, H., Younger, N., Campbell-Forrester, S. & **Meeks Gardner, J.** (2009). Correlates of aggressive behaviour: A re-analysis of the

Caribbean Youth Survey. *Caribbean Childhoods*. 4: 1-18.

Francis Severin

Severin, F. O. (2010). What does quality assurance have to do with it? The distinctive twenty-first century UWI graduate and the survival of democracy. The UWI Quality Education Forum, 16, 83-98.

Hazel Simmons-McDonald

Simmons-McDonald, H., Dame Dr Pearlette Louisy and Marietta Edwards (2009). Annou Li – An Integrated Kwéyòl Course for Grade I.

Simmons-McDonald, H. (2009), Employability and Lifelong Learning. *Open Praxis*, 4 (2) (pp. 12).

Simmons-McDonald, H. (2010), Vernacular Education in St Lucia. In Migge, B. Léglise, I. and Bartens, A. (Eds.), *Creoles in Education: A Critical Assessment and Comparison of Existing Projects*, John Benjamins, pp. 183-210.

Simmons-McDonald, H. (2010), West Indian Englishes: An introduction to literature written in selected varieties. In Andrew Kirkpatrick (Ed.), *World Englishes*, Routledge. pp. 316-331.

Judith Soares

Soares, J. (2009). Forever Indebted to Women: Annestory, *Caribbean Quarterly*, Special Issue, Forever Indebted to Women, 55 (4).

Soares, Judith, Michael Thomas and Cecelia Batson-Rollock, (2009), Community Banking for All: Rural Women’s Savings and Loan Scheme in St Vincent and the Grenadines. *Journal of Rural and Community Development*, 4 (2) 105-117.

Soares, Judith and Audrey Mullings (2009), "A We Run Tings": Women Rebuilding Montserrat, in Elaine Enarson and Dhar Chakrabarti (eds). *Women, Gender and Disaster: Global Issues and Initiatives*, Los Angeles.: Sage.

Dianne Thurab-Nkhosi, D.

Thurab-Nkhosi, D. and **Marshall, S.** (2009). Quality Management in Course Development and Delivery at the University of the West Indies Distance Education Centre, *Quality Assurance in Education*, 17 (3) 264-280.

Richard Williams

Williams, Richard K. A Gender Analysis of the Domestic Violence Act of St Christopher/St Kitts / Nevis, Women and Development Unit: Barbados, 2010.

Reviews

Brandon, Ed

Jannis Kallinikos, The Consequences of Information. *Shibboleths: Journal of Comparative Theory* 3(2), 146-147, 2009.

Paul Sheldon Davies: *Subjects of the World: Darwin's Rhetoric and the Study of Agency in Nature*. *Metapsychology* (website) 14 (7), from February 16, 2010.

Craig Bourne: *A Future for Presentism*. *Metapsychology* (website) 14 (20), from May 18, 2010.

Roberts, Vivienne

Book Review: Sir John Daniel (2010) *Mega-Schools, Technology and Teachers*

Presentations

Ian Austin

Improving the quality of workforce training: Developing supportive participatory policies and programs to enable quality education and training practices. At the 2009 Barbados Technical, and Vocational Education and Training Council Conference, September, 2009.

Where is Higher Education Governance Going? Examining the Content of Governance Restructuring. At the 2009 Association for the Study of Higher Education Conference, Vancouver, November 4-7, 2009.

Ian Baptiste

Mixed and mixed-up methods: Reconceptualizing mixed-methods design. At the 35th Annual Caribbean Studies Association Conference, Almond Beach Resort Hotel, Barbados, May 24-28, 2010.

Jane Bennett

Belizean Presentation. At the Women Expanding Literacy Education Action Resource Network (WE LEARN) Annual Conference, University of Rhode Island, March 5, 2010.

Joan Bobb-Dann

A Nightmare in Caribbean Education: The Head and the Tail Haunt Us Daily. At the University of Puerto Rico "Islands in Between" Conference in Dominica, 5-7 November, 2009.

Ed Brandon

Ethics in on-line learning. At the Ethics day Workshop, UWI, Mona, August 14th, 2009.
Comment on Code's Ecological Thinking. At the

5th Cave Hill Philosophy Symposium, November 20th 2009.

Cerita Buchanan

How Educated Jamaican Women Experience the Expectations of 'Finding a Man' and Bearing Children: a comparative Case Study of Two Professional Social Workers. At the Derek Gordon Research Seminar 2010. Subsequent interview/presentation on Beyond the Headlines on Radio Jamaica Limited with Mrs Deon Jackson-Miller. April 22, 2010.

