



THE UNIVERSITY
OF THE
WEST INDIES
OPEN CAMPUS



A CAMPUS FOR THE TIMES . . . A CAMPUS FOR THE FUTURE

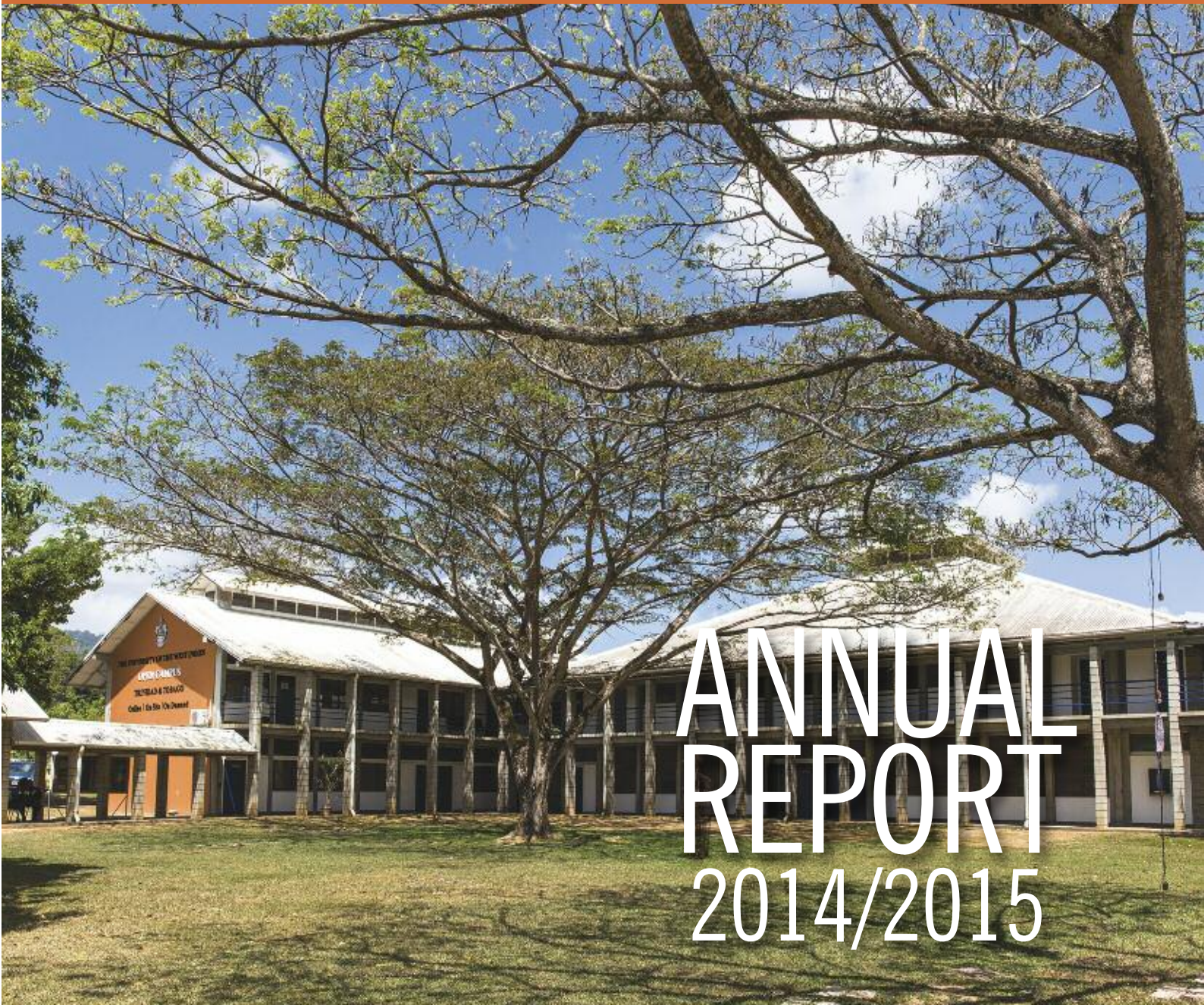
ANNUAL REPORT

2014/2015



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THE UWI OPEN CAMPUS GUIDING PRINCIPLES

THE OPEN CAMPUS OF THE UNIVERSITY OF THE WEST INDIES IS BASED ON THE IDEA THAT THE HIGH-QUALITY UNIVERSITY EDUCATION, RESEARCH AND SERVICES AVAILABLE AT OUR INSTITUTION SHOULD BE OPEN AND AVAILABLE TO ALL PEOPLE WHO WISH TO REACH THEIR FULL POTENTIAL INSIDE AND OUTSIDE OF THE CARIBBEAN REGION.

THE OPEN CAMPUS WILL ADOPT QUALITY TEACHING AND LEARNING EXPERIENCES, INNOVATIVE PEDAGOGIC DESIGN, RELEVANT RESEARCH AND COMMUNITY PARTNERSHIPS TO DELIVER FACE-TO-FACE, BLENDED AND ONLINE LEARNING.





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We are **#Opentothefuture**





Dr Luz Longworth

Pro Vice-Chancellor & Principal (Ag)





Principal's Overview

The 2014/15 Academic Year was one of change and challenge for the Open Campus. Professor Eudine Barriteau who started the Academic Year as the new Campus Principal, was appointed Principal of the Cave Hill Campus effective May 1, 2015 and the Campus saw another change of leadership for the last quarter. However, the strategic path that had been outlined for the Campus continued unabated and I wish to thank Professor Barriteau for her brief but stellar stewardship of the Campus. The transition although quick, has been smooth and the work of the Campus has progressed with the entire team coalescing around the achievement of the strategic goals outlined for the period 2012–2017. The year's focus was around three cross cutting themes of expansion, penetration and financial sustainability which permeated all of our activities during the year.

OVERVIEW

The Open Campus' focus during the academic year, 2014/2015 was on stabilizing its financial status through regular communication with supporting Governments, exploring new institutional partnerships with the private and public sectors, launching new programmes at the undergraduate and graduate levels and increasing the marketing of the Campus' programmes. Although the lack of payments by some Governments resulted in tremendous cash flow constraints, the Campus did not fall into a state of paralysis and has continued to focus on the mandate given it by the University to lead its thrust in online and distance education, providing pathways for access to a UWI education to populations in the UWI 12 and underserved communities

and to continue research and outreach to these communities.

FINANCIAL SUSTAINABILITY

Expenditure was once again kept to a minimum during the year and was significantly less than budgeted. The Campus again reduced the portion of revenue allocated to government contributions to 35.9% when compared to the prior year of 37.3%. Additionally, revenue from special projects rose from 4.7% of total revenue in the prior year to 8.7% in 2014/2015. Given the extremely difficult economic situation of most of our contributing Governments the Campus actively sought to develop new sources of revenue that would continue to support the Campus' mandate and commitment to the region.

The Open Campus Country Sites (OCCS) were influential in sourcing financial support. They collaborated with Private and Government agencies to offer courses, certificate programmes and conduct workshops. Their appeals were also successful in receiving donations from corporate organisations and donor agencies which were integral in offsetting costs necessary for the production of country conferences, workshops, lecture series and project funding. The Caribbean Child Development Centre (CCDC) sourced and received generous project grants. Namely, The Transitional Living Programme for Children in State Care project which is funded by USAID and the Child Rights Sustainability Initiative, funded by UNICEF Jamaica.

The Embassy of the Republic of China (Taiwan) generously donated computer equipment which has



Principal and CFO with CDB officials

upgraded the computer labs and offices at the St Kitts and Nevis Sites. One of the immediate benefits was the expansion of the number of face-to-face course offerings at both Sites. The Universal Service Fund (USF) project and the Turkish Government also tremendously supported the Campus. While the Open Campus Jamaica benefitted from technological upgrades donated by USF, the Turkish Government donated a High Definition Video Conference Bridge (Cisco TelePresence MCU 4520) to CARICOM which is installed in the Open Campus Miami Data Centre. The Open Campus will continue to support CARICOM meetings with this cut of the edge technology.

The Open Campus also began discussions with other groups to develop new partnerships that will have financial benefits for the Campus. These included the initiation of discussions at the end of



MOU with West Indies Players Association (WIPA)

the academic year for the development of MOUs with the West Indies Players Association, The Jamaica Trade and Investment Promotion Agency (JAMPRO), the Organisation of American States (OAS) among others. These are expected to bear fruit in the 2015/16 Academic Year and beyond.



MOU with JAMPRO

The Open Campus not only benefitted but also donated to communities that we serve. The Grenada Site donated furniture to the Blessed Sacrament Roman Catholic School and the Pine Site in Barbados donated computers to a number of primary and secondary schools in its catchment area.

The Open Campus wishes to thank all of its institutional partners for their gracious donations and financial support.

EMPLOYEE ENGAGEMENT

Employee Engagement and Development is crucial to the achievement of all of the strategic goals of the Campus. Staff in all Departments and Sites participated in training programmes in PLA, marketing, communication skills among others. GAC-SDEC project also fully funded a capacity building Workshop on Research, Publication and Prior Learning Assessment Recognition (PLAR) for Heads of Sites and Programme Officers. The Workshop was held in Barbados in July 2015.

The HR Division developed a comprehensive internal training programme utilising the skills of staff in the Open Campus and sister campuses to deliver



Principal engaging with Open Campus Jamaica staff members

training via Zoom to scores of staff members. Staff were also engaged through several Town Hall meetings across the region where new developments in the Campus were shared by the Principal, Deputy Principal and other members of the Leadership Team. All divisions of the Open Campus had internal Divisional Retreats and the Open Campus Leadership Team agreed to increase the frequency of its meetings. It should also be noted that arrangements were made to implement a Retirement Programme which is intended to prepare colleagues who are nearing retirement for life after The UWI.

The Open Campus is committed to the development of necessary protocols to operationalise initiatives for the benefit of staff across the Campus and will continue to expand these opportunities.

INTERNAL OPERATIONAL PROCESSES

The Open Campus continues to improve its services to its students and other stakeholders through ongoing refinement of processes or the introduction of new ones. By far the most important change that began in the 2014/15 year was the implementation of the new Banner Enterprise Resource Planning System. This is a key element of the Global Affairs Canada (GAC) formerly the Department of Foreign Affairs, Trade and Development (DFATD) – Strengthening Distance Education in the Caribbean (GAC-SDEC) project. The project facilitated the purchase of enterprise servers to outfit the production environment, and contracts for

developer services and supporting products for the registration and application process were executed. New student and instructor workstations for over 30 Sites were funded by the GAC-SDEC.

The project also provided training to staff of the Computing and Technical Services (CATS) Division in areas critical to the future success of ERP within the Open Campus.



The Principal listens to Mr Mark Mostovac, former Head of Aid/Director of Operations for GAC (formerly DFATD) and Team Lead for the SDEC Project before presenting him with a retirement gift, July 2015.

The implementation of the new system for the Open Campus made good progress in several areas. As the proposed implementation deadline approaches, the Campus has begun to plan for the process and culture change that this new ERP system will require.

The Campus also continued to strengthen its academic quality and programming, ensuring that all tutors and facilitators were fully trained with the development of a full suite of online training courses for facilitators and course coordinators. The Academic Programme and Delivery division developed 18 new Undergraduate and Graduate programmes which were offered in August 2015 including the innovative EdD Programmes in Leadership in Higher Education and in School Systems. These were funded through the GAC-SDEC project. APAD also developed a collaborative approach with the relevant industry sector leaders by the formation of Programme Advisory Committees. There was also growth in the Continuing and Professional Education (CPE) programmes with

over 40 new programmes under development at the end of the Academic Year 2014/15.

The Consortium for Social Development and Research (CSDR) also recorded an active year which saw its individual units developing new certificate and accredited MPhil/PhD programmes. Some of the new courses have already been approved by the Academic Quality Assurance Committee (AQAC), a sub-committee of Academic Board.

The CSDR led the way in groundbreaking research in the key areas of Youth Work and Development, Child Rights, Labour and Productivity and Gender issues. Colleagues in the campus continue to publish and the Campus is developing a good repository of research and publications on online learning and technological innovation in higher education.

The Open Campus Country Sites are the Campus' frontline for "taking the university to the people". All Sites were involved in seminars, workshops, country conferences, distinguished lectures and cultural presentations across the region and also made significant contributions to national and regional development. The UWI Open Campus Dominica for example was a major partner in the hosting of the Nature Island Literary Festival (NILF) and Book Fair from August 6–9, 2015 under the theme "Beyond the Green: Nature, Environment and Caribbean Literature". The activities included book launches, readings and musical performances, films and free workshops with internationally acclaimed authors, playwrights, poets and publishers. We are very proud of the number of distinguished lecture series now being hosted in each of our UWI 12 countries and in which colleagues from sister campuses are able to participate, bringing the wealth of their research to audiences around the region.

All of the achievements and activities mentioned above have one sole focus and purpose – improving the experience for our students. The first core principle that guides us in the Open Campus is that of

student-centredness. All of the activities and efforts of the Campus are focused on creating a better student experience and ensuring that we serve our students better each day. Specifically we are keen on improving their experience online as well as on site. The GAC-SDEC project will enhance the student experience through the implementation of the new Student Management System and already has borne fruit in the development of better facilities in some Sites. We were also happy to launch the Site redevelopment project in St Vincent and the Grenadines in May 2015 which will enhance the Site in Kingstown and provide more comfortable and functional accommodations for students and staff.

Staff in APAD and the Registry have redoubled their efforts to ensure that students' academic progress is monitored and their experience from recruitment to graduation is a positive one. An innovation that was introduced in the Academic Year under review was the use of "Zoom Rooms" which allowed groups of prospective students to meet with administrators and Programme Managers during the application process to clarify and counsel applicants. The Campus Library continues its support for both online and local face to face students despite the very limited resources available. The online access to a Librarian is an innovative way to provide support for our students who do not have the typical access to academic libraries in their communities.

MARKETING

A number of printed media, live television and radio interviews were conducted during the period under review. As Principal, I sought to market the pivotal role that online tertiary education will play in the future. The use of technology in higher education is now becoming the norm, in traditional and non-traditional universities.

The Open Campus allows the flexibility of learning that is necessary especially to our more mature students who are unable to spare the time to do the traditional type of on campus learning. The online



Principal been interviewed in Jamaica

experience allows for that flexibility and for a more productive workforce as they are able to remain in the workplace. The University Open Campus also allows for accessibility to higher education to residents of underserved communities that, prior to the Open Campus, was not possible.

The Open Campus also utilised various social media platforms as an integral component of its marketing strategy. The Campus' Facebook, Twitter, and Flickr accounts were actively monitored. Additional social media platforms are to be utilised as the Open Campus seeks to expand its reach online and engage wider audiences.

THE OPEN CAMPUS TASK FORCE

The Chancellor, on the recommendation of the Vice-Chancellor, has set up a Task Force to make recommendations for "further strengthening the capacity and leadership of the UWI to provide online, distance and outreach education". The Task Force, chaired by Professor Alvin Wint, will engage in wide consultations giving the Open Campus staff every opportunity to make submissions or participate in Focus Groups ensuring that the views of the Campus community are adequately represented. The Task Force is expected to report to the University Council in April 2016 and we look forward to the implementation of the recommendations to strengthen the UWI Open Campus role and improve our operations.