Action Plan for the 2010 Community of Practice Practitioners. At UNDP Jamaica Partners for Peace Development and Visioning Workshop, June 21, 2010, Kingston.

Gracelyn Cassell

Montserrat: An Island with a Story. At Montserrat: So Near and Yet so Far, Semaine de la Caraïbe, November 23-28, 2009, Basseterre, Guadeloupe.

Gillian Glean-Walker

Stepping Up To Higher Education: The role and effectiveness of continuing education and professional certificate courses in encouraging 'laddering' into main-stream higher education programmes. The Case of UWI Open Campus Camp Road, Jamaica and UWI Open Campus Dominica. At 12th Annual Eastern Caribbean Island Cultures Conference, "The Islands in Between", at Open Campus Dominica, 5-7 November.

Curtis Jacobs

The changing concepts of revolution with special reference to the history of Grenada 1688-1979 (originally delivered during The Grenada Revolution 30th Anniversary Lecture Series, in March 2009) was broadcast on the Grenada Broadcasting Network on October 19, 2009.

Luz Longworth

Voyage to a Thesis - Leadership in the Virtual Higher Education Sector: Towards a New Model and Framework. At PhD Consortium, UK Academy of Information Systems, March 22, 2010, Oriel College, University of Oxford, England.

(with Niki Panteli) Leadership in the Virtual Higher Education Sector: Is there a new way to lead in the on line and distance learning environment? At UK Academy of Information Systems' 15th Annual Conference, March 23-24, 2010, Oriel College, University of Oxford, England.

Stewart Marshall

(with Griff Richards) Open Educational Resources for Development of University Courses. At Open Ed 2010 Proceedings. Barcelona: UOC, OU, BYU. (with Griff Richards and C. Ives,) The Pragmatics of Open: Developing University Courses with OERs. At EdMedia 2010, in Canada.

Implementing online learning in a multi-campus environment. Invited Keynote At the Envisioning eLearning Workshop, organised by Higher Education Development Unit, Ministry of Education & Human Resource Development, Barbados, June 4, 2010.

Julie Meeks Gardner

Gang violence and Child Rights in the English-speaking Caribbean. At V Conferencia Internacional - Red Childwatch Latinoamerica y el Caribe. Universidad Nacional de Lomas de Zamora, Argentina, 16 October 2009.

HIV-related stigma and discrimination among Caribbean children. At the 2nd Annual Consortium for Social Development and Research Teleconference, June 22, 2010.

Vivienne Roberts

Balancing Quality and Quantity in Tertiary Education: The Caribbean Challenge. Keynote Address at The Caribbean Area Network for

Quality Assurance in Tertiary Education Annual Conference, Barbados, October 2009.

National Insurance and Tertiary Education: Pillars of Nation Building, June 2, 2010. Invited Public Lecture presented at Frank Collymore Hall, Barbados.

Hazel Simmons-McDonald

Employability and Lifelong Learning. Invited Keynote for the International Council of Distance Education, Standing Conference of Presidents, Quality in the Context of the Financial Crisis, Barcelona, Spain, November 19-20, 2009.

Beverley Shirley

Online Teaching-Learning Trends in Contemporary Jamaica. At the People's National Party Policy Forum on Education, March 2010.

Theorizing the Politics of Female Leadership in the context of the Caribbean. At the Caribbean Studies Association Conference: Barbados, May 2010.

Powerful or Powerless?: The Gender of Leadership and its Impact on the Leadership of Gender. At the States of Freedom: Freedom of States Conference – Duke University / Sir Arthur Lewis Institute of Social And Economic Studies. Mona Visitors' Lodge, Mona Campus June 16, 2010.

Judith Soares

Theologising Women through the Creative Arts: An Introduction At the "Theologising Women through the Creative Arts", WAND/ Hillcrest Diocesan Centre of the Anglican Church of Jamaica, Jamaica, March 26, 2010.

'Guerillas in the Trenches': Extra-Mural Studies at the UWI. At "The Sage Has Come of Age": Rex Nettleford Symposium, Hugh Lawson Shearer Trade Union Education Institute, University of the West Indies Open Campus, Jamaica, April 7-9, 2010.

Forever Indebted to Rex: The WAND Story. At "The Sage Has Come of Age": Rex Nettleford

Symposium, Hugh Lawson Shearer Trade Union Education Institute, University of the West Indies Open Campus, Jamaica, April 7-9, 2010.

Gender Issues in Economic Crisis, Recovery and Beyond: Women as Change Agents—a discussion on Government Information Service, June 21, 2010, in Barbados.