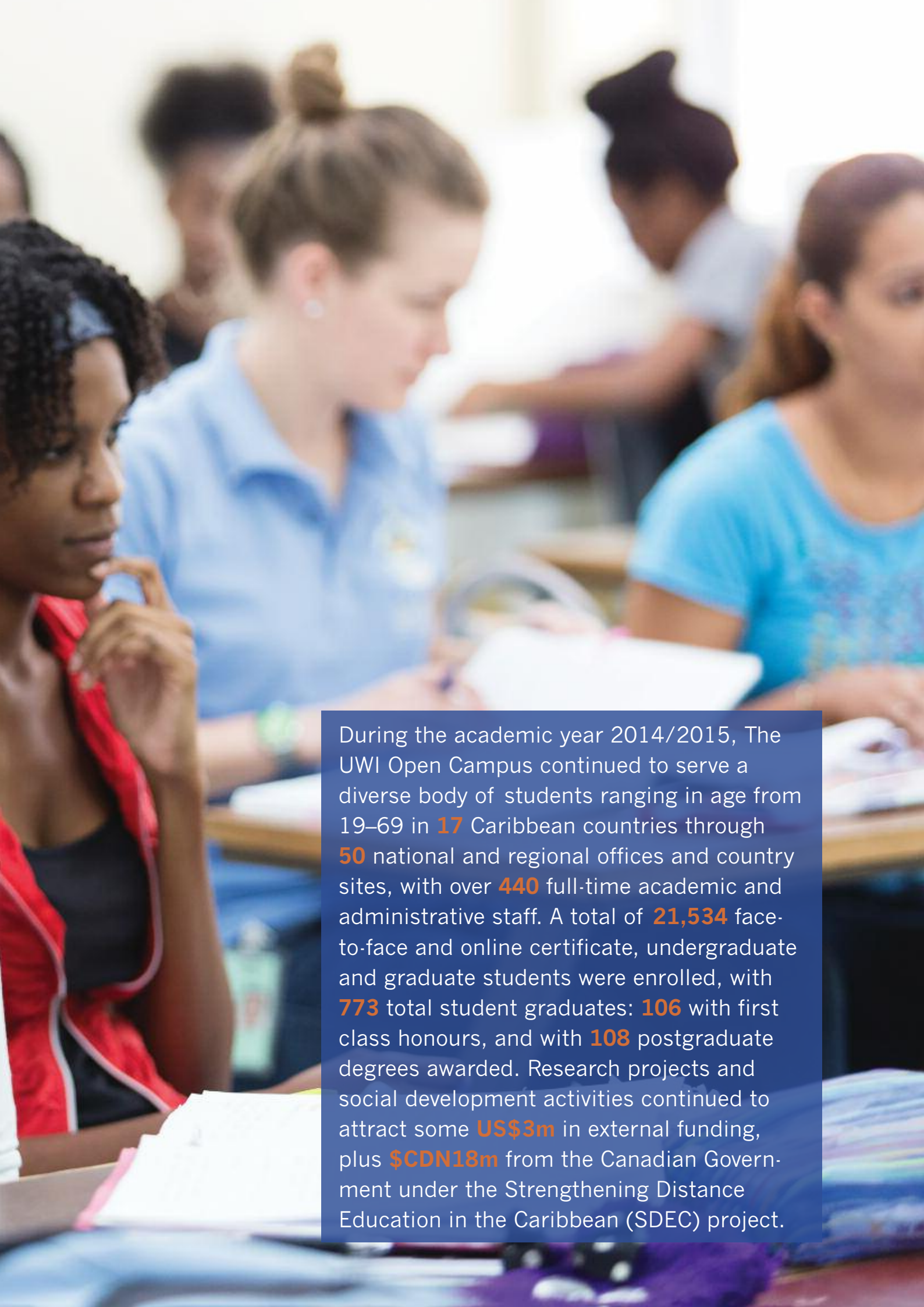
PLANS FOR THE FUTURE

The Open Campus will continue its focus on its mission of providing access to persons who would not normally be able to get a UWI education through more traditional modalities. Consonant with the vision articulated by our new Vice-Chancellor, the Open Campus will play a key role in taking The UWI to the world. This can only be done through strengthening our partnerships with Governments, industry and the private sector, NGO's, and other elements of our communities. The Open Campus is also very committed to the vision that, together with our sister campuses, we will bring our strengths in online and distance learning and outreach to serve the larger project of One UWI presence in the region and the world. The Open Campus must now build on the foundation of the last eight years and with the added boost of the inputs from the GAC-SDEC project focus on the following:

- Improve the overall service to our students including ease of access to support services and academic counselling.
- Strengthen our partnership with our sister campuses to enhance and facilitate the offer of a wider choice of programmes.
- Focus on continuing and professional education and workforce development to help to build entrepreneurial skills in the region, particularly among adults who are already in the workforce or who are retooling for new careers.
- Develop partnerships with other organisations who are keen on expanding their training through an online and regionally scalable model.
- Ensure that our staff are engaged and fully involved in the change process as the Campus evolves and contributes to The UWI 2017–2022 Strategic Plan.

Consonant with the vision articulated by our new Vice-Chancellor, the Open Campus will play a key role in taking The UWI to the world





During the academic year 2014/2015, The UWI Open Campus continued to serve a diverse body of students ranging in age from 19–69 in **17** Caribbean countries through **50** national and regional offices and country sites, with over **440** full-time academic and administrative staff. A total of **21,534** face-to-face and online certificate, undergraduate and graduate students were enrolled, with **773** total student graduates: **106** with first class honours, and with **108** postgraduate degrees awarded. Research projects and social development activities continued to attract some **US\$3m** in external funding, plus **\$CDN18m** from the Canadian Government under the Strengthening Distance Education in the Caribbean (SDEC) project.

1. FINANCIAL

Continued economic challenges in the Caribbean region resulted in another year of subdued economic growth during the 2014/15 period. Maintaining and increasing sources of revenue is critical, and continuing to reduce the reliance on regional governments was a primary focus. While the Open Campus was unavoidably affected by the financial trials affecting the region, some advances in the development of new programmes, strategic partnerships, benefactions and new revenue opportunities provide an optimistic outlook going forward for the Campus.

Although the expenditure during the year did not show an increase over the prior year and was significantly less than budgeted, both tuition fees and government contributions declined when compared to the prior year. The campus again reduced the portion of revenue allocated to government contributions to 35.9% when compared to the prior year of 37.3%. Additionally, revenue from special projects rose from 4.7% of total revenue in the prior year to 8.7% in 2014/2015.

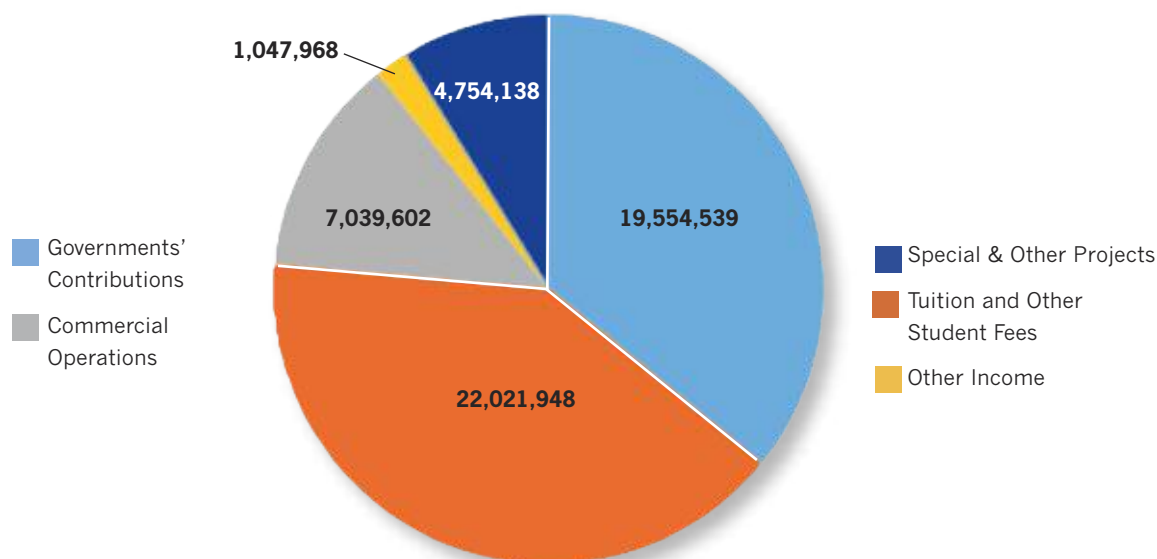
A breakdown of the various sources of revenue can be found in the below graph.

INCOME SOURCE DIVERSIFICATION

Reduce the reliance on government financial assistance and increase the contribution from other sources.

Diversifying the Income Stream

In light of declining student enrolment in the academic year, the Open Campus placed emphasis on diversifying the income stream of the University. These special projects were significant as they represented additional and diversified inflows of income from sources other than student fees, and



The various divisions and departments of the Open Campus each made strides in adding to the revenue generated and thereby reducing reliance on government financial assistance.

also provided greater visibility for the Open Campus, as they include partnership with key external stakeholders.

The various divisions and departments of the Open Campus each made strides in adding to the revenue generated and thereby reducing reliance on government financial assistance. Within the Consortium for Social Development and Research (CSDR), the Social Welfare Training Centre (SWTC) successfully completed a three year research project, the Impact Evaluation of the National Youth Service (NYS) Non-Residential Corps Programme and the Career Advancement Programme (CAP), and through the evaluation research project generated income for the Open Campus. The SWTC was successful in the bid for data entry, analysis and reporting for NYS programmes, which involved data entry of over 5,500 questionnaires, analysis and reporting for 9 separate questionnaires, which was completed within a very short timeframe. JA\$1.5m was earned from this undertaking. The Impact Evaluation of the CAP and NYS netted a further JA\$2,230,721.41. Additionally, JA\$10,471,928.74 was earned from accommodation, tuition and rental of facilities.

Also within the CSDR, the Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) continued to work towards improving their revenue stream and earned a gross income in excess of JA\$1.5 million from workshops, seminars and rentals during 2014/15, with over JA\$500,000 still outstanding.

The Computing and Technical Services (CATS) Division generated income by renting out video

conference rooms and providing video conference services during the year. Additionally, in order to support increasing the applications to Open Campus programmes and eventual increase in student enrolment numbers, Reiza Haniff, Software Developer, developed and provided reports from the OCMS for tracking and monitoring admissions since June 2015 to Registry staff. He also supported the sending of SMS messages to prospective applicants. Web conferencing using Zoom with prospective students was also used to increase communication and encourage application to programmes.

Open Campus Country Sites

Barbados

In Barbados, the Site sourced financial support from donors for special projects and received project funding from the following agencies:

- The Non-Governmental Organisation (NGO) Management Certificate Programme: After the closing of the second phase of funding for the NGO Management programme with the European Union Delegation to Barbados and the Eastern Caribbean under the 10th European Development Fund (EDF), a new strategic partner, The Maria Holder Memorial Trust, approved funding in the amount of US\$35,445.00 for the academic year 2014/2015 to continue the programme in the first year of a three-year period. This certificate programme targeted staff and volunteers in the NGO sector to develop the necessary competencies to contribute to improved organisational efficiency.

- Unemployment Retraining Project with the Government of Barbados: The Site collaborated with the National Employment Bureau, Ministry of Labour, Barbados Government and the National Insurance Board in the training of persons who have been displaced from their employer. A range of certificate courses were offered by Open Campus Barbados as aspects of this project. The Site received BB\$188,315.00 for courses conducted during the academic year.

Dominica

- The steady increase in offerings and participant numbers in the local face-to-face courses provided a way to meet operating costs in addition to the income generated from online student tuition. In Semesters I and II of 2014/2015 the Open Campus Dominica offered a suite of 13-week long courses to professionals in the local community. During the months of May to July 2015, four courses of six-week duration were offered and on July 25, 2015 another set of thirteen-week long courses were presented. In the academic year 2014/2015, the Dominica Site made a surplus of US\$39,500.00 from these courses.

Grenada

- Efforts to increase the number of students registered in professional development courses generated a 30% increase in student enrolment in 2014/2015 over 2013/2014. The increase in numbers created additional income for the Site.

Jamaica Eastern

- The Jamaica Eastern region rented out Site facilities, in particular the teleconference room, computer laboratory and classrooms as a means of income generation.
- The delivery of local face-to-face programmes continues to be a source of income generation for the Jamaica Eastern sites.

St Lucia

The purchase of a new Kyocera photocopier and laminating machine enabled the Site to increase the reprographic services offered to the public and in particular to students from the neighbouring Sir Arthur Lewis Community College (SALCC). The Library offered photocopying and printing services to students which generated funds that supplemented equipment maintenance costs.

St Vincent & the Grenadines

The St Vincent & the Grenadines Site continued to carefully monitor all income generating activities, whether academic or otherwise (e.g. Recognition of Graduates Ceremony, Fun Walk), to ensure that they were fully self-financing and realised a profit. A consistent increase in enrolment numbers for continuing and professional education (CPE) and local face-to-face courses and workshops netted additional income of over US\$42,696.00 during 2014/2015.

The Site also appealed to donor agencies/corporate donors for financial and other assistance which significantly reduced the outlay of funds that would be necessary to implement many of below listed events:

- Country Conference funded by the Regional Disaster Vulnerability Reduction Project/ World Bank/Ministry of Economic Planning in the amount of EC\$62,715.71 (US \$23,330.00).
- The Independence Lecture sponsored by First Caribbean International Bank in the amount of EC\$400.00.
- In-kind contributions were received from local farmers and business people for the hosting of a Fun Walk.
- Community members volunteered their services during the presentation of a mini-lecture and 'Children's Village' activity. The members also contributed decorations and refreshments for the 'Children's Village'.

TRANSITIONAL LIVING PROGRAMME FOR CHILDREN IN STATE CARE GROUNDBREAKING CEREMONY



New Revenue Opportunities

Non-traditional avenues were explored during the academic year to create new opportunities for revenue earning. In a number of cases, the revenue earned was utilised to address urgent operational needs at the Open Campus Country Sites.

Dominica

The Dominica Site hosted the First Annual Alumni Dinner and Awards Ceremony on September 26, 2014. This prestigious event was a fundraiser activity intended to raise finances to refurbish the Site's library facility. The renovation work, which included additional lighting and ventilation of the library, was completed in January 2015. At the event alumni of the University were presented with

awards for lifetime achievement and for outstanding accomplishments in the areas of arts and culture and community. Dr Lennox Honychurch, a historian who received a UWI honorary doctorate in 2012, and Professor Gerald Grell, former Pro Vice-Chancellor of The UWI were among the awardees. The event netted US\$1,535.00.

St Kitts & Nevis

In semester 1 2014/2015 the St Kitts & Nevis Sugar Industry Diversification Foundation (SIDF) partnered with the Open Campus St Kitts & Nevis to offer three courses and four workshops that aimed to build human resource capacity. The SIDF provided full scholarships which included a stipend to recent graduates of secondary schools, the Clarence Fitzroy Bryant College, and the Nevis Sixth Form

OPEN CAMPUS GETS SUPPORT FROM THE GOVERNMENT OF ST VINCENT & THE GRENADINES, THE CANADIAN GOVERNMENT AND THE CARIBBEAN DEVELOPMENT BANK



College. This scholarship fell under the Recognising Everyone's Ability to Climb Higher (REACH) initiative and the Training for Optimal Performance of School Leavers (TOPS) professional tier.

The REACH programme was envisioned as a means of helping students to prepare to enter the world of work and to make the transition an easier process. Sixty-four students registered for the training opportunity, which included courses in Customer Service, Effective Public Speaking and Presentation Skills and Business Communication. Students also participated in workshops on Time Management, Developing a Good Self Image and Interview Skills. The initiative was successful and resulted in US\$42,515.00/EC\$115,510.00 in gross revenue.

Strategic Partnerships

Barbados

The Open Campus Barbados Site, for the first time, forged strategic partnerships with three private sector businesses, the Barbados Public Workers Cooperative Credit Union Limited, Days Bookstore, and OSI Computer Store, to offer the Summer Caribbean Examinations Council (CXC) programme in its 36th year. Days Bookstore provided a complimentary textbook to all students who registered for the programme and OSI Computer Store provided prizes for the top student in each of the fourteen subject areas, for the teaching staff, as well as the secondary school which registered the most students. Partnership arrangements with these organisations can provide opportunities for further collaboration with the Open Campus.

St Kitts & Nevis

The Open Campus St Kitts & Nevis Site was successful in its application for an EC\$5,000.00 grant to support the annual Teen Vacation Programme (TVP). TVP is offered to students aged 12–16 and is premised on the fact that young people require and desire avenues to express themselves while building self-esteem in a safe environment. The programme was first run in 2011 and many of the graduates from the first cohort have gone on to win national pageants and competitions and generally demonstrated enhanced self-confidence and leadership skills. The grant was approved towards the end of the academic year so will be put towards TVP 2016. This partnership will not only promote the University's interest in people development but will provide comprehensive television coverage of the Open Campus to a captive audience.