Joan Thomas

The YMCA youth program: Impact on current and past attenders. At the 35th Caribbean Studies Association Conference, Barbados, May 24-28, 2010.

Violence prevention success: the YMCA Youth Development Program. At the second Annual Consortium for Social Development and Research Teleconference, June 22, 2010.

Benita Thompson

(with **Glenford Howe**) Achieving Sustainable Human Development in Haiti: The Potential of University Partnerships in the Online Delivery of Teacher Education and other Programmes. At the Multilateral Forum of Education for Human Development in the Dominican Republic on June 22-23, 2010.

Lincoln Williams

Presentation on Research findings on Violence and Social Workers in Jamaica. At International Association of Schools of Social Work (IASSW) meeting, July 20-26, 2009, Durban, South Africa. Professionalising Youth Development Work in the Caribbean. At Commonwealth Youth Programme Caribbean Centre Conference, March 18-19, 2010, Barbados.

Impact Evaluation of the National Youth Service of Jamaica. At Boys and Education: A Life Cycle Approach to Keeping Boys out of Risk Conference, June 25, 2010, Conference Centre, University of the West Indies, Mona.

The work of the Office of ERIIC, which involves initiating and establishing collaborative arrangements with regional Tertiary Level Institutions (TLIs), consolidating and expanding existing arrangements, liaising with national and sub-regional organisations involved in Tertiary Education, giving technical assistance, promoting TLI institutional development, collection of data and conducting research, continued, but with the retirement of Dr. Bevis Peters, and proposals for the incorporation of ERIIC's work in the Vice-Chancellor's International Office, the two offices operated on par, with Dr. Marrett in charge at Mona and Dr. Whittington at Cave Hill. The Barbados office also suffered from a long period of disruption due to the refurbishment of the CMRS Building from November 2008 to March 2010. After being housed in temporary accommodation, ERIIC returned to its former home in the renovated and re-named Sir Alistair McIntyre Building after one year, five months. Its staff are to be congratulated on their cheerfulness in the face of the considerable problems posed by this exercise.



Publications on display at Open Campus Fair



Showing students Publications on display at Open Campus Fair

Collaborative arrangements with regional TLIs

Two arrangements were finalised:

- **Dominica State College (DSC):** After discussions on the needs in Dominica for various forms of teacher training, it was agreed that the College should commence with the offering of the Diploma in Education (Secondary).

- **St Vincent and the Grenadines Community College (SVGCC):** Agreement was reached that this college should be allowed to offer the Bachelor of Education specialisations in Literacy and Mathematics, and the Diploma in Education (Secondary) options in English, Mathematics, Sciences and Business Studies.

The lengthy process of review for the offering of franchise or providing easy articulation between college and UWI programmes continued, with several new arrangements being mooted.

In Jamaica, requests for franchise were made by the following:

- **B & B University College** requested the franchise of the UWIOC Associate Degrees in Business Management (BUMA) and Administrative Professional Office Management (APOM).

- **Portmore Community College** made moves to initiate a similar application.

- **Montego Bay Community College** requested the franchise of the UWI Open Campus

- Associate Degrees in Para-Legal Studies and Social Work.

- **Moneague College** requested the franchise of the OC Associate Degree and Diploma in Social Work.

- **Sam Sharpe Teachers' College** requested the franchise of B.Ed. Literacy Studies from the Department of Educational Studies (DES) at Mona.

- In addition, **Colbourne College** requested an articulation arrangement for its Associate Degree in Business Administration with the UWI's Bachelors Degree programmes in the Faculty of Social Sciences, (FSS) Mona. ERIIC is presently awaiting the assessment of the courses from the Faculty.

- The **Council of Community Colleges of Jamaica (CCCJ)**: The revised CCCJ two-year Associate Degree in Business Studies was submitted to the UWI, FSS, Mona for review. The Associate Degree was assessed as a three (3) year programme in 1998 and was approved for Normal Matriculation and Advanced Placement. Some courses in the new programme have been assessed by FSS, St Augustine, Cave Hill and Mona. ERIIC is presently awaiting the assessment of the outstanding courses from the FSS, Mona along with a statement from the Dean as to the type of articulation arrangement.

- The **College of Agriculture, Science and Education** submitted its Associate Degree in Natural Sciences to the Faculty of Pure and Applied Science, Mona, for review. The programme which was originally designed as a three year programme and was adjusted to two years. The College is now seeking a possible 2 + 2 arrangement with the relevant undergraduate programme in the Faculty. The programme is presently being reviewed by the FPAS.