St Lucia

An agreement between the Open Campus St Lucia and the Mexican Embassy made possible the hosting of a summer workshop for secondary school students for a one week period. The workshop focused on Mexican culture with an emphasis on dance and was held from July 6–10, 2015. This activity gave the students an opportunity to interact with the Open Campus staff.

Two marketing partnerships were forged: one with popular (syndicated) documentary series “Untold Stories” and one with Helen Television Station. The aim was to give the Open Campus one year of prime-time visibility on a range of popular television stations, both local and regional. The partnership with Helen Television Station included the Open Campus' sponsorship of an educational programme entitled “Anansi's Challenge”.

Fund Raising, Donations & Benefactions

Benefactions

In December 2014 the Embassy of the Republic of China (Taiwan) generously donated US\$47,945.71

worth of computer equipment to The UWI for use in its Open Campus Country Sites in St Kitts & Nevis. The donation included 35 new desktop computers, 22 new laptop computers, 1 screen and 1 projector. The newly installed computers were also the reason for the introduction of a new suite of face-to-face courses offered at the Site. Half-day workshops entitled ‘Tech Bytes’ were held in St Kitts on Saturdays where students as well as the general public accessed courses for a nominal fee of EC\$30.00 per workshop to gain practice and tips in the use of various Microsoft Office applications. This nominal fee allowed the majority of participants to take part in several workshops, and in some cases in all twelve of them, which supplemented other income generation efforts. This approach also further enhances the Site's ability to get people into other courses and programmes offered at the Open Campus.

The Anguilla Site was the recipient of donations and contributions from community stakeholders which helped reduce recurring expenditure at the Site. The Guild of Students donated a water storage tank to the Site to address the need for storage of water, and a local company facilitated transportation of the water tank. The total value of this contribution was US\$239.00. A local contractor contributed some of the labour costs and provided bricks to secure the tank on the roof. The contractor also repainted the exterior of the building at a reduced cost. The value of his contribution was US\$736.00.

Another local contractor in Anguilla donated concrete valued at US\$300.00 for the completion of a new step leading from the new exit door at the Site. Similarly, maintenance work at the Site was completed at a minimal cost, generating savings of US\$166.00. Local company, Edgerton Edrum, completed plumbing works and other minor renovations at a significantly reduced cost which generated savings of US\$184.00. Mamadou Samb refurbished 12 chairs that were slated for discarding for a nominal fee of US\$100.00, saving US\$184.00.

The Open Campus Jamaica Eastern Region was a

beneficiary of support from the Universal Service Fund (USF) project, benefitting from technological upgrades including the provision of desktop computers, servers, laptops and copiers. The USF (formally known as The Universal Access Fund Company Limited) is committed to the development of the Jamaican community including tertiary level institutions in Jamaica. The equipment purchased provided advanced video/audio conferencing facilities at the Sites. Telecommunications equipment purchased was installed at the Camp Road, Mandeville and May Pen locations. The equipment was gratefully received and resulted in increased productivity and pride amongst members of staff and efficiency in the delivery of service to students. A breakdown of the equipment received can be found in table 1 below.

On June 19, 2015, the Turkish Government donated a High Definition Video Conference Bridge (Cisco TelePresence MCU 4520) to CARICOM valued at US\$300,000.00. The MCU 4520 is installed in the Open Campus Miami Data Centre and was used on July 3, 2015 for the United Nations Secretary General’s visit to the Cave Hill campus. The UWI will continue to support



Campus Registrar at the new smart board at Open Campus Jamaica – Eastern, Camp Road

CARICOM meetings with this MCU 4520 as it has been doing since 2007.

Table 1: Equipment received by Open Campus Jamaica Sites

Camp Road Site	May Pen Site	Mandeville Site
Three wireless access points	14 computers	Smart board
Two Polycom cameras	Data cabinet	Video conferencing unit
48 Headsets	Patch panel	
IP phones	Network switch	
2 Multimedia projectors	Wireless access points	
Polycom endpoints	Polycom endpoint	
Router	Camera	
2 Smart boards	Microphone	
Network switches	Screen and cart	
2 TV monitors	Smart board	
UPS	Projector	
Tables, desk and chairs	IP phones	
	Headphones	
	Tables, desk and chairs	

Scholarships

The Open Campus St Kitts & Nevis participated in a national scholarship programme that offered youth in the Federation access to continuing and professional education (CPE) courses and workshops. The scholarships were made available to unemployed youth to facilitate access to courses and workshops offered during Semester 1 2014/2015. As part of the scholarship package, the top performing student was offered a job at the St Kitts Marriott, which was publicly announced at the scholarship graduation ceremony held by the sponsor. A total number of 64 participants completed the programme.

The Student Support and Services (SSS) Department in the Registry accepted eighteen (18) applications for the American Foundation for the University of the West Indies (AFUWI) and Canadian Foundation for the University of the West Indies (CFUWI) scholarships. This resulted in the Campus receiving US\$6,000.00 and CA\$18,000.00, respectively in the form of bursaries to assist needy students throughout the region. The funds received were shared among nine (9) students. The SSS Department also facilitated two (2) applications for The UWI Open Scholarship for new students and two (2) were offered to returning students. The Campus received funding in the amount of US\$30,120.00 in total for the four (4) students.

In addition to this, the department received funding in the amount of JA\$3,925,627.50 from the Student Loan Bureau in the form of loans, enabling twenty-five (25) Jamaicans to cover the cost of their tuition.

Increase Philanthropic Giving, External Grant Funding and Sponsored Research

Philanthropic Giving

The Open Campus Country Sites not only benefit from the generosity of their community partners but contribute to the welfare of those in the communities that they serve. The Open Campus Grenada's philanthropic efforts included the donation of furniture to the Blessed Sacrament Roman

Catholic School at Grand Anse, St George's on May 14, 2015. The donation, valued at EC\$1,000.00, included twenty-three desks with attached chairs. The desks and chairs were previously held in storage at the Site. Students of the Blessed Sacrament Roman Catholic School were thrilled by the gesture.



External Grant Funding

During the 2014/15 academic year, the Caribbean Child Development Centre (CCDC) continued to source funding for programme activities and received project grants as highlighted table 2 on page 22. In addition, the Social Welfare Training Centre (SWTC) received a total of JA\$2,230,721.41 for the Career Advancement Programme (CAP) and the Impact Evaluation of the NYS Non-Residential Corps Programme.

Support from Governments

Heads and Officers-in-Charge of the OCCS engaged in strategic dialogue with Government officials within their jurisdictions to influence payment of Governments' outstanding debt to the Open Campus. Efforts will continue to be directed at ensuring that these contributions are made in a timely manner.

Table 2. CCDC Active Projects, 2014–2015 Academic Year

Title of Grant Proposals	Funding Source	Duration	Value
Transitional Living Programme for Children in State Care	USAID	August 2014–August 2017	US\$1,456,389.00
Development of a MPhil/PhD Child Studies	GAC	October 2014–July 2016	CA\$108,500.00
Child Rights Sustainability Initiative	UNICEF JA	May 2014–August 2016	JA\$7,800,00.00
Re-establishment of a model early childhood institution at CCDC	CHASE Fund	May 2014–September 2016	JA\$44,900,000.00
Global Child Development Group Secretariat	BvLF	January 2012–December 2015	US\$162,000.00
Caribbean Youth Virtual Forum	IIN/OAS	October 2014–December 2014	US\$3,500.00

EFFICIENT RESOURCE UTILISATION

To Increase the Use of Outsourcing for Selected Activities

The efficient use of resources is a key financial objective of the Open Campus. In order to address the various cost limitations faced by the campus, available resources are utilised to derive maximum benefits. Several of the divisions continued to refine systems to promote a culture of greater efficiency and accountability in resource use, and efforts continue to minimise travel wherever possible. Some examples of the efforts made by some of the Open Campus Country Sites to conserve and reduce costs are as follows:

Anguilla

- In Anguilla, a stringent plan which focuses on conservation and innovation was put in place. The plan details the process for energy and water conservation, paper recycling, preventive maintenance and upkeep among other key issues.

Barbados

- Efforts were made during the academic year to conserve energy and reduce utility costs, in particular electricity costs. Where possible, air-

conditioning units are turned off when rooms are not in use. Energy-saving light bulbs were also purchased and installed as opposed to the traditional incandescent bulbs to save costs.

- To reduce the costs associated with repeated purchases of paper towels, hand dryers were purchased.

Grenada

- The Site succeeded in reducing its electricity costs with the introduction of Light-Emitting Diode (LED) lights. LED lights were installed at the Site between November 2014 and January 2015, resulting in a 40% decrease in the electricity bill.
- In order to lower the cost of security services, members of the Open Campus Grenada Site decided at a staff meeting that the Site only required the services of the security company at night since daytime security proved inadequate in the absence of a guard station. The elimination of daytime services reduced the security bill by 35%.

St Vincent & the Grenadines

- The St Vincent & the Grenadines Site used its own facilities, as much as possible, to reduce



Thanks to our generous donors and supporters



Open Campus students in St Vincent & The Grenadines receive Coreas Hazells Inc. Bursaries, a collaboration between Coreas Hazells Inc. and The University of the West Indies Open Campus, St Vincent & The Grenadines



Principal on a courtesy call to the official office of then Senator The Honourable Fazal Karim, Minister of Tertiary Education and Skills Training in Trinidad & Tobago



Deputy Principal, Professor Julie Meeks joins GAC-SDEC Project Director, Mrs Mitra Knight and other UWI Open Campus Staff Members on a tour of the new upgraded computer lab at Open Campus Jamaica, Savanna-la-Mar



Mr Russell Hammond, Chairman for The School of Hope receives a cheque from 'Friends of the Open Campus' in Savanna-La-Mar, Jamaica, from a fundraiser. The money will go the school's bathroom project as part of Campus' outreach for community development

facility rental costs for events. Additionally, Site facilities were let for use by a number of organisations including the National Council of Women (NCW), the Inter-American Institute for Co-operation on Agriculture (IICA), the

Youlou Pan Movement, the Taiwanese Embassy, the Carnival Development Corporation (CDC), and the Peace Corps for seminars and meetings which generated funds for the Site.



We are **#Openforexcellence**





2. EMPLOYEE ENGAGEMENT AND DEVELOPMENT

Employee engagement is important for aligning employees' commitment to work towards personal success and the success of the organisation. The Open Campus is committed to creating an environment where employees will be motivated to offer more of their creativity and potential, and to providing or facilitating staff development that will strengthen their ability to perform their duties.

COMPETENCY-BASED DEVELOPMENT

Improve leadership and management capabilities and job competencies of all employees so that they can effectively fulfil their roles.

Human Resources

The Human Resources (HR) Department collaborated with the Office of the Principal to host a capacity building workshop on Research, Publication and Prior Learning Assessment Recognition (PLAR) for Heads of Sites, Open Campus Country Sites and Programme Officers. The workshop was funded by Global Affairs Canada (GAC), and was held at Cave Hill, Barbados from July 21–24, 2015. Twenty-two persons participated.

Members of staff of the HR Department participated in Gender Sensitive training workshop on Gender Equality and Strategic HR Management over a two day period from July 13–14, 2015. The issue of gender forms a central part of the Global Affairs Canada/Strengthening Distance Education in the Caribbean (SDEC) Project which is currently at the implementation stage in the Open Campus. The workshop was fully funded by GAC-SDEC and

was hosted by the Gender Equality Specialist, GAC-SDEC.

Academic Programming and Delivery Division

The Programme Delivery Department (PDD) encourages facilitators to collaborate for the development of best practices within courses and across the different programmes. To facilitate this, PDD used a 'Collaborating as Professionals' (CAP) space for engagement. This community of practice was used to remove the transactional distance between the department and facilitators. Facilitators met asynchronously throughout 2014/15 in the CAP community to discuss and select appropriate methods to facilitate teaching and enhance the learning experiences of students.

In-service support in PDD for 2014/15 was a combination of facilitator needs assessment and priority delivery areas. Training completed in the academic year was used for building the capacity of delivery staff and adjunct facilitators. The broad objective of this support was to improve the practice of current facilitators in the area of teaching and learning for competent programme delivery in distance education. In order to have relevant data to support anecdotal

The Open Campus is committed to an environment that promotes personal growth and development for employees and positive cognitive, emotional and behavioural states **directed toward optimum organisational outcomes.**

total records and individual memory, a record of training completion was developed in 2014. Feedback from facilitators indicated a high level of satisfaction with the training and support provided by the department.

The Programme Delivery Department also piloted New Facilitator training. As part of this initiative a new training programme was developed to ensure these prospective facilitators would be introduced to the culture and teaching philosophy of the Open Campus, and a framework that would allow PDD staff to train, monitor, coach and evaluate these new recruits was piloted in preparation for the

2015/16 academic year. The Foundations for Successful Online Facilitation (FSOF) programme, a series of four courses, was developed and conducted by the Online and Distance Learning Instructional Specialist (ODLIS) to address the needs of the prospective facilitators.

The first two courses (FSOF001 and FSOF002) were required and used in assessing suitability for placement as a facilitator with Open Campus. In a parallel effort to increase the effectiveness of teaching performance of existing facilitators and Course Coordinators, the courses developed for prospective facilitators were used as a framework to build



Caribbean Child Development Centre (CCDC) Staff, 2015

upon the foundation skills developed in the Managing and Facilitating Online Instruction (MFOI) course offered over the past five years. As a result, a programme entitled Building on Foundations of Successful Online Facilitation (BFSOF) was developed by the ODLIS and conducted for those existing facilitators teaching in courses developed with funding provided by the GAC-SDEC project for Semester 1.

The PDD also developed an innovative experiential training approach for Course Delivery Assistants (CDAs). The ODLIS utilised CDA staff members as discussion group leaders in the training of prospective facilitators while conducting the Foundations for Successful Online Facilitation (FSOF001 and FSOF002) courses. Prior to undertaking this role the staff members were provided coaching sessions and given an understanding of the expectations of what would occur during the course. In this capacity, the CDA staff members were given the opportunity to facilitate discussions, modelling the quality behaviour they monitor during semester activities.

Also within APAD, a Competency-Based Education (CBE) framework was developed by collaboration among staff members from the Programme Delivery Department (PDD), the Course Delivery Department (CDD) and the Programme Planning Department (PPD). Initiated by the ODLIS in PDD during the development of the FSOF training programme, the CBE framework draws from the key attributes of students and employees identified in the UWI strategic plan. Mapping competency domains drawn from globally defined knowledge, skills, and attitudes characterising the desired attributes of UWI graduates, the interdepartmental team was able to construct a working example of how the CBE model could be applied to a course within the offerings of the Open Campus and envisioned its operationalisation across the departments in a collaborative manner. The team continues to evaluate the model as it considers the implications of its application to the curricular development and assessment processes. Members of the Programme Planning Department also

attended a free Webinar hosted by Net Speed entitled Leading Collaborative Virtual Teams: Managing Dispersed Teams that Get Results, which was particularly useful for them.

Prior Learning Assessment Unit

The Prior Learning Assessment Unit both participated in and conducted a number of training activities during the reporting period. Some of these include:

- Course Coordinators, e-Tutors and the PLA Programme Officer attended a Gender Sensitivity training session conducted by the Gender Equity (GE) Advisor, GAC-SDEC Project Office on September 25, 2014.
- Two Assessors' Workshops were held on January 23 and February 11, 2015 respectively, to prepare examiners to evaluate students' prior learning portfolios. In support of the assessors, materials, including an Assessors' Handbook, were prepared and circulated.
- A PLA sensitisation session was held for OCCS Heads/Officers-in-Charge on March 17, 2015. The session was jointly delivered by the Programme Officer, PLA and Programme Manager, PDD, and followed by a Question and Answer session. 20 persons attended.
- A PLA sensitisation session was jointly delivered by the Programme Officer, PLA and the Programme Manager, PDD to the staff of Open Campus, Jamaica Eastern on May 28, 2015. 6 persons attended.
- A PLA training/sensitisation session was held for potential/current facilitators/assessors on May 28, 2015 and facilitated by a Canadian PLA expert. 23 persons were in attendance.
- A PLA sensitisation and advising session was held for Open Campus staff. This session was presented by a Canadian PLA expert on July 9, 2015. 51 persons attended.

Computing and Technical Services

The Global Affairs Canada SDEC project funded

OPEN CAMPUS STAFF MEMBERS ENGAGING WITH EACH OTHER ACROSS THE REGION



Enterprise Resource Planning (ERP) project provided training to staff of the Computing and Technical Services (CATS) Division in a number of areas critical to the future success of ERP implementation within the Open Campus, such as Oracle DBA Training, Banner XE Technical Training, creating new Internet Native Banner (INB) and Self Service Banner (SSB) instances. CATS staff also attended the University-wide Information and Communications Technology (ICT) retreat, which was held at the Cave Hill campus. Some of the topics discussed included business intelligence, ICT project management, the Single Virtual University Space and cloud services.

Open Campus Country Sites

Staff in the OCCS participated in a wide range of

workshops and open access online courses to develop their skills, and courses in Microsoft Office, marketing, digital literacy, customer service, human resource management and educational leadership, among others, were taken.

CULTURE OF EMPLOYEE ENGAGEMENT

Create an organisational environment that promotes personal growth and development for employees and positive cognitive, emotional and behavioural states directed toward optimum organisational outcomes.

Employee engagement is important to any organisation that wishes to be successful, because engaged employees commit to not just the mission and vision of the organisation but to the tangible

success of the organisation and their own sense of security. The Open Campus is committed to creating an environment where employees will be motivated to offer more of their creativity and potential.

Improve the quality of working conditions to enhance employee confidence and engagement and promote work/life balance

St Kitts & Nevis

- Renovations at Marion Heights in Nevis commenced during 2014/2015 and are expected to be completed by January 2016. The new location will bring additional work space for members of staff.
- The Government of St Kitts & Nevis agreed to provide financial assistance for a phased renovation and expansion of the Site facilities there. A Government official from the Ministry of Education visited the Site and subsequently prepared plans and estimates. The proposed renovation and expansion is expected to take place in 2015/2016 once the plans and estimates are reviewed.
- A donation of new computers significantly enhanced the work environment for all members of staff. Administrative staff were provided with improved systems which increased their levels of productivity. Members of academic staff were also provided with laptops which increased the efficiency of their teaching and delivery of courses.

St Lucia

- The electricity generator was refurbished and restored to working condition and provided back-up electrical power during periods of interruption in the power supplied by the electricity company.

Promote occupational, environmental health and safety and security in the workplace

Dominica

- The Fire Prevention Unit facilitated a work-

shop for staff on July 9, 2015 on “Fire Safety.” This activity formed part of the Site’s plan to prepare and establish its Emergency Plan.

St Lucia

- The roof of the main classroom was repaired to address a leaking issue that would disrupt classes and cause problems for members of staff once it rained.
- The guttering for the classroom and library was repaired and replaced for the efficient drainage of rain water away from the facility to avert damage to the building and slippage to users of the grounds.
- Security lights were replaced as part of the Site’s health and safety plan.
- Fire exit signs were installed in all locations identified by the St Lucia Fire Services, as part of the Site’s Disaster and Emergency Plan.

Employee Engagement Activities

Office of Finance

The Office of Finance continued its regular meetings via videoconferencing and Zoom and the Chief Financial Officer (CFO) introduced a monthly lunch time informational series where the audited financial statements are discussed with staff so they understand the message behind the numbers and their role in generating these numbers which appear in the financials, through their daily operating activities.

Office of the Deputy Principal

The Deputy Principal along with the then-Principal, Professor Eudine Barriteau, attended the Staff Engagement Retreat for the Open Campus Western Jamaica staff on October 30, 2014. In addition to this, the Deputy Principal convened a Town Hall Meeting for the approximately 60 staff members located at Mona on November 7, 2014, and visited the Eastern Jamaica Camp Road Site on January 13, 2015. Both meetings were well attended and staff members highlighted issues affecting their work.

The staff had expressed at the Town Hall meeting that they were disappointed that so many areas had been affected due to lack of finances and there would be no Christmas celebration. A committee led by the Administrative Officer in the Office of the Deputy Principal made arrangements, at no financial cost to the Open Campus, for an Open Campus Jamaica Staff 2014 Christmas Event. Sixty-three staff members from across the island attended this event in December 2014 at the UDC Beach in Ocho Rios. A wonderful day was spent playing games and getting to know each other. Staff were very appreciative of the event.

A second Town Hall meeting was hosted on July 29, 2015 where the incoming Pro Vice-Chancellor and Principal (Acting), Dr Luz Longworth, addressed staff members across Jamaica, both in person (56) and via videoconferencing from 10 other sites. The Campus Registrar attended in person, and the CFO and HR Director by videoconferencing. This meeting was informative and a number of initiatives for staff arose from the interaction.

In an effort to strengthen the engagement of Open Campus staff within Jamaica, the Deputy Principal had several meetings with individual staff members, staff representatives and some of the Unions which represent staff in Jamaica.

The Registry

Regular departmental and Registry Management Team meetings were held throughout the year and the Registry Management Team participated in a three-day retreat (“Advance”) from June 1–3, 2015.

Academic Programming and Delivery

The Division maintained its regular monthly meetings to plan work and discuss matters relevant to the department’s efficient and timely execution of its duties and sought to address matters affecting the well being of its members.

Open Campus Country Sites

The OCCS practice of holding monthly staff meet-

ings was continued at the Sites during 2014/15. These meetings were designed to ensure that members of staff were up to date with developments across the Open Campus, provided staff with opportunities to be involved in key aspects of decision making at the Sites, and raise and discuss issues which were deemed to be of general importance to the constituents of the Sites. Some examples of the employee engagement activities conducted at the sites are listed below.

Barbados

- All staff attended a series of workshops entitled “Getting Everyone to Understand Productivity” (GETUP). The workshops were conducted by The Productivity Council of Barbados and covered areas such as Service Excellence, Work Ethics, Teamwork and Communication. The workshops were conducted on February 17, 24 and March 03, 2015.

Dominica

- In September 2014, as part of Caribbean Wellness Month, the Roseau Health Team conducted a health screening and health counselling workshop for Open Campus staff. In October 2014, the team returned to screen staff again and to mark the progress that staff members had made as a result of the counselling workshop. All staff members recorded improvements in blood pressure, sugar levels and Body Mass Index (BMI) calculations in the 30-day period.
- Staff continued to establish a spirit of camaraderie through the Birthday Club and Bonding Days. Participating staff members made a monthly contribution to the Club’s funds. For the birthday of Club members, a small party (usually with cake and ice-cream) was organised to commemorate the occasion. Bonding Day activities included movie night, Christmas Dinner and Creole Day lunches which were planned and prepared by staff members, who contributed by purchasing materials or preparing food and drinks.

STAFF ENGAGING IN A GAC-SDEC TRAINING SESSION



Grenada

- A staff development exercise entitled ‘Learning Circle’ was held in Grenada on March 27, 2015. The focus was on improving internal communication. Through the use of stimuli (pictures and bookmarks) staff members shared how they saw themselves within the institution and their experiences working at the Open Campus.
- In the spirit of Christmas, and to recognise employee contribution to the Open Campus, members of staff in Grenada held a party which was very well received.

Jamaica Eastern

- On October 7, 2014, Jamaica Eastern senior staff attended a Site Coordinators’ Retreat at the Alhambra Inn. This retreat was used to

review the UWI Strategic Framework 2012–2017 and to discuss Jamaica Eastern’s involvement in the achievement of the respective strategic perspectives.

- On March 5, 2015, Jamaica Eastern staff attended a workshop on Professionalism in the Workplace.
- On February 22, 2015, eight Open Campus representatives participated in the Sagikor Sigma Corporate Run. The Sagikor Sigma Corporate Run is a unique road-running event designed to inspire fun, fitness and camaraderie among Jamaica’s business community.

St Lucia

- The Senior Medical Officer and one junior officer from the Ministry of Health facilitated an information session with staff on the Ebola

Virus. As part of courtesies extended to the neighboring Sir Arthur Lewis Community College, staff there were also invited to participate in the November 4, 2014 information session.

- Mrs Lesley Crane-Mitchell, Marketing & Outreach Officer, led staff participation in the National Festival of Lights Lantern Competition and Parade in December 2014. Members of staff built the Open Campus lantern themselves in preparation for the first-time participation in the event and went on to win the third prize in the competition.
- The Hon. Priest Kailash Leonce facilitated a staff information session on non-communicable diseases and maintaining a healthy lifestyle on April, 1 2015.

St Vincent & the Grenadines

- As part of colleague involvement in key developmental activities at the Site, committees were formed for various work areas, such as the newsletter, literary fair and alumni association revitalisation. Members of staff were assigned as Chair and Co-Chair of these committees, which contributed significantly to employee engagement and motivation.

St Kitts & Nevis

- To ensure that all staff members were engaged in the work of the Site throughout the academic year, each staff member played a key role in the design and execution of the 2014-2016 Work Plan. At a planning meeting held at the start of the academic year each staff member presented initiatives that they would engage in to assist the Site in achieving the specific and measurable goals that were set. This approach to achieve measurable targets and specific initiatives from each desk enabled the buy-in from all members of staff. The initiatives were entered into the Work Plan and were used to inform the key performance initiative for each member of staff. This way everyone's work was inextricably linked to the goals and

targets for the Site, which are deeply rooted in the objectives for the Division, Campus and University.

Staff Engagement – Rewards and Recognition

St Lucia

- The Open Campus St Lucia received an award in recognition of its contribution to the development of education in St Lucia from the Ministry of Education at its national Education Awards ceremony.



Dr Veronica Simon, Head, Open Campus St Lucia, receives the Award for Excellence for the Open Campus from the Minister of Education, Dr Robert Lewis.

St Vincent & the Grenadines

- The St Vincent Site won the Principal's Award for Best Performing Department in October 2014. This recognition covers the period 2011-2014.
- Ms. Patricia Baptiste, Library Supervisor, was awarded a Long Service Award for over thirty (30) years' service to the University.
- Mr Sylvannus Horne, Clerical Assistant, was recognised by the Chancellor in his Graduation Address, held in St Lucia on October 11, 2014 as a graduand whose story was "exemplary and inspiring".

2015 HIGHLIGHTS

JAMAICA, OCTOBER 2015



Dr Luz Longworth presents Mr Lincoln Williams, Head and Senior Lecturer, SWTC, with a Special Award for Research.



Dr Luz Longworth presents the award for Best Performing Department to Dr Joel Warrican, Director of APAD.



Dr Luz Longworth presents the Principal's Award for Excellence to Mrs Lesley Crane-Mitchell, Marketing & Outreach Officer, Open Campus St Lucia.



Vice-Chancellor Sir Hilary Beckles presents an award to Mrs Sheren Thorpe, Site Coordinator, Open Learning Centre, Mona, Jamaica to mark 15 years of service.



Vice-Chancellor Sir Hilary Beckles presents Mrs Beryl Cunningham with an award upon her retirement and for 21 years of University as an APAD Production Assistant.



Vice-Chancellor Sir Hilary Beckles presents an award to Mr Danny Roberts, Head, HLSTUEI, who accepted the 15-year award for Mrs Sania Bennett-Davis, Executive, Secretary.



Vice-Chancellor Sir Hilary Beckles presents an award to Ms. Marva Morris, Senior Departmental Attendant, OCCS, for 21 years of service.



Vice-Chancellor Sir Hilary Beckles fist-bumps Mr Ian Hayles, Programme Office, Open Campus Montego Bay, after he received an award for 15 years of service.

STAFF AWARDS

BARBADOS, NOVEMBER 2015



Dr Luz Longworth presents Mrs Annette Clarke, Office Attendant, with her retirement award and gift



Dr Luz Longworth presents Mrs Michelle Wiltshire, Stenographer/Clerk, with her award for 15 years' service



Dr Luz Longworth presents Mr Michael Thomas, Senior Research Officer, with his award for 15 years' service



Dr Luz Longworth presents Miss Kathy-Ann Lashley, Programme Manager, with her award for 15 years' service



Dr Luz Longworth presents Mr Jeffrey Blunte, Senior Office Assistant, with his award for 15 years' service



Dr Luz Longworth presents Mrs Juanita Watson-Gibbons, Stenographer/Clerk, with her award for 15 years' service



Dr Luz Longworth presents Mrs Gillian Holder, Senior Assistant Register, with her award for 15 years' service

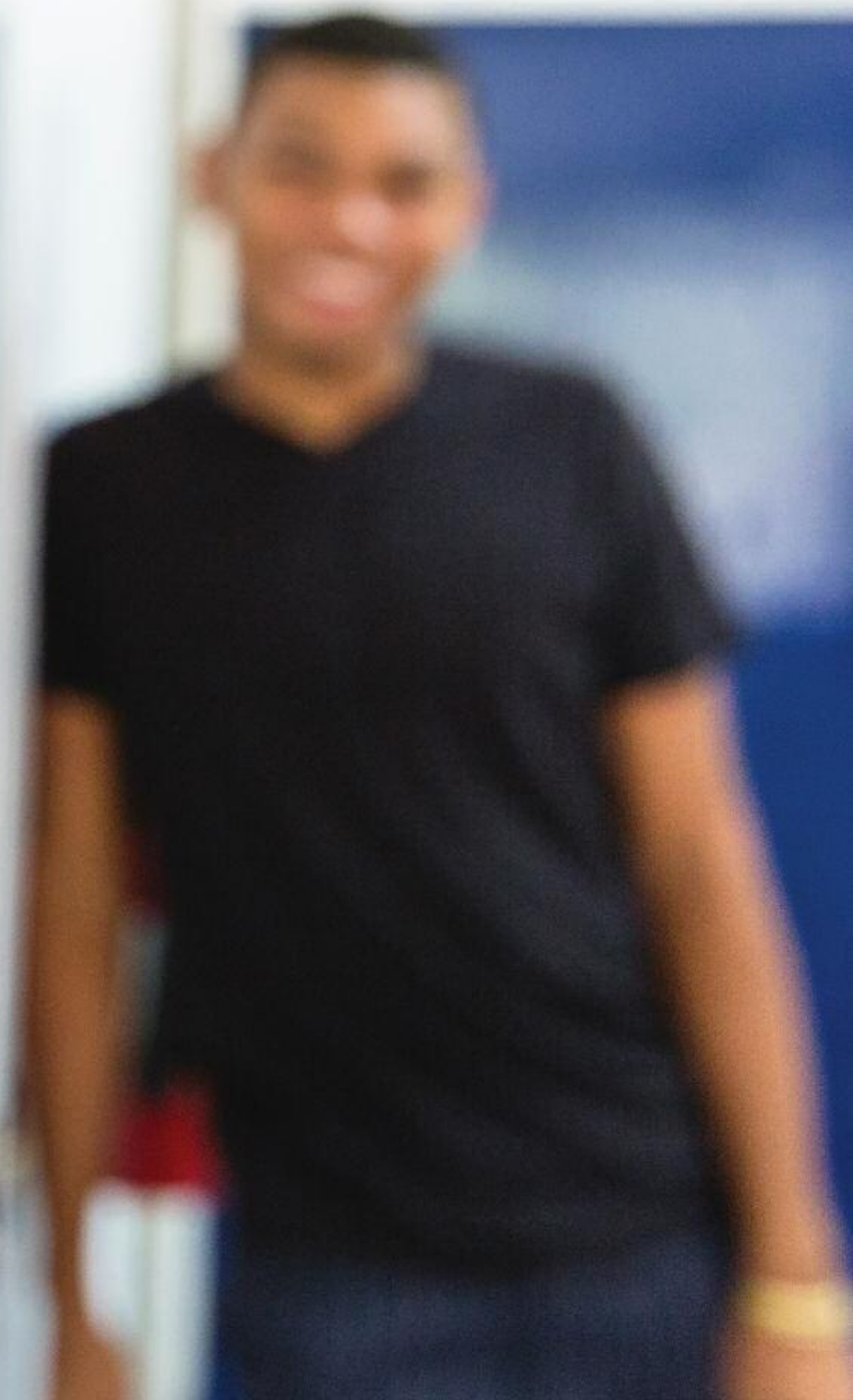


Mr Ryan Byer accepting the award on behalf of Dr Judith Soares, Director, Consortium for Social Development and Research for 15 years' service

Leadership

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STABILO *plus*
PERMANENT MARKER



3. INTERNAL OPERATIONAL PROCESSES

Many improvements to key internal operational processes were made in the 2014/15 academic year, both by the introduction of new processes and the refinement of existing ones. These improvements have positively affected the quality of service provided by the Open Campus to all of its stakeholders.