Elsewhere requests for franchise came from:

- The Anguilla Ministry of Social Development (Education Department) made a request for the delivery of the UWI Diploma in Education through the **Anguilla Community College**.
- **Clarence Fitzroy Bryant College**, St Kitts and

Nevis, also requested the delivery of the Diploma in Education .

New proposals for articulation arrangements came from:

- The **Dominica State College** with respect to its Associate Degree (Primary) and the Associate Degree (Secondary), and separately its Associate Degree in Agriculture. The same college initiated discussion on creating a 2+2 arrangement in Hospitality and Tourism.

- The **St. Vincent and the Grenadines Community College** signaled interest in articulation arrangements with the UWI in the areas of Business Studies and Psychology.

There was also an interesting proposal for a kind of 2+2 arrangement between the **CIBT Beijing Business School**, China, and the Cave Hill Campus.

The ERIIC Offices continued to support franchise and articulation arrangements through co-ordinating monitoring visits, review of agreements that have expired, liaison with UWI Faculties involved in these operations, liaison with Ministries throughout the region, liaison with the Association of Caribbean Tertiary Institutions, and in other ways.

Table 7: Enrolments in franchised degree programmes

	ASC	CFBC	SALCC	SVGCC	BTCC	EXED	JCSC	KNOX	MIND	Moneague	Total
H&E											
I	6	3	4								13
II											
BEd			66	74							140
P&AS											
I	10		2								12
II	4										4
SS											
I	111	4	34	3			6		12	4	174
II	45		35				19		44	5	148
BN											
I					40	71		26			137
II/III					66	116		55			237
Total	176	7	141	77	106	187	25	81	56	9	865

Table 7 above shows the number of students enrolled in franchised degree programmes throughout the University. Table 8 shows corresponding data for Certificate programmes, where the franchises are all in Jamaica, and are being phased out.

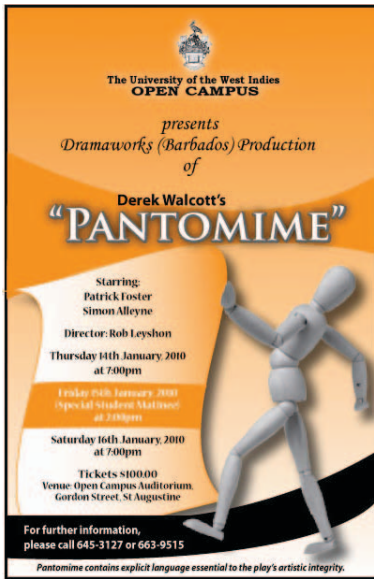
H & E = Humanities and Education; P & AS = Pure and Applied Sciences; SS = Social Sciences; BN = BSc Nursing; BEd = Bachelor of Education.

Table 8: Enrolments in franchised Certificate programmes (Social Sciences)

	B&B	JCSC	MIND	Moneague	PCC	Total
CMS	18					18
CPA		4	12			16
CSS				8	22	30
Total	18	4	12	8	22	64



The building in which the Office of ERIIC at Cave Hill is accommodated.



Derek Walcott's Pantomime

within its host countries. Several activities took place which signalled the Open Campus' commitment to cultural dissemination including:

- Performances of Derrick Walcott's play "Pantomime" by the Barbados based group Dramaworks, in St Lucia and in Trinidad and Tobago in January 2010.
- The staging of the Alliouagana Festival of the Word by the Open Campus Montserrat November, 2010.
- The St Lucia Open Campus involvement in Nobel Laureate's week.
- Book Launches in Trinidad of books published by the Open Campus there.
- The Malliouhana Poetry Festival sponsored by the Open Campus in Anguilla.
- A songwriting workshop at the Saint Lucia site, in collaboration with the Cultural Development

The OCCS has inherited the strong cultural outreach ethos of its predecessor the School of Continuing Studies. Despite limited funds to support major cultural initiatives in the region, Sites continued to promote Caribbean culture

Foundation and the 1st National Bank Saint Lucia Limited. This workshop conducted by Dr Hollis "Chalkdust" Liverpool, targeted calypsonians and other songwriters, as well as music teachers from secondary and primary schools. It also included a component for persons who serve as judges for calypso competitions.

- The University of the West Indies (UWI) Cave Hill Campus, the University of Puerto Rico and the University of the West Indies Open Campus Dominica collaborated in the mounting of the 12th Annual Eastern Caribbean Island Cultures Conference entitled The Islands in Between: Languages, Literatures and Cultures of the Eastern Caribbean. This conference took place on Thursday, November 5 – Saturday, November 7, 2009, at the Open Campus Dominica.