EFFICIENT AND EFFECTIVE ACADEMIC AND ADMINISTRATIVE PROCESSES

Re-engineer academic and administrative operational processes and procedures to make them simpler, more transparent, efficient, and effective to achieve optimal stakeholder satisfaction within and across campuses.

Academic Programming and Delivery Division

The Academic Programming and Delivery (APAD) Division made several contributions to the internal operational processes of the Open Campus. The Programme Planning Department within APAD continued the refinement of the steps/procedures for programme planning and design through a collaborative effort of all Programme Coordinators to ensure consistent quality output. The department continued to build high functioning teams for specific tasks such as for the research and write up of the Self Assessment Reports for Quality Assurance Reviews and for Feasibility Study surveys. A team was also assembled to monitor, engage with volunteers and report on the Advisory Committees.

The Learning Support team within the Programme Delivery Department of APAD introduced the Faculty to Course Completion, activity Tracking

and Conditional activities as new tools on the learning exchange (le) in July 2015. These tools are critical for student engagement to ensure teaching staff and administrative staff monitor all students' progress. In September 2014 the Learning Support team also added a new block to all courses on the Learning Exchange that can be easily managed and updated. This tool integrates Google Blogger with the Learning Exchange for realtime information sharing and news updates to Open Campus Learning Exchange users.

The Course Delivery Department (CDD) within APAD introduced the Apollo online project management software to manage the new development process. This software was used to monitor and track course development projects as well as provide a mechanism to share documents with the Programme Delivery Department to facilitate training of their staff.

For internal documents, an online space called the CDD Portal was created to provide a repository for departmental documents outlining processes, procedures and forms for the department. A new mechanism for archiving course documents was also developed and Google Drive was used to support intra- and inter-departmental sharing and communication.

The Banner ERP project will provide the Open Campus with more comprehensive data sets in reporting, consolidated and streamlined business processes and an intuitive interface for students and staff

The Registry

Faced with increasingly fierce competition and the challenging economic environment, the Recruitment, Admissions and Registration (RAR) Department reviewed its application processes and admissions standards in an effort to reduce barriers to admissions and to increase the number of applicants who complete the application process and eventually enrol in programmes. New measures introduced included:

- increasing conditional offers (pending receipt of all required documentation) by 50% over the previous academic year as an incentive to encourage applicants to keep engaged and to stay in the funnel, moving from applicant to admit, and eventually to that of registered student;
- Allowing for greater flexibility in documentation and access by implementing conditional offers with provisional registrations to a cohort of graduate applicants who had difficulty in securing official transcripts; and
- Continuous engagement at each step in the admissions and registration process by increasing opportunities for direct one-on-one contact and implementing a series of Information Webinars for prospective students.

An established programme for the management of the Open Campus' records was recognised as a critical success factor for the efficient functioning of the organisation and ultimately the achievement of its goals, as well as a necessary step to achieve compliance with the wider University's Archives and Records Management Programme. In considera-

tion of this, a Records Management Unit was established with the engagement of a Campus Records Manager in May 2015.

Computing and Technical Services Division

Several initiatives were undertaken by the Computing and Technical Services (CATS) Division to improve operational processes to achieve efficiencies. One of the key projects in this regard was the implementation of a new Data Centre co-located in the Florida International University's Centre for Internet Augmented Research & Assessment location in the Verizon/Terremark facility in Miami, Florida, USA. The implementation occurred onsite in Miami during January 11–23, 2015 followed by remote implementation of servers which were commissioned on February 14, 2015. The old Data Centre was decommissioned during March 27–31, 2015. This new environment was a major improvement for the Campus as the risk of aging, unsupported servers was mitigated by the migration to the Miami Data Centre with new hardware and the new location is much more robust and better connected to the Internet to support the growth needed for the Campus. The new Data Centre will be used to host the primary servers for the Banner ERP software when Banner is officially implemented in the Open Campus.

In addition to the above, Dell servers were procured using GAC-SDEC funds and were installed at the Open Campus St Augustine hubsite and Cave Hill in October 2014 to set up a test bed environment for the Banner ERP project. These servers were used to set up training and development



The Open Campus – on target for an improved student management system

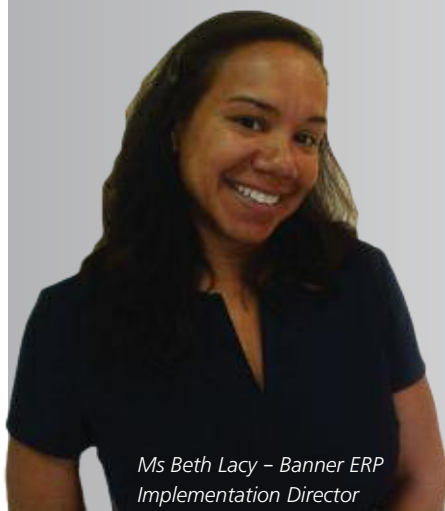
The UWI Banner ERP Project's strategic vision and mission as defined below, have been developed to inform senior leadership, key stakeholders, and team members of the project's objectives:

PROJECT VISION

To implement a system that enables all student-related administrative processes (from recruitment and application to graduation and beyond) to be carried out electronically, with only “value-added” manual effort required by students, and/or staff while unifying the Campus' policies and data standards as they relate to the integrity of the student system. When implemented, students will have the choice to utilise the intuitive self-service capabilities. Improved processes and quality data will allow administrators to provide exceptional customer service, putting the student's success at the forefront.

PROJECT MISSION

To provide the Open Campus community with an efficient and effective student information system that supports the University's Strategic Plan 2012–2017, integrates with new and existing systems, adapts to growth and change and facilitates student success.



*Ms Beth Lacy – Banner ERP
Implementation Director*

The ‘Go Live’ dates for the Banner ERP Implementation are as follows:

- Person (Bio Demo Data) 8/17/2015
- Academic Programmes 9/4/2015
- Recruitment and Admissions 9/14/2015
- Admissions Portal 9/21/2015
- Student Records 11/16/2015
- Courses Live/Moodle Interface 12/2/2015
- Registration and Billing 1/4/2016
- Academic History Grades and GPA Calculator 3/25/2015
- Grading Interface to Moodle 5/11/2016
- Students View Grades in Portal 5/15/2016
- Graduation Processing 5/19/2016

instances of Banner to support the ERP project teams.

Prior Learning Assessment Unit

The Prior Learning Assessment (PLA) Unit, in response to one of the recommendations for

improvement of PLA administration, created a pre-advising e-Form to engage prospective students for PLA at an earlier stage in the process. The form was placed on the PLA Website for completion by potential PLA applicants before they apply to the Open Campus and register for PLA. The e-Form

was used in addition to formal advising by the Programme Officer of the PLA Unit to prospective PLA applicants.

Open Campus Country Sites

The Open Campus Country Sites continued to work on improving various aspects of academic and administrative processes. Some examples of the work undertaken is provided below.

Dominica

- Continuing and Professional Education (CPE) Process Improvement and Documentation:
Ms. Pamela Dottin, Quality Assurance Officer, Quality Assurance Unit visited the Dominica Site on March 16–20, 2015. The main purpose of the visit was to observe and then prepare a Quality Assurance report on the site's CPE programmes. Ms. Dottin met with Mr Felix Wilson, Programme Officer, tutors and students of the face-to-face programmes, as well as with the staff. Her overall report was one of high praise for the Site. The Site presented its CPE Guidelines document to Ms. Dottin at the time and further engaged in a revision project establishing the policies and procedures to govern its management of CPE programmes.
- Examination Processes:
Mrs Gillian Holder, Assistant Registrar, Assessment, Awards and Records, made an unannounced visit to the Site on May 1, 2015 to observe the administration of examinations at the Site. She met with Mrs Deanna Noel, Senior Administrative Assistant, who has responsibilities for examinations at the Site. She also observed the process regulating the invigilation of exams. Mrs Holder reported that she was satisfied that the Site was following recommended procedures and was impressed with the innovative methods that the Site was using to maximise efficiency. The Site's Examination Guidelines document was also presented to Mrs Holder, who gave positive feedback.

- Administrative Guidelines:

The Site developed an Administrative Guidelines document detailing administrative policies to be adhered to at the Site. Staff members gave their input and the final copy of the document is currently being used in guiding administrative procedures.

Jamaica Eastern

The Open Campus Jamaica Eastern Region comprises six sites: Camp Road, Mandeville, May Pen (a merger of the Denbigh & Vere locations), Mona, Morant Bay and Port Antonio. The Jamaica Eastern sites conducted work to improve the systems used for the collection of students' financial data. An update to the Open Campus Management System (OCMS) facilitated ease of access to students' financial information.

St Lucia

Greater focus was placed on data collection and management. Student databases were updated and re-configured to capture required information and to make it easier to access and sort data requested by other Divisions within the Open Campus.

There was also continuous updating/addition of databases to improve the outreach and marketing capacity of the site. This resulted in a broader range of persons participating in outreach functions. A separate database on information pertaining to The UWI Alumni and friends of the University will facilitate communication and interaction with that group.

A survey entitled "Where did you hear about the Open Campus?" was designed by the Marketing and Outreach Officer and was administered to 664 clients to identify the marketing and promotional approaches which were most useful and cost effective. The majority, 71.8%, of respondents indicated that "word of mouth" was their chief source of information. As a result, marketing and outreach efforts were designed to raise awareness of the Open Campus and its programmes.



We are **#Openforlearning**



4. TEACHING, LEARNING AND STUDENT DEVELOPMENT

The Open Campus's Operational Plan has students at its nexus. This student-focused approach to teaching and learning provides the catalyst for the advancement of quality at the Campus. This includes the Student Charter which outlines its commitment to its students.

ACADEMIC QUALITY

Ensure excellence of academic processes; improve and harmonise quality assurance practices and processes across campuses

Quality Evaluations

A Quality Evaluation, which is a review of processes and procedures in place to monitor the quality of academic programmes, was conducted for the following Open Campus programmes: Introduction to Counselling; Brokerage; Project Management; Sustainable Agriculture; Managerial Accounting; Public Relations; Management of Early Childhood Education; Practical Home Nursing; and Marketing. Quality Evaluations are also intended to support academic Units in their preparation of a Quality Assurance Review.

Institutional Accreditation

The follow up to the Vice-Chancellor's request for mutual recognition with the member states in which the Open Campus is located resulted in the following countries/external quality assurance agencies granting mutual recognition to the Open Campus:

- a. Accreditation Council of Trinidad and Tobago,
- b. University Council of Jamaica,
- c. National Accreditation Board of Dominica, and
- d. Ministries of Education in Montserrat and Belize.

Academic Programming and Delivery

Quality Assurance of Open Campus Programmes: The Programme Planning Department continued to support the achievement of quality programming and the renewal of curriculum through leadership of the programme review process. For example, the department led in the production of the third Self-Assessment Report (SAR) for the review by The UWI's Quality Assurance Unit (QAU) of the BSc Banking and Finance programme. The review was successfully completed, and the QAU review report with recommendations for programme and Division improvements received. The Action Plan that speaks to the implementation of the recommendations has been drafted and is being finalised. The revision of the programme is scheduled to begin from January 2016.



Open Campus programming provides opportunities and access to people who wish to enhance, improve or retool their skills sets and/or certification in academic areas and personal or professional development.

Feasibility Studies

In keeping with the requirements for approval of programme proposals by the Board for Graduate Studies and Research (BGRS) and the Board for Undergraduate Studies (BUS), the Programme Planning Department (PPD) undertook several feasibility studies to guide future programming in the Open Campus. The following disciplines were considered in the feasibility studies and the report submitted to the Programme Development Committee for approval. The disciplines and programming levels were as follows:

- Early Childhood Education
- Analysis of Theology
- Analysis of Public Health

- Social Entrepreneurship
- Analysis of Accounting
- Security Studies
- Graduate programming in Psychology
- Environmental Studies
- Information Technology
- Special Education

Open Campus Country Sites

Trinidad and Tobago

To ensure quality assurance through teaching excellence, the tutors' workshop became an annual event before the start of the academic year. There-





fore, in August 2014, 200 tutors selected or reemployed in the Further Education programmes at respective Centres were invited to attend and participate in a lecture on student assessment. Mr John Pierre, lecturer at several institutions, delivered the feature presentation.

Barbados

During the academic year, Open Campus Barbados continued its emphasis on new programme development and the revision of existing programmes in accordance with the guidelines set out by the Academic Quality Assurance Committee (AQAC). In this regard, one new programme in Food Safety Management was developed in collaboration with Dr Ian Austin, Deputy Director, Continuing Professional Education and three existing programmes were reviewed through the quality review process.

Prior Learning Assessment (PLA) Unit

In keeping with the Open Campus' quality assurance best practices with regard to teaching excellence, five of 14 prospective facilitators were

selected to undergo the required training: the Managing and Facilitating Online Instruction course offered by APAD's PDD. On successful completion of this course they will be eligible for selection as Facilitators/Assessors for the Prior Learning and Portfolio Development/Assessment Course PLPD0100.

OPEN AND DISTANCE EDUCATION

Increase enrollment in online fee paying programmes

Open Campus Country Sites (OCCS)

In the area of online enrolment, the Sites are optimistic that the new programme offerings at both the undergraduate and graduate levels will result in an increase in online applications. Increases in successful applications, however, do not automatically mean increase in registration and successful completion. Thus, the Sites aim to reduce deferrals and attrition and offer the best possible customer services and student support that will encourage

students to remain in their programmes until they successfully complete and graduate.

Open Campus St Lucia

The Open Campus St Lucia Site aims to reach the 1,000 online student mark, thus transforming the site from a medium to a large site while improving facilities and levels of customer service. Of note is that enrollment increased following the introduction of new programme options at the beginning of the 2015/2016 academic year.

Open Campus Anguilla

This Site has experienced phenomenal growth in enrollment during the academic year 2014/2015. A total of 84 students enrolled at the Site, which represents a 40% increase in the numbers registered in the previous year.

Integrate Open Campus and residential campus online offerings through the implementation of the SVUS

Open Campus St Lucia

Two St Lucian students completed the Mona Campus Diploma in Education programme of study offered for the very first time through the Single Virtual University Space (SVUS) modality offered in collaboration with the St Lucia Site.

Expand enrollment and opportunities for international, professional, non-degree and disadvantaged populations through the blended learning educational initiative.

Prior Learning Assessment (PLA) Unit

With the implementation of Prior Learning Assessment (PLA), the strategic objectives of student-centredness, access and expanded enrollment can be realised. PLA also converges with the openness of the Open Campus by providing an opportunity for previously disadvantaged learners to have their experiential learning identified, documented, assessed, recognised and validated for academic credit. Within this context, the work of the PLA Unit sought to:



Get credit for your experiential learning!

UWI
OPEN CAMPUS

Government of Canada
Gouvernement du Canada

Prior Learning Assessment (PLA)
Opportunities

Do you dream of furthering your education?
Own Your Future Now!
Get credit for your experiential learning!

GET MORE INFORMATION

- Promote PLA to the target groups, i.e. individuals with relevant non-formal and informal learning which could be assessed for academic credit and advancement in an undergraduate degree programme;
- Identify, sensitise and train Open Campus staff, including facilitators (course coordinators and e-tutors) in PLA; and
- Prepare students adequately for the PLPD0100 course, in which they complete a Prior Learning Assessment portfolio

To achieve these objectives, the PLA Unit held consultations with several private and public sector entities in Barbados to increase the reach of PLA; disseminated PLA promotional material; increased collaboration with, and training for, OCCS Heads to assist them in identifying target groups; and lengthened and deepened the screening process to ensure that potential PLA students were better prepared to participate in the PLPD0100 course.

To further extend the reach of PLA, The UWI Board for Undergraduate Studies (BUS) met in May 2015 and gave approval for the Open Campus to commence a pilot of the PLA course for the pur-

poses of matriculation. The pilot will be assessed annually and at the end of a 3-year trial period consideration will be given regarding its feasibility as an alternative route of access for The UWI as a whole. This second phase of PLA will target the “under-served”, i.e. persons without the requisite academic qualifications, but who possess a body of relevant knowledge, skills and attitudes from their non-formal and informal learning (or experiential learning) to access the courses and programmes of the Open Campus.

Social Welfare Training Centre

The Regional Four Month Course in the Principles and Practice of Social Work was offered for the first time in the evening to accommodate persons who work on a full time basis. This initiative was introduced based on feedback from potential clients and students who have always wanted to pursue this programme but were unable to do so because of their work commitments. The pilot evening edition commenced on September 1, 2014 with 14 students. The full time Four Month Course will continue to be offered in January and a part-time (evening edition) will be offered in September of

each academic year based on need and student applications.

PROGRAMME DEVELOPMENT FUNDED BY GLOBAL AFFAIRS CANADA

Strengthen and expand programme offerings of the Open Campus to the communities it serves

Women and Development Unit

The Strengthening Distance Education in the Caribbean project funded by the Canadian Government, Global Affairs Canada, is intended to improve access to post-secondary education for women and men living in remote areas of the Caribbean and the region's underserved communities; create and implement new market demand-responsive distance education courses and programmes; and strengthen the long term capacity of the Open Campus as an institution.

Under this programme, and in keeping with its objectives, the Women and Development Unit was

mandated to design/develop, over a period of two years, (2013/14 and 2014/15) five 13-week certificate courses on women and gender studies to be offered through the Academic Programming and Delivery Department via a blended mode of delivery.

The written courses, now being reviewed by the WAND Curriculum Review Committee, will go through the Open Campus quality assurance process (through the Academic Quality Assurance Committee) for approval by the Open Campus' Academic Board.

The five certificate courses are:

- Introduction to Women's Studies;
- Women, Entrepreneurship and Society;
- Gender, Climate Change and Disaster Management;
- Issues in Gender and Development for Professionals; and
- Women, Health and Wellness.





Academic Programming and Delivery

The Course Development Department utilised a new model for course development which sought to improve student learning outcomes by ensuring greater consistency in teaching materials and more timely completion of materials. This “wrap around” model was used to develop new courses under the GAC-SDEC project. The model included three major changes from the previous model, as follows:

1. Utilising e-text, journal articles or Open Educational Resources for the main content of courses;
2. Providing linking text to contextualise the content and creating learning activities which would enable the learner to engage with the content; and
3. Producing much shorter units.

This model provided the students with most of the required content and reduced dependency on external texts. The intention was to create shorter units and therefore speed up course development by using external texts. A new 16-week course

development cycle was introduced to align with the wrap around model.

To further align with best practice in online teaching and learning, equipment for the outfitting of a production studio was purchased under the GAC-SDEC project. The equipment will ensure that greater attention is paid to multiple intelligences in the development of course materials, thus appealing more closely to the learning preferences of students.

Also in alignment with this model, a revised recruitment process for course developers and instructional designers was developed and implemented. This process was used to recruit some 47 course developers and 13 instructional designers for Phase 1 of the GAC project.

Five programmes are under development using the wrap around model of course development which began in this reporting period: BSc Management Studies with options in Financial Management, Entrepreneurship, Human Resource Management, International Management, Marketing and

Tourism and Hospitality Management; BSc Accounting; BSc Psychology; BSc Sociology; and BSc Political Science.

The existing online training for course developers (the Instructional Project Management course) was revamped in line with the wrap around model adopted by the Department. In addition, a new one-week training course for instructional designers (Instructional Designer Training 101) was developed and implemented to familiarise new instructional designers with the templates and best practices utilised in the Department.

New programmes delivered in 2014/15:

- (1) MSc Management and Educational Leadership special project with the Dominican government began in January 2015 with the courses MGMT6019 Critical Analytical and Communication Skills for Managers and MGMT6202 Management Essentials I, and MGMT6206 Management Essentials II in May 2015.
- (2) MSc in Instructional Design and Technology, which started in January 2015, offering masters level courses to graduates of the Open Campus Postgraduate Diploma in Instructional Design.
- (3) PLPD0100 Prior Learning and Portfolio Development/Assessment was first delivered in

August 2014. This course aims to acquaint learners with the process of PLA, its basic theoretical background and the required parts of the portfolio. Learners acquire knowledge about the PLA process and engage in the PLA process as they work toward the ultimate product of the course, the PLA portfolio.

New Programme Design and Planning

Staff worked assiduously to design, plan and write up a record number of programme proposals approved over the year. In total, 23 programmes were designed, planned and approved in the reporting period and are as follows:

Thirteen undergraduate programmes:

1. BSc Management Studies (Revised) with the following majors, which constitute separate programmes
2. BSc Management Studies (International Management)
3. BSc Management Studies (Marketing)
4. BSc Management Studies (Human Resource Management)
5. BSc Management Studies (Financial Management)



6. BSc Management Studies (Tourism & Hospitality Management)
7. BSc Management Studies (Entrepreneurship)
8. BSc Accounting (Revised)
9. BSc Psychology
10. BSc Sociology
11. BSc Political Science
12. BSc Economics
13. BSc Political Science with minor in Economics

Ten graduate programmes:

1. Doctor of Educational Leadership in Education Systems and Schools
2. Doctor of Educational Leadership in Higher Education
3. Graduate Diploma Management and Educational Leadership
4. MSc Management and Educational Leadership
5. Graduate Diploma Management
6. MSc Management (General Management)
7. MSc Management (Human Resource Management)
8. MSc Management (Public Sector Management)
9. MSc Management (Marketing)
10. MSc Management (Project Management).

Consortium for Research and Development (CSDR)

Mr Lincoln Williams and Miss Cerita Buchannan of the Social Welfare Training Centre (SWTC) prepared a proposal for the introduction of a Community Leadership and Development Programme, which was accepted under the Global Affairs Canada (GAC) Strengthening Distance Education in the Caribbean Project. The programme will comprise three certificates targeting different student needs. Following the approval of the Academic Quality Assurance Committee (AQAC), the certificates are scheduled to be offered in the 2015/2016 academic year.

SWTC Research Awards



A 2014 research study by SWTC has been selected by the IDB as one of 35 projects (out of 700 total). The study, *Impact Evaluation of Youth Programmes in Jamaica: The Career Advancement Programme (CAP) and the National Youth Service (NYS)*, was conducted from 2011 to 2014.



Mr Lincoln Williams, Head & Senior Lecturer, SWTC, received an award in 2015 from the Jamaica Professional Youth Workers Association (JPYWA) with the support of the Commonwealth Secretariat-Youth Division. The award recognised his social development work with many youth workers, and policy and legislative developers in Jamaica and the region.



SWTC staff members pose with an award certificate from JPYWA in recognition of support to the development of youth in Jamaica

Caribbean Child Development Centre

During 2014/15, CCDC received funding from the GAC-SDEC Project to develop an MPhil/PhD programme in Child Studies, scheduled to be offered in September 2016, using a blended (online and face-to-face) format.

The Prior Learning (PLA) Assessment Unit

The Prior Learning and Portfolio Development/Assessment Course PLPD0100 commenced in Semester 1 of 2014/2015. Of the four students enrolled, two successfully completed the course and developed prior learning e-portfolios for assessment by subject content specialists. Of the two students completing prior learning portfolios, one received nine academic credits from three Level 1 courses that were put forward for PLA in the BEd Early Childhood Development and Family Studies. The second student also put forward three Level 1 courses and received six credits for two courses in the BSc Accounting programme.

OCCS – Face-To-Face and Online CPE Courses

Strengthen and expand programme offerings of the Open Campus to the communities it serves

The Office of Deputy Director of Continuing and Professional Education (CPE) in the Open Campus Country Sites (OCCS) with responsibility for face-to-face programmes was established at the beginning of the academic year 2013/14. It was established as part of a restructuring of Continuing and Professional Education and pre-University programming in the Open Campus. Face-to-face courses are a major component of Open Campus programme offerings and are delivered through the 43 Open Campus Country Sites.

Programme Development

With a view of developing 43 CPE programmes, the CPE department commenced programme development with 10 programmes, namely Creative

Writing, Advanced Procurement Management, Information Communication Technology Law, Procurement Management, Facilities Management, Information Technology, Business Writing and Communication, Property and Real Estate Management, Internal Auditing and Accounting Information Systems. Of these 10 programmes seven have been entirely completed and two, the Creative Writing and Advanced Procurement Management programmes, have gone through the Open Campus programme approval process. The remaining programmes, at various stages of development, will on completion, be subject to the Open Campus quality review process. Once approval is gained, all programmes will be offered across the region in February 2016.

Further, contractual agreements with subject matter experts for Healthcare Management, Occupational Health and Safety, Business Information Technology, IT Security Management, Managing People Effectively, and Entrepreneurship and Small Business Management have been signed and writing of the programme content is in progress. This would bring the total number of programmes either fully developed or under development to 16. The remaining 27 programmes will be developed during the 2015/2016 academic year.

Open Campus Anguilla

As a result of extensive outreach efforts held between January and May 2015, the Anguilla Site launched its first set of local face-to-face courses during the summer semester from May–July, 2015. Eleven short courses were advertised resulting in the enrolment of fifty-six (56) students in seven courses. A Certificate Presentation Ceremony for the course participants took place in September 2015.

The Site also secured a contract to deliver a Teaching Numeracy in Education Workshop for the Department of Education, Government of Anguilla, for 30 Primary School Teachers. The Workshop, which will be facilitated by Dr Coreen Leacock from the Cave Hill School of Education,



was originally scheduled for August 2015, but was postponed to December 2015 due to the passage of Tropical Storm Erika.

Open Campus Barbados

Open Campus Barbados provides a range of programmes using face-to-face and online modalities. However, most programmes offered by the Site were based on the face-to-face modality. These include the Caribbean Examinations Council (CXC) Day School Programme, 12 and 18 month certificate courses, as well as three month professional development courses. Bespoke training and educational courses were also designed for public and private sector companies.

During the year 2014/2015, a total of 1,037 students enrolled at the Open Campus Barbados Site. This enrolment can be attributed mainly to the special projects being undertaken by the Site. This enrolment figure, which represents an aggregate of the online and face-to-face students, is significant as it represents the first time on record that enrolment has surpassed the one thousand student mark.

The Site offers:

- Caribbean Examinations Council (CXC) Day School.
- Local Certificate Programmes: These consisted of four 12-month programmes – Corporate Administration, Guidance and Counselling, Marketing, Public Relations and Advertising, NGO Management, and two 8-month programmes – Project Management and Human Resources Management.
- Workforce Training & Development: These courses were primarily of three months' duration and were designed to provide competencies in a range of professional development courses such as Advanced and Introductory QuickBooks, Advanced Supervisory Management, Event Planning, Information Technology for Small Business, Law for Human Resources Practitioners, Public Speaking, Protocol, Social and Business Etiquette and Supervisory Management.
- CXC Summer School For Prospective Fifth Form Students: The Open Campus embarked

on its annual Summer School for Prospective Fifth Form Students. This programme, which is held at The UWI Cave Hill Campus, was designed to provide students with targeted tuition in selected subject areas of their choice, guidance in the transition to fifth form and exam preparation for CXC subjects. Workshops in areas such as time management and study tours were also provided.

- Customised/Bespoke & Special Training and Development Projects/Workshops
- The Non-Governmental Organisation (NGO) Management Certificate Programme: The first cohort of students in the One Year Certificate in NGO Management Programme, which was sponsored by The Maria Holder Memorial Trust, commenced studies in 2014/2015. The main objectives of this certificate programme, which targeted staff and volunteers in the NGO sector, were to provide an understanding of the current issues and challenges facing the sector and to develop the necessary competencies to contribute to improved organisational efficiency.
- Unemployment Retraining Project with the Government of Barbados: The Site obtained further project funding during year two of the project's implementation in the amount of BB\$188,315.00. This project is a collaborative undertaking with the National Employment Bureau (NEB), Ministry of Labour, Barbados Government and the National Insurance Board to train persons who have been displaced from their employer. Its main objectives are to provide access and opportunity to persons who are desirous of enhancing, improving or retooling their skills set and/or certification in academic areas, personal and professional development, and support individuals in their efforts to re-enter the workforce or to embark in areas of self-employment and micro-enterprise development.
- Workshops: The Open Campus Barbados reached out to organisations and other stakeholders in offering bespoke training and educational programmes. These special projects are significant as they represented additional and diversified inflows of income from sources



other than student fees. They also provided greater visibility for the Open Campus, as it seeks to partner with key external stakeholders.

- **Business Communication Skills:** This two and half day workshop was held during the months of April and May for supervisory level staff of the Massy Stores conglomerate. There were approximately twenty five participants.
- **Grant Proposal Writing Workshop:** This two-day workshop was held for the Congress of Trade Unions and Staff Associations of Barbados. The workshop was designed to provide knowledge and skills to participants in Grant Proposal Writing.

Open Campus St Lucia

- A Principles of Accounting course was offered for fifteen employees of the Accountant General's Office from May to August, 2015. This was a specially commissioned offering and there is potential for marketing this to other select groups.
- Advanced Supervisory Management was offered for the first time from May to August, 2015. Twenty persons completed the course. It is expected that persons who have completed the basic Supervisory Management course will continue to show interest in the advanced version.
- The Open Campus St Lucia was contracted to provide a special offering of the Supervisory Management course on behalf of the Soufriere Regional Development Foundation. The course was conducted at the Foundation's Offices in Soufriere where 12 persons participated. This demonstrated the flexibility of the Open Campus in responding to needs at locations external to the local Site.

Open Campus St Vincent & the Grenadines

The St Vincent & the Grenadines Site engaged students in cultural activities, workshops and CPE courses to meet the goal of consistently increasing student enrolment numbers.

- Several new face-to-face courses were introduced. These included Gentle English which helped to prepare students for the English Language Proficiency Test.
- A total of 225 students participated in the following five courses: Managing Projects for Success; Supervisory Management; Care of the Elderly; Guidance and Counselling (1 year); Advanced Counselling Skills; and Working with the Adolescent.

Open Campus Trinidad and Tobago – Belmont Centre

In line with the institution's guiding principles for "high-quality university education and service" with "quality teaching and learning experiences", the Belmont Centre has placed emphasis on devel-





oping its capabilities and performance to improve its output as they implement new programmes, which meet the needs of their customers and facilitate organisational growth. New programmes introduced for the period September 2014 to July 2015 include Office Management, Basic Photography, Legal Aspects of Education and Carpentry I. Areas of study included Photography, Management, General Cooking, Counselling, Nail Technology, Tile Laying, Welding and Fabrication, Massage Therapy and Jewelry Making, among many others.

Open Campus British Overseas Territories

The following programmes were developed at the OCCS, reviewed by the Office of the Deputy Director and piloted through the Open Campus Approval Process:

- Hazard Analysis and Critical Control Points (HACCP) programme – Barbados
- Creative Writing – St Lucia
- Improving Numeracy Teaching Schools – Anguilla
- Community Policing – Cayman Islands

Worthy of note is the revival of CPE programming in the British Overseas Territories. Dr Phyllis Fleming-Banks, Manager British Overseas Territories, renewed efforts to increase programme offerings in these countries. As a result, Supervisory Management, Small Business Management, Law for Human Resource Practitioners, Small Business Management and Introduction to Counselling and Finance for Non-Financial Managers were launched in Anguilla, British Virgin Islands, Cayman Islands and Turks & Caicos.



Hugh Lawson Shearer Trade Union Education Institute

This institute contributed to the teaching and learning process through the delivery of training workshops and numerous lecture sessions at various institutions. Mr Danny Roberts conducted a two-day training in “Dispute Resolution and Conflict Management” for the Human Resource Management Association of Jamaica, July 1–2, 2015 at the Jamaica Pegasus Hotel. Staff member Lauren Marsh also delivered two day workshops on “Labour laws” and “Stepping up Leadership” on behalf of HR Dynamix.

STUDENT ENGAGEMENT AND EXPERIENCE

Enhance learning effectiveness by providing students with a more diverse, flexible and multidisciplinary teaching/learning experience

Student supervision

CCDC staff supervised students of various disciplines at both the undergraduate and graduate levels. The Centre also hosted seven interns whose assignments were geared at developing specific skills while contributing to targeted areas of the Centre’s work.

In keeping with the theme Improved student engagement and experience, Open Campus students were provided the opportunity to engage in lively debate and express their views on issues of interest and relevance. This was made possible at the Caribbean Youth Speak: The World We Want Post 2015 with The Secretary General of the United Nations (UN) Secretary-General, Mr Ban Ki-moon on a recent visit to Barbados for the 36th Caribbean Community (CARICOM) Heads of Governments Summit held in July 2015. Held at The University of the West Indies, Cave Hill Campus, the session engaged university students and representatives of youth organisations across the region.

The session was streamed live from The UWI Cave Hill and through virtual media from on-site loca-

enhancing student



the experience



tions within the OCCS. Students from seven of the OCCS were offered the opportunity to post comments or questions in advance of the event. These questions were put to the UN Chief during the live event. Mr Hodge, who is a UWI Open Campus student from Anguilla, was one of the youth representatives from seven countries to pose live questions to the Secretary General during the 90-minute town-hall-styled meeting. In St Vincent & the Grenadines a group of students, led by Mr Nick Francis, President of the Guild of Students, participated in the UN Youth Symposium via video-conference.

Strengthening student support services and co-curricular activities

Student involvement in face-to-face orientation-type activities, to supplement online orientation, continued to grow. The practice of offering a more intimate orientation, particularly with respect to information technology, is offered particularly for those who require some level of ushering into the virtual environment.

The Open Campus St Lucia and Dominica Sites held one-on-one communication with level one and level two students of the BSc Management Studies and Accounting programmes to explain the Transfer of Programme process and to highlight the various changes in the programmes. Similar face-to-face dialogue was held with students falling below the 2.0 grade point average and considered to be “at risk”, and those who had been given academic warnings, in order to ascertain and provide the necessary assistance and counselling requirements.

Open Campus St Lucia

Library orientations and information literacy sessions continued through group and individual sessions facilitated by Ms Daisy St Rose, Site Librarian. Four hundred and nine (409) books were added to the library collection which included books from the Campus Librarian’s Office and donations to improve students’ library resources.



The Library also offered students the ability to use a Virtual Reference Service where they communicated with the Librarian via various media including online chat and email.

St Kitts & Nevis

In an effort to ensure students are well supported in their online studies, members of staff continued to offer individual sessions at the Site. Library sessions were also offered by the Library Assistant, especially in the use of UWILinc. The Site also presented two students with free tickets, valued at EC\$100 per person, to attend the ECCB Financial Information Month Business Symposium and Innovation Workshop. This annual symposium includes expert presenters from St Kitts & Nevis as well as the wider Caribbean and North America.

St Vincent & the Grenadines

The Library staff held a mandatory orientation session for all new students. The Library staff also communicated with students, via a Newsletter and through email, throughout the year. Students were also sent notices, examination preparation and study tips, time management advice, and UWILinc Power Point presentations. Motivational quotes were also issued to students every Friday. Publication of the Newsletter continued to ensure the continuity of disseminating timely information to students.

Open Campus Barbados

One of the recommendations of the Open Campus' Self Study Report for Institutional Accreditation was to create policies, procedures and processes for greater student involvement to create a more student-centred institution. Open Campus Barbados therefore embarked upon the establishment and implementation of Staff/Student Liaison Committees (SSLC).

The Site held a series of Staff/Student Liaison Committee (SSLC) meetings during Semesters I and II respectively. Four critical objectives served as the *raison d'être* of each Committee:

- Provide a forum for ensuring that students' views were expressed, particularly with reference to the development of the curriculum and teaching skills of instructors;
- Involve students in the process of continually advancing the quality of education provided;
- Address students' concerns in a timely manner, especially with respect to matters which adversely affect them in their learning environment;
- Find appropriate solutions to issues raised; and
- Bring innovative ideas from students to the attention of OCCS staff.

Open Campus Dominica

The Guild of Students Chapter initiated successful community projects during the 2014/2015 academic year. They successfully facilitated a food and toiletries drive for victims of domestic violence and their families, donated items to the Dominica National Council of Women, and organised an Emerging Leaders Conference on January 31 and February 28, 2015 for student leaders of four secondary schools in the capital. The conference featured workshops on programme planning, public speaking, self-esteem development and stress management. On May 6, 2015 the Student Guild Chapter Executive also celebrated Women's Day by leading a school assembly at St Martin's Secondary School.

Open Campus Bahamas

The Bahamas Chapter of the UWI Alumni Association in collaboration with the Open Campus, the Centre for Hotel & Tourism Management, and the School of Clinical Medicine and Research, Bahamas invited all staff, students and graduates to attend a local reception/tribute in honour of the outgoing Vice-Chancellor, Professor E. Nigel Harris, on the April 11, 2015. Many graduates attended along with current students and tributes were given by the Heads of the three UWI Units in the Bahamas. These included the Director of the School of Clinical Medicine & Research Bahamas,

Dr Robin Roberts, Head of Open Campus Bahamas, Dr Barbara Rodgers-Newbold, and Head of the Centre for Hotel and Tourism Management in the Bahamas, Dr Andrew Spencer. The reception was an opportunity to encourage student participation in the local UWI Alumni Chapter and an opportunity for camaraderie and fellowship among past and current students and the UWI staff.

Open Campus St Vincent & the Grenadines

On January 17, 2015, Open Campus St Vincent and the Grenadines recognised 46 students in a Recognition of Graduates Ceremony. Of the 46 students, 15 from the sister campuses of UWI Cave Hill, St Augustine and Mona, chose to commemorate the occasion with their Open Campus St Vincent and



Grenadines peers. Mr Eric Baron, Open Campus Human Resource Director, represented then-Principal and Pro Vice-Chancellor, Professor Eudine Barriteau. Dr Hamid Ghany, who was visiting in relation to the Magna Carta lecture, was also in attendance. The featured speaker was Dr Mineva Glasgow, alumna, e-tutor and Deputy Director of the National Insurance Services.

Academic Planning and Delivery

Based on research findings from a study conducted by the Course Delivery Supervisor in the Programme Delivery Department during March 2015, which sought to capture data on student support interest areas, the Course Delivery group held a webinar for students entitled Facilitating Group Work using Google Drive – Bridging the Gap on April 13, 2015. The interactive webinar demonstrated how students can utilise the Google Drive documents, which are easily accessible from their Open Campus Gmail accounts, and to work collaboratively on group assignments. The session was also conducted to show students how to use Microsoft applications, such as Word, PowerPoint and Excel. During this webinar, the students were also apprised of information regarding rotational leadership. A second webinar held on March 25, 2015, via Blackboard Collaborate (BbC) familiarised students about the programme review process and prepared them for a review session with the Quality Assurance Officer.

Marketing and Communications

The department continued its work to guide and support the 2014/2015 elected Student Guild Executive with their internal and external marketing activities, including branding, social media, publications and online marketing. The department also worked with the Registry to support key student-centred issues, including communicating student responsibilities, available scholarships, upcoming events and Student Games, among others.

Open Campus students – first time entry to UWI Games





Guild Executive and Local Chapters, 2014/2015



Members of the Executive at a UWI meeting held at the Mona Campus



Enjoying the camaraderie



Open Campus St Vincent & the Grenadines Student Guild members



Open Campus Dominica Student Guild Members 2015



Open Campus Anguilla Student Guild Members





We are **#Openforthenextstep**

5. RESEARCH AND INNOVATION

The Open Campus academic staff continued to focus on many research and innovative initiatives for institutional and individual advancement as well as to inform, stimulate and educate the Caribbean citizenry and beyond.

FACULTY-LED RESEARCH AND INNOVATION

Create an enabling environment to support, foster and increase the output of high quality research and innovation with an emphasis on the Caribbean

Women and Development (WAND)

Empowering the Community through Social Action: Rural Women at the Centre of Development and Change: La Pointe, Saint Lucia

This St Lucia-based project seeks to:

- Assess women's contribution to the building of the La Pointe community in the area of education and training;
- Assess the impact of the community development initiatives introduced by the Unit/La Pointe Development Committee partnership;
- Make a theoretical contribution to the discipline of development studies; and
- Serve as a guide to the conceptualisation and implementation of the Unit's community intervention initiatives.

Further, it can also serve as a guide to governments, non-governmental organisations and community-based organisations with an interest in people-

centred development. The findings from this research will be published in WAND Occasional Papers series.

Legislation Alone will not Work: Ending Domestic Violence in Barbados

The lead investigator for this project was Cecelia Batson-Rollock, Administrative Officer, Consortium for Social Development and Research. For this project, the methods of primary research included in depth face-to-face interviews with practitioners within the legal profession involved in issues of domestic violence; focus group discussions with members of the local Men's Education Support Association; and discussions with young women ranging in age from 17–25 years from the Pinelands community, a low income community which adjoins The UWI Open Campus Pine Site. Telephone interviews were also conducted with professional women in the local Business and Professional Women's Club Crisis Centre as well as female survivors of domestic violence. Secondary data comprised relevant government documents, published and unpublished documents on domestic violence and gender-based violence in Barbados and generally.

The study concluded that:

- Additional support systems need to be put in place for victims of domestic violence.

The Open Campus' Consortium for Social Development and Research works to enable the vulnerable and socially-challenged within the Caribbean to attain their full potential through formal and non-formal education, research and technical assistance using a person-centered approach.

- There is a need for a behavioural change programme to address the culture of secrecy relating to domestic violence, as well as assist in fostering positive behaviour.
- There needs to be a standard protocol governing the police's response to situations of domestic violence.
- Amendments should be made to the Barbados Domestic Violence (Protection Orders) Act 1992 which would give protection to families who are in visiting relationships.
- Adaptation of the Child Rights Training Programme into specified units for all four levels of education at the National Police College of Jamaica (NPCJ) – recruits, probationers, in-service, and leadership;
- Training of 70 police Child Rights Trainers, including special sessions on facilitating participatory workshops;
- Ninety (5 cohorts) of Senior Officers of the Jamaica Constabulary Force (JCF) sensitised, island-wide;
- Development of a multi-faceted JCF communication strategy to promote the best interests of children;
- Community consultations (adolescents and parents), desk review and the drafting of the Child Interaction Policy and Procedure; and
- Developed and delivered a special module to 54 (3 cohorts) Ministry of Justice Restorative Justice Facilitators.

Based on the research findings, which confirmed that while it can help, legislation on its own will not end domestic/gender-based violence, a radio programme focusing on preventative measures is planned and will cover areas which include identifying danger signs relating to physical and psychological abuse in domestic violence situations; the ways in which abusive behaviour from generation to generation can result in children thinking that violence is a normal way of life and how this cycle can be broken; the ways in which a lack of family support can result in an abused person staying in a domestic violent situation and helping the victim to see that they are not to be blamed for the abuse; and pointing survivors of domestic violence to available resources which they can turn to in an attempt to stop the cycle of violence.

Caribbean Child Development Centre (CCDC)

Child Rights Sustainability Initiative

During 2014/15, the Child Rights Sustainability Initiative accomplished the following activities:

FUNDING AND PARTNERSHIPS

Expand the range of strategic private and public sector partnerships, locally, regionally and internationally.

Office of the Deputy Principal

Developing Partnership with State University of New York (SUNY)

The Deputy Principal along with other members of the Open Campus again met with a delegation from SUNY on February 4, 2015. Discussions on

Another Innovative First From The UWI Open Campus



THE UWI OPEN CAMPUS PARTNERS WITH THE COMMONWEALTH OF LEARNING TO OFFER ITS FIRST OPEN EDUCATIONAL RESOURCE PROGRAMME IN YOUTH DEVELOPMENT WORK

The Open Campus is always working to expand its innovative offerings to increase its value and reach. Recently, the Canadian Government's Global Affairs Canada (GAC) supported the production of 18 new online programmes through its Strengthening Distance Education in the Caribbean (SDEC) project – www.open.uwi/gac.

Its latest effort evolved at the 19th Commonwealth Education Ministers Meeting (CEEM) held in The Bahamas, where The UWI Open Campus signed a Memorandum of Understanding (MOU) on June 23, 2015 with the Commonwealth Secretariat and the Commonwealth of Learning's Virtual Universities for Small States of the Commonwealth (VUSSC), to turn The UWI's degree programme in Youth Work into open educational resources (OER). It is hoped that the OER in Youth Work will enable more institutions to adapt the materials, ultimately strengthening the youth work sector. Considering that over 60 per cent of the Commonwealth's population is under the age of 30, this programme comes at the right time.

This groundbreaking agreement among The Commonwealth Secretariat, The University of the West Indies and the Commonwealth of Learning (COL) will allow youth workers across the Commonwealth greater access to certified courses. This triumph is the culmination of years of hard work and development, which started even before the Open Campus was formed.



Signatories signing the Memorandum of Understanding for the accreditation of Youth Development Degree Programmes between The University of The West Indies Open Campus, The Commonwealth Secretariat and The Commonwealth of Learning at the 19th Conference of Commonwealth Education Ministers, held at the Atlantis Resort in Nassau, Bahamas on the June 24, 2015. The signatories were (l-r): Mr Deodat Maharaj, The Commonwealth Deputy Secretary-General of the Commonwealth Secretariat, Professor Asha Kanwar, President & Chief Executive Officer of The Commonwealth of Learning; and Professor Clement K. Sankat, Pro Vice-Chancellor and Campus Principal of UWI's St Augustine's Campus, who represented the UWI Open Campus. In the back row: Director of Youth, Mr Darron Turnquest, Dr Barbara Rodgers, Country Head, UWI Open Campus, and other representatives from the Youth Affairs Division of the Commonwealth Secretariat.

potential cooperation focused on the following itemised areas:

1. Prior Learning: building on the earlier discussions that had taken place and the information that had been already shared, visits by staff of the Open Campus to see how Prior Learning is implemented were proposed: such visits could include some form of training.
2. ICT Programmes: Empire State College (ESC) will liaise with Fredonia University regarding the possibility of collaborating with the Open Campus.
3. Certificate in Online Learning and Teaching.
4. Certificate in areas such as Criminal Justice for Law Enforcement Officers: ESC is implementing similar programmes in Metropolitan New York; Professor Hancock will engage in discussions with Old Westbury which has strengths in this area.
5. Market research for programme selection: should include both quantitative and qualitative data. Both institutions will design a framework for collaboration.
6. Institutional research: Both Open Campus and ESC will look within the respective institutions to determine what existed and possible areas for collaboration.
7. Early Childhood Programmes: ESC will engage in discussions with SUNY institutions that are strong in Early Childhood so that the appropriate links may be established.
8. Open educational resources: both institutions will engage in discussions to determine how they can work together in increasing the availability of appropriate resources.
9. The UWI and ESC staff could be used as resource persons for residencies, seminars, workshops etc. at both institutions: this would be facilitated by ICT, including SVUS.
10. Establishment of teams from both institutions to develop new programmes.

Caribbean Child Development Centre (CCDC)

Caribbean Virtual Forum on Child Participation

The CCDC and The UWI Open Campus Learning Centre collaborated with the Inter-American Children's Institute (IIN), and Caribbean Knowledge and Learning Network (CKLN) in organising a Caribbean Virtual Forum on Child Participation. The Caribbean Virtual Forum provided an opportunity to exchange ideas and experiences, and to make recommendations from a Caribbean perspective to the agenda of the XXI Pan American Child Congress, which took place in Brasilia, Brazil on December 10–12, 2014, under the theme "Violence against Children: Building Peaceful Environments". The panelists included experts and representatives from organised groups of children and adolescents across the region. St Vincent and the Grenadines, Trinidad, Jamaica, Antigua, Bahamas and St Lucia were represented.

The objectives of the Caribbean Virtual Forum were:

- To make a contribution to the XXI Child Congress from a Caribbean perspective;
- To foster the leadership skills of children and adolescents and promote their participation in issues in which they have a stake; and
- To disseminate information and provide a forum for examination of the issue of violence against children and adolescents.