- The Montego Bay Site celebrated Black History and Reggae month simultaneously by hosting a public forum entitled "Engaging the Culture: Building a Nation through Music and Dance" on the Campus grounds on February 27, 2010.

The SWTC took the opportunity afforded by work with the Ministry of National Security's Citizen Security and Justice Programme to begin building social capital in inner city communities throughout Jamaica. It entered into discussions with the Ministry of National Security on adapting the curriculum of the four-month course in the Principles and Practice of Social Work to meet the needs of this new cohort of students.

Lincoln Williams collaborated with the Jamaica Golf Association to organize the JGA/UWI Golf Classic November 2009. The Classic raised approximately J\$150,000.00 to be added to

the UWI/JGA Scholarship Foundation. The Foundation provides scholarship to young golfers wishing to attend UWI. The current scholarship holder is Xavier Brown, a first year student in the Faculty of Medical Sciences.

Dr. Olabisi Kuboni continued as Trinidad and Tobago Country Consultant in the William and Flora Hewlett Foundation/Commonwealth of Learning OERs for Open Schools Project, whose main goals are:

- The development of high quality Open Educational Resources (OERs) for 3 subjects based on the CXC-CSEC syllabus.
- Professional development of teachers to increase the effective use of technology in classrooms
- The development of learner support material for teachers.

Publishing

The Open Campus continued its regular e-newsletter Open Letter which is available on the web-site. WAND's newsletter, WAND Notes, was published in two double issues: December 3&4, 2009 and June 1&2, 2010.

The Open Campus Trinidad and Tobago published the Report of the Think Tank Conference "Disability, Integration, And Development - The Way Forward In Education" and Jerome Teelucksingh's revised version of *Caribbean Flavoured Presbyterianism*.

Professor Marshall produced four issues of *Ijedict*

during the year under review (vol. 5 3-5 and vol. 6 1). Issues 5 4 and 5 were special joint issues to commemorate Open Access week (October 19-23, 2009). Issue 4 was on eLearning in the Caribbean, guest edited by Dianne Thurab-Nkhosi, and Issue 5 was on eLearning in Africa – the pairing of these issues was designed to strengthen academic exchange between the two regions.



Front cover of an Open Letter

The journal now has 3,035 registered users (it is not necessary to register to read the journal) and 1,732 registered authors. Its acceptance rate for peer-reviewed submissions is 29%, and its most highly downloaded article (one of the first published) has now reached 23,603. There have been 10,503 downloads of volume 1 no. 2 (all data as at February 15, 2011).

The Table below gives the most downloaded articles published during 2009-2010.

Rank	Shortened title	Authors	Date posted	Downloads
145	New paradigms in the teaching and learning of accounting: Use of educational blogs for ref...	Joshi Chugh	13/09/2009	5245
165	Increasing education access through open and distance learning in Tanzania: A critical rev...	Komba	24/10/2009	4583
179	Degrees of Openness: The emergence of Open Educational Resources at the University of Cape...	Hodgkinson- Williams Gray	24/10/2009	3799
183	Using ICTs in Teaching and Learning: Reflections on Professional Development of Academic S...	Mostert Quinn	24/10/2009	3612
193	Investigating popular Internet applications as supporting e-learning technologies for teac...	Halse Mallinson	24/10/2009	3272
199	Gender, subject and degree differences in university students' access, use and attitudes...	Mahmood	13/09/2009	3130

Sites and other offices were integrally involved in several major projects of the Open Campus office of Finance and Human Resources; these included the transfer of the financial reporting from the previous mostly manual system based at the physical campuses to the Open Campus Banner System, introduction of training sessions in appraisal management and more interaction with the Registry for student admissions and with the Programme Unit. For the Sites in the UWI 12 this was initially a major culture change as they had never had to interact directly with the Banner system before. Much training was carried out and at the end of the academic year, all Sites were on-line and generally on time with financial reports. The appraisal training and objective setting exercise was spearheaded by the Director of HR, Mrs Jasmine Babb. Sites in Trinidad and Tobago, Jamaica, St. Vincent and the Grenadines and St. Lucia benefited from sessions which clarified roles of appraiser and appraisee.

Given the primarily virtual nature of interaction among the Sites, the highlight of the year was a face-to-face retreat of all Heads of Sites held at the Cave Hill Campus May 18-22, 2010. The retreat was styled a Leadership retreat and involved Heads of Sites as well as Regional Coordinators, the Director and the Office Manager of the Director's office. The retreat allowed Heads to debate issues such as the concept of openness, the role of Sites in the functional areas of HR, Finance and Marketing as well as the evolving role of Heads themselves in the Open Campus. In addition, the retreat was enriched by training sessions in Project Management and Conflict Resolution, as well as a session on research and publication facilitated by Dr. Ian Baptiste, Head of the Pre-University and Professional Programmes Department.

Despite the difficult economic times, a number of small improvements were made at various sites:

- The HLSTUEI, with funding from the Friedrich Ebert Stiftung, was able to equip a Computer Lab, which was formally opened on December 10, 2009 by Professor Emeritus the Hon. Rex Nettleford.
- New Sites in Mandeville and Savanna-la-Mar were completed in this academic year. A formal Opening for the Mandeville Site was held in May 2010 with the Honourable Andrew Holness, Minister of Education, as Guest Speaker. The new facilities have resulted in an almost immediate doubling of student numbers in this academic year. The Savanna-la-Mar site facility now boasts a state of the art multimedia computer lab and teleconferencing room, two classrooms, a student lounge, conference room and various administrative offices.
- Dominica installed two 1000 gallon water tanks and a pump to ensure that students were not disadvantaged by fairly frequent water stoppages in the area of the Site.
- St Lucia created a small space to house its special collections of the works of Roderick Walcott and Pat Ismond in the Library.
- The ECCE unit in Trinidad moved into spacious and attractive accommodations at Austin Street in St. Augustine and a new model school, Alpha East, was opened up on the premises to serve the community as well as the needs of the trainees in the Early Childhood programmes offered by the Open Campus Trinidad and Tobago.
- The technological integration of the former SCS sites also took place at major sites such as Camp Road in Jamaica and Gordon Street in Trinidad. These sites are now fully connected to the core Open Campus network infrastructure and able to access the full range of available network services.

Much effort was put into developing complex proposals for funding from outside agencies, and in assisting consultants engaged by these agencies to review the activities and facilities of the Campus.

Marketing

Given the limited finances for marketing and promotion, Sites found innovative ways to keep the UWI Open Campus name in the public eye. In Dominica a monthly television programme focuses fully on the UWI Open Campus in Dominica and brings to the public interviews with visiting UWI personalities; in St Lucia the Head of Site writes a regular column UWISPEAK in the newspaper highlighting activities in the UWI Open Campus; and in Anguilla the local newspaper The Anguillian has agreed to publish UWI written articles in their Education section free of charge. Other Sites have teamed up with local organisations to sponsor events such as the Annual Junior Cross Country Race in Belize put on by the Belize Cycle Association with a prize sponsored by the UWI Open Campus Belize. The Montserrat Site participated in the ICT Roadshow that was held for the first time in Montserrat from April 21 to 23, 2010. The Head used the opportunity to promote the Open Campus with a presentation entitled “The University of the West Indies Open Campus: Your Higher Education Solution in Montserrat.” Many Sites have used billboards (Grenada), electronic billboards (St. Lucia) and airport signs (Belize and Trinidad and Tobago) as well as advertisements in the local Yellow Pages (Montserrat, Grenada, Jamaica) to ensure that the UWI Open Campus is easily seen and found. In

The advertisement is a vertical poster with a blue and orange background. At the top, there is a circular orange area containing the UWI crest and the text 'UWI OPEN CAMPUS' in white, with 'Online | On site | On demand' below it. Below this, the main text 'OPEN POSSIBILITIES TO YOUR FUTURE' is written in large, white, serif font. To the right, a woman in a dark suit is smiling and gesturing towards the text. At the bottom left, the text 'Apply Now!' is written in a yellow, cursive font. At the bottom, the website 'www.open.uwi.edu' is displayed in white text on an orange background.

Advertisement

in addition some Sites such as Belize and Cayman, under the guidance of the Marketing Manager, Mrs. Suzette Wolfe-Wilson, have launched their own Facebook pages. This use of the social media to target potential as well as existing students will be increased in the next academic year.

The website was much improved and also much more utilised. A report that covers up to September 20 2010 reveals that there was a 439.93 per cent increase in visits to the website over the previous corresponding period. This included a 27.77 per cent increase in new visits, with the other 72.23 per cent being returning visits.

It is also significant that all traffic sources sent a total of 690,218 visits to the www.open.uwi.edu website. A noticeable increase from referring sites was tracked over the year during the months whenever heavy advertisement was undertaken (e.g. in the Jamaica Gleaner, Caribbean 360, Dominica Online, Cayman News, etc.).

The website content has grown significantly from its first year of operation in 2008 with improvements to the Admissions pages, the development of Summer school pages, the Graduation pages, Undergraduate and

Graduate pages, etc. Improvements have also been made to the multimedia section on the home page as videos are now hosted from across the Caribbean on Open TV, our multimedia portal.