Increase funding and strengthen partnerships

Transitional Living Programme for Children in State Care

The Deputy Principal continued to lead the Management and Implementation Teams as Principal Investigator of the Transitional Living Programme for Children in State Care Project. This United States Agency for International Development (USAID) funded project is being implemented by the Open Campus Caribbean Child Development

Centre under a partnership with the Child Development Agency, and in collaboration with the Open Campus Social Welfare Training Centre and the UWI Project Management Office. This initiative is the first of its kind in Jamaica and involves a multi-dimensional approach to preparing wards of the State, who are at an increased risk for poor outcomes, on leaving care. Grant funding for this project is in the amount of US\$1,389,389 and the project was recently approved to receive an additional grant of over US\$67,000 for capacity building of staff and increasing the numbers of children to benefit from the intervention.

This project will facilitate vocational and life skills training, job placements and mentoring for youth in State care. An Independent Living Protocol and Standard Operating Procedure will also be developed. The grant also provides for the construction of an apartment complex to accommodate 40 females who are out of care and require housing while they pursue tertiary education or job opportunities. Research initiatives include conducting a needs assessment with various stakeholder groups including wards of the State and determining the impact of the interventions through a two year longitudinal study. A comprehensive tool is also being developed to measure the readiness of wards to exit care. This three year project was launched on October 30, 2014 and continues until 2017.

UWI Open Campus Early Childhood Centres of Excellence Company: Re-establishment of a model early childhood institution

In May 2014, the CCDC received a grant for JA\$44,900,000 from the CHASE Fund to renovate the CCDC and establish a laboratory school on its premises for children between the ages of three months and five years. The Early Childhood Centre began renovation in November 2015 and will open in September 2016.

The Jamaican Early Childhood Centre will join two Open Campus Early Childhood Centres in Trinidad and Tobago and one Open Campus Early Childhood Centre in Antigua which are already in

existence and in the process of being restructured to become laboratory schools under The UWI Open Campus Early Childhood Centres of Excellence Company.

The Centres will provide:

- Childcare services for young children of staff, students and the surrounding communities;
- Learning environments for practicum students in early childhood development and other programmes;
- Research opportunities for staff and students in developmental psychology, early childhood education, social work, pediatrics, public health, nutrition, and other disciplines;
- Best practices in early childhood development; and
- Training sites for prospective educators and others working in the early childhood environment.

Social Welfare Training Centre (SWTC)

Impact Evaluation of Youth Programmes in Jamaica – Career Advancement Programme (CAP)

The SWTC provided research consultancy services for the Impact Evaluation of Youth Programmes in Jamaica – Career Advancement Programme (CAP) and the National Youth Service (NYS) for the Ministry of Education (MOE)/Ministry of Youth and Culture. The intent of this impact evaluation is to establish outcome effects on academic, social functioning, workplace skills development, as well as the economic and social benefits provided to participants resulting from their participation in either of the programmes. Funding for this consultancy in the amount of US\$200,000 was provided by the Inter-American Development Bank (IDB) through the Ministry of Education. This project was undertaken in collaboration with Dr Darrell Hull, Educational Psychology specialist with the University of North Texas as Technical Advisor.

Activities for the Evaluation of the NYS Pro-

grammes included data entry, analysis and reporting of findings. The reports will be used to evaluate five primary programmes of the NYS for youth in Jamaica: the Corps Programme, the Summer Enrichment Camp, the Summer Employment Programme, the Volunteerism Programme and the 2014 Youth Forums.

SWTC also contributed to the preparation of presentations, coordinated and co-presented research findings from the Impact Evaluation of the National Youth Service (NYS) Non-Residential Corps Programme and the Career Advancement Programme (CAP). This presentation was made to the NYS, the Ministries of Education and Youth and Culture, and a wide range of stakeholders including the Inter-American Development Bank on November 6, 2014, in Kingston, Jamaica.

Training in Counselling Techniques

The Caribbean Child Development Centre successfully bid for a request for proposal from the Ministry of Labour and Social Security to train 30 case management social workers in counselling techniques. Training will commence in the new academic year. The participants will receive Continuing Education Units (CEUs) from the UWI.

Women and Development Unit/Global Affairs Canada (GAC) Collaboration

Gender Equity Strategy Policy

The GAC-SDEC project office invited the Women and Development Unit to collaborate with them to facilitate its strategic objective of strengthening the institutional capacity of the Open Campus to integrate gender equality/equity into the SDEC Project. One of the main outputs of this research-based project is expected to be the production of a Gender Equity Strategy policy document developed from the gender analysis of the Open Campus based on the research findings.

This will be achieved through building a network of agencies promoting gender equality/equity with which the Open Campus collaborates, as a first step

towards addressing the issue of institutional capacity building within the Open Campus. The primary intention of this initiative is to strengthen the Open Campus' institutional capacity to contribute to advancing gender justice in The UWI and the Caribbean region in keeping with the stated objectives of the GAC-SDEC Project.

Global Media Monitoring Project

The Women and Development Unit partnered with the Caribbean Policy Development Centre Barbados in training coders to carry forward the 2015 Global Media Monitoring Project on behalf of the World Association for Christian Communication.

Global Media Monitoring Project 2015 is intended to "to maintain the spotlight on gender inequalities and demands for change and to reveal persistent and emerging gaps in gender portrayal and representation not only in the traditional media but in new electronic media forms" (World Association for Christian Communication, 2015).

The Global Media Monitoring Project is a world-wide media monitoring, advocacy and research project implemented in collaboration with women's rights organisations, media associations, grassroots groups and faith-based/inter-faith organisations, academic researchers and university students across the world. Its network membership spans 100 countries across the continents of the world. It is the largest international study of the representation of women in the news media. This is the second time the Women and Development Unit has been involved in this exercise, which is carried out every five years.





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6. OUTREACH

The UWI Open Campus has maintained its unwavering commitment to the outreach perspective of The UWI's strategic plan. Hence, during the academic year 2014/2015, the following key activities were undertaken or accomplished by various Open Campus country sites and departments under the themes of National and Regional Development; Internationalisation; Marketing and Communications and Alumni Engagement.

OUTREACH ACTIVITIES

The Open Campus Country Sites (OCCS)

The following activities and events are highlights of the tremendous amount of outreach engagements undertaken by the OCCS.

Open Campus Anguilla

Re-launch of the Malliouhana Poetry Competition: The competition was revitalised in February 2015, culminating in the final performance round in May of 2015, with over 100 persons in attendance. This was a positive collaborative/community outreach event jointly coordinated with the Anguilla Library Services, the Department of Youth and Culture and the Anguilla Community College. The aim of the Competition was to encourage literacy and artistic expression, as well as to promote social, cultural, and political awareness. The Competition was dedicated to the memory of the late Anguillian Cultural Activist, Educator and Writer, Ms Lake, who was also an original member of the Malliouhana Poetry Competition Committee.

Open Campus Antigua & Barbuda

The Annual Book Launch and Colloquium was held on August 21–22, 2014 and facilitated by the Open Campus Antigua & Barbuda, The Antigua & Barbuda Studies Association (Chaired by Professor Paget Henry of Brown University), and the Young Poets Society of Antigua and Barbuda. This annual event availed opportunities for the public to be engaged in serious academic discourses in the context of a review of Antiguan writings published in the journal *The Antigua & Barbuda Review of Books*. The concurrent two-day colloquium focused on religion in Antigua & Barbuda.

Sixteen Days of Activism Symposium – “The Women Against Rape (WAR)” This event, a panel discussion, held on November 27, 2014, served to elevate the national focus on the relative prevalence of gender-based violence in Antigua vis-à-vis global statistics as presented by four invited speakers. The discussion focused on the perspectives of law enforcement, religion, the youths of Antigua and the Department of Gender Affairs. In attendance was Senator the Hon. Alincia Williams-

National and Regional Development Become the driving force in assisting with the fulfilment of the economic, social, educational and other critical developmental needs of the region

Grant, President of the Senate in Antigua. This event squarely addressed a prevalent and current issue in modern society which stirred public interest and was a perfect fit for The UWI's goal of community outreach.

Open Campus Bahamas

The Bahamas team partnered with Colina Insurance Company to host the annual Health Fair under the theme "Taking Care of Me" on August 22, 2014. Additionally, Head of Site, Dr Barbara Rodgers-Newbold, assisted the Crisis Centre at its annual Children's Christmas Party for marginalised children on December 17, 2014.

The new UWI Open Campus Bahamas building opened on June 22, 2015. The UWI Open Campus was established in the Bahamas in 2008, and housed on the premises of the College of The Bahamas. In June 2015, The UWI Open Campus established its own premises in the Bahamas for the first time to enhance its service to its online and face-to-face students and community stakeholders. The new premises are located on #78 Village Road, Nassau, Bahamas.



Open Campus Barbados

The Career & Life Management (CALM): Schools Employment Programme – In collaboration with the Marcus Garvey Resource & Development Centre, the training arm of the Pinelands Creative Workshop, The UWI Open Campus Barbados hosted CALM. The goal of this project was to provide participants with the necessary personal and professional competencies that would enable them to better manage the challenges and opportunities likely to be faced in the job market. The programme was held at the UWI Open Campus Barbados from June 15–26, 2015. The programme comprised a series of developmental workshops and seminars, such as Networking, Communication, Problem Solving and Critical Thinking, Professionalism, Work Ethics, Productivity as well as an Educational Fair. The latter provided the UWI Open Campus the opportunity to present its course offerings to the participants. Mr Ryan Byer, Officer-in-Charge and Mr Sherwin Rollins, Programme Assistant, served as facilitators in this programme.

Summer Development Programme: The UWI Open Campus Barbados collaborated with the Pinelands Creative Workshop and the Royal Barbados Police Force in hosting this programme from July 6–August 20, 2015. This programme targeted 45 participants ranging in age from 8 to 16 years. Participants were exposed to educational workshops on various social and soft skills development, music training, first aid and fire safety, training and other outdoor activities. The educational workshops were held at the UWI Open Campus Barbados.

Outreach events across UWI





Open Campus Country Sites



Grant Proposal Writing: At the request of the Association of Office Professionals (BAOP) and the senior management of Axcel Micro-Finance Company, Mr Ryan Byer, Officer-in-Charge, presented and facilitated workshops on Grant Proposal Writing. Axcel Micro-Finance Company, a leading regional microfinance institution with offices in Antigua & Barbuda, St Lucia, Grenada, Dominican Republic and Barbados sponsored the event. Over one hundred persons representing numerous NGOs and non-profit organisations in Barbados benefitted from the workshop held on March 25, 2015 at the Radisson Hotel.

Adopt-A-Kilometer (KM): The OCCS Barbados Pine Site embarked on this corporate initiative which was officially launched in Barbados and attracted favourable numbers from within corporate Barbados. The Adopt-A-KM Highway Community Programme aims to maintain and beautify the landscape around the highways of Barbados. It was an opportunity to demonstrate the Open Campus' corporate social responsibility and visibility.

Open Campus Grenada

12th Biennial Caribbean and International Social Work Educators Conference: The Open Campus Grenada co-hosted this conference from July 6–10, 2015, under the theme “Supporting Sustainable Social Change and Social Justice: Scholarship, Policy and Emancipatory Human Services.” One hundred and forty participants from thirteen countries including over eighty-five local participants were in attendance. Sponsorship for the conference came from The Maria Holder Memorial Trust, Barbados, Grenada Lottery Authority, Republic Bank Grenada Limited, CIBC First Caribbean International Bank and Columbus Communications Ltd.

On April 28, 2015, Open Campus Grenada hosted the award ceremony to honour the 2014 winners of the T.A. Marryshow Memorial Cup Award and the A.A. La Grenade Shield Award. These awards are presented to the students who have excelled at the Caribbean Secondary Education Certificate (CSEC) examinations. The University has been awarding

these prizes in the case of the Marryshow Cup since 1977 and the A. A. La Grenade Award since 1995.

Open Campus Saba

Dr Phyllis Fleming-Banks sought to revive the “Saba Outreach” initiative. As a result, the Open Campus Leadership Team has outlined a draft plan for the management of students from non-contributing countries. It is hoped that students will begin enrolling for programmes of study in Semester 2 2015/2016.

Open Campus St Kitts & Nevis

For the first time The UWI Open Campus was invited to make a submission as part of the National Estimates exercise that informs the St Kitts & Nevis National Budget. This was a significant development as it required the establishment of a department code to represent The UWI and signified the support of The Ministry of Education for the work of The UWI in St Kitts & Nevis. A submission for capital works was made by the Open Campus St Kitts & Nevis for an upgrade to the plant at The Gardens, St Kitts. The submission was not approved but a commitment was made to consider a less expensive phased project to enhance and upgrade the plant.

Open Campus St Vincent & the Grenadines

- Outreach to Bread of Life Children's Home: Rather than exchanging gifts at Christmas the staff shopped, wrapped and delivered gifts to ten children, aged 1–11 years, (7 girls and 3 boys) on December 23, 2014.
- Fun Walk with UWI through History: This event included a fun walk with history lessons at the Obelisk, the monument which marks the site where Paramount Chief of the Caribs, Chatoyer, died. Dr Edgar Adams, one of St Vincent's more prolific writers of history and culture, was the guest speaker for this event, which took place on February 28, 2015.
- Country Conference and Exhibition: On March 11–12, 2015 the St Vincent & the Grenadines

Site hosted its two day Country Conference in collaboration with the National Emergency Management Organisation (NEMO) and the St Vincent and the Grenadines National Red Cross Society under the theme “Promoting a Culture of Safety: Building Resilience to Disasters and Stimulating Sustainable Development”. Dr Richard Robertson, Director, Seismic Research Centre, UWI St Augustine, was the keynote speaker. Nineteen presentations were made on various topics including Building a Culture of Integrated Risk Management; The Impact of disasters on people and development; Reducing Vulnerability and Building Resilience to Disasters; and Comprehensive Disaster Management. One hundred and fifty-seven individuals attended the workshop, with the majority attending both days. Presentations were done using Skype, videos, film and face to-face. As a result of the alliances formed during the conference a link is now established with The Red Cross Society and the National Emergency Management Organisation and further collaboration is anticipated in the future.

Open Campus Trinidad & Tobago Pre-University Centre

The Pre-University Centre’s Key outreach activity is through its Caribbean Fiesta which is held every three years, in which the students select different Caribbean Islands and depict them in terms of their cuisine, culture, language and dress. At this event, neighbouring schools are invited to participate. Another outreach activity is an annual 5K in which neighbouring schools as well as family members and members of the St Augustine Campus community are invited to participate. In addition, one of the major outreach activities for the past 10 years is the preparation of Christmas hampers for the poor and needy.

Open Campus Trinidad & Tobago Tobago Site

Visits were made to the various secondary schools on the island during the months March–May 2015 to promote the offering of programmes. Brief visits were also made to the various Divisions of the

Tobago House of Assembly, financial institutions such as the banks and credit unions and the hotel industries to make them aware of the offerings of the Open Campus, and to establish a working relationship should they require specific courses to be designed for a particular sector, or workshops to be conducted under the stamp of the Open Campus.

Lecture Presentations and Forums

The OCCS’ outreach initiatives aimed at fulfilling the educational and social needs of the region included numerous lecture presentations and forums. These proved to be very informative, stimulating, thought-provoking and educational. Some of the lectures held can be found in the table overleaf.

Other outreach activities undertaken by the OCCS which relate to national and regional development include:

- The launch of the UWI Open Campus Development Project (Open Campus St Vincent & the Grenadines)
- Sir Frank Worrel Blood Donor Registration Drive (Open Campus Anguilla and St Vincent and the Grenadines)
- Hosting of Magna Carta Lectures in collaboration with Dr Hamid Ghany, London School of Economics and Political Science (Open Campus St Vincent and the Grenadines, Dominica, St Lucia)
- Media Day events (Open Campus Anguilla, Barbados, Dominica)
- Open House Activities (Open Campus Dominica, St Lucia and St Vincent and the Grenadines)
- Career and Literacy Fairs (Open Campus Anguilla, Dominica, St Vincent and the Grenadines)

In addition, extensive community linkages were forged whereby staff members of various Open Campus Sites provided public service and/or represented the Open Campus on numerous national and corporate sector Boards, committees and workshops.

LIST OF OCCS LECTURES AUGUST 2014 – JULY 2015

Open Campus Sites	Date	Title and Theme	Speaker(s)
Anguilla	July 28, 2015	The Silent Killer: Hypertension	Dr Page Edgar Mrs Vernice Battick Dr Rona Hodge-Hughes
Antigua & Barbuda	May 27, 2015	The 12th Annual