Work is continuing to install dedicated servers for our video content to expand growth in this area.

A major web-related goal was accomplished in 2009 with the development and implementation of the Drupal-based Content Management System (CMS). This facility will improve the management of the web at all levels across the Open Campus organization as the system will be fully automated. All content (text, images, video, presentations, etc.) now will be kept accurate across all pages



Open Campus Website

of the website as it operates from a centralised database. The new CMS allows the granting of editing privileges to specific department heads to regularly update their content.

Departmental Activities:

Enterprise Applications unit:

OCMS and Admissions Portal Development

There were three major releases to these two software applications during this period:

1. August, 2009 - This was a release that included significant upgrades to all modules of the Open Campus Management System (OCMS) including Registry, Finance, Exams, Reports and Security.
2. February, 2010 - This release focused on the ability of the Registry to auto-provision applications on the Admissions portal to student profiles in the OCMS. Other significant upgrades were the ability to process fees for student in country sites with no service from First Caribbean International Bank (FCIB) and the initial release of an OCMS user manual.
3. May, 2010 - The theme for this release was the improvement of the work-flow process on the Admissions Portal. The ability of the Registry to frequently communicate with applicants and for students to be able to track the status of their applications on the Admissions Portal is an important feature that both Registry and students appreciated. In addition, the Registry can now make an offer on-line and similarly the student can accept that offer on-line.

Deployment of Elluminate Live!

Elluminate Live! is a web conferencing tool that was acquired in June, 2010 on a one year pilot. The deployment is ongoing and training classes are being run.

Moodle

A project for upgrading the Learning Exchange from Moodle v1.8 to v2.0 was initiated in July 2010. The project is scheduled to be completed with the successful deployment of v2.0 in August, 2011. The primary reasons for this upgrade are:

1. The current Moodle 1.8 on which the Learning Exchange is based is nearing obsolescence and many 3rd party vendors including Elluminate, are dropping support for this version.
2. The deployment of Moodle 2.0 will be engineered to support class sizes of up to 1000 students, concurrent users of up to 2000 and a total student population of over 10,000 students. These numbers represent significant improvements over the capabilities provided in the current environment.
3. Significant savings are expected from greater efficiency in content management and productivity.

TurnItIn

TurnItIn is a plagiarism detection software that was deployed using Moodle bridge capability. The

tool is in a pilot phase that will continue through April, 2011.

Mahara

Mahara is an open source ePortfolio and social networking web application. It provides users with tools to create and maintain a digital portfolio of their learning, and social networking features to allow users to interact with each other.

Network Infrastructure unit: Server Consolidation & Virtualization

This project was undertaken in order to maximize the investment in existing hardware at our primary datacenter as well as to meet the demands from the organization for more server resources. This project was completed in March 2010 and has proven to be a very successful. A similar approach will be adopted with all servers deployed through the organization.

Network Migration & Active Directory Deployment

This project addressed the need to consolidate disparate networks that existed at the Open Campus locations on the Mona, Cave Hill and St Augustine Campus so that a common set of services could be provided to all staff throughout the organization. This project is ongoing but is 75% complete at St Augustine and Mona Campuses and 10% complete at the Cave Hill Campus. Many of the delays in this project were attributed to lack of financial resources to obtain necessary hardware to complete the network migration.

University Voice Inter-Connectivity Project

This project addressed the need to make cost-effective cross-campus telephone calls. The project

was executed in two phases. The first phase, a pilot, was completed in August 2009 and proved to be very successful as the facility was oversubscribed weeks after its introduction. This led to phase 2 which allowed for increased capacity of up to 24 concurrent calls between campuses. This was successfully completed for all campuses except Cave Hill in June 2010.

Enterprise Software Agreements

In order to benefit from discounts obtained through UWI wide enterprise software agreements, the Open Campus has established agreements with Symantec in April, 2010 for their Enterprise Protection Suite and with the Adobe in July, 2010 for their Education Cumulative Licensing Program.

User Support and Helpdesk unit:

A multi-linked spreadsheet utilizing Google Docs for the purpose of centrally gathering and managing staff information was developed. Once updated and shared, this spreadsheet can be accessed by every staff member of the Open Campus through a web browser and an internet connection.

No special software or plug-ins are required. The staff spreadsheet (which is not editable by general staff) provides one-time addition of staff information in a single place and this information is then "pushed" to a view-only spreadsheet that automatically categorizes staff information in multiple ways -e.g., by department, site and status. This spreadsheet once updated will provide HR and all staff of the Open Campus an up-to-date snapshot of the status of everyone in the Open Campus and their contact information.

The initial data in the spreadsheet was updated with the 2009/2010 staff directory from HR and a subsequent amendment provided in July 2010. The helpdesk/user support staff have been actively

updating the spreadsheet since it has been created to maintain an active snapshot of all staff.

Training:

A number of training activities have been conducted to orient staff members to new applications and procedures. The training activities comprise the development of training materials (user manuals and videos), as well as workshops via a variety of delivery modes.

With four (4) major new systems being deployed, it was a very busy year with respect to staff training. The initial training period for each system is given below, however training is ongoing for all of the following systems:

1. July – October, 2009: Banner Finance training

2. February – April, 2010: Open Campus Management System

3. April – May, 2010: Admissions System

4. July – present: Elluminate Webconferencing System

In addition to the above, the following workshops were conducted by the training unit:

1. Microsoft Office 2007 (Word, Excel and Powerpoint)

2. Project Management

Due to time and resource constraints, many of the non-campus sites have not had access to the Microsoft Office and Project Management training. Plans are in train for additional workshops to facilitate those sites in the near future.



Teleconference/Training facilities at Cave Hill

New Appointments

Ms. Tonia Arthur

Functional Analyst
Office of Finance & Administration

Dr. Ian Baptiste

Head Pre-University and Professional Programmes
Academic Programming and Delivery Division

Ms. Pamela Dottin

Quality Assurance Officer
Office of the Deputy Principal

Mrs. Kerrie Ellis-Worrell

Temporary Assistant Curriculum Development Specialist
Pre-University and Professional Programmes
Academic Programming and Delivery Division

Mr. Garvin James

Treasury Manager
Office of Finance & Administration

Mrs. Annika Lewinson-Morgan

Multimedia Specialist
Multimedia and Delivery Unit
Academic Programming and Delivery Division

Mrs. Paula Niles

General Accounting Manager
Finance & Administration

Dr. Benita Thompson

Programme Coordinator
Special Projects, APAD
Academic Programming and Delivery Division

Mr. Robert Tucker

Multimedia Specialist
Multimedia and Delivery Unit
Academic Programming and Delivery Division

Open Campus Country Sites

Mrs. Joan Bobb-Alleyne-Dann

Head
Open Campus Country Sites - Trinidad & Tobago

Mrs. Monica Browne

Programme Officer
Open Campus Country Site – St. Vincent and the Grenadines

Mr. Ryan Byer

Programme Officer
Open Campus Country Site – Barbados

Mrs. Lesley Crane-Mitchell

Temporary Outreach Officer
Open Campus Country Site – St. Lucia

Mr. Robert Geofroy

Acting Head
Open Campus Country Site – Cayman Islands

Promotions

Ms. Marva Campbell

Promoted to Programme Officer
Caribbean Child Development Centre

Mr. Lauren Marsh

Promoted to Junior Research Fellow
Hugh Lawson Shearer Trade Union Education Institute

Ms. Joan Thomas

Promoted to Research Fellow
Caribbean Child Development Centre

Retirements/Resignations

Dr. Lennox Bernard, Retired

Head
Open Campus Country Sites - Trinidad and Tobago

Mrs. Jeanette Grant-Woodham, Retired

Senior Programme Officer
Office of External Relations, Inter and Intra-Institutional
Collaboration

Mrs. Carla Harris-Pascal, Resigned

Head Open Campus Country Site Anguilla

Mrs. Paula Niles, Resigned

General Accounting Manager
Finance & Administration

Dr. Bevis Peters, Retired

Director
Office of External Relations, Inter and Intra-Institutional
Collaboration

Dr. Marcia Potter, Resigned

Head Open Campus Country Site – British Virgin Islands

Mr. Colin Riley, Resigned

Programme Officer
Open Campus Country Site - Montserrat

Mr. Lincoln Seecharan, End of contract

Web Administrator
Multimedia and Delivery Unit
Academic Programming and Delivery Division

Professor Howard Spencer, Retired

Head
Open Campus Country Site - Bahamas

Staff training and development

Kisha Sawyers, Internship at The Economic and Social Council (ECOSOC) of the United Nations, New York, January 18 – March 19, 2010

Honours and Awards**Annual Women's Day Award - Belize**

Mrs. Luz Longworth

Director Open Campus Country Sites
Received for outstanding Leadership in Higher Education

Diamond Award from the American College Personnel Association**Mrs. Jerome Miller-Vaz**

Head Jamaica Western Region

Paul Harris Award from Rotary Club International**Mrs. Cheryl Sloley**

Regional Coordinator OECS & Barbados
Received for sterling contribution to the Club as President of the Liguanea Chapter



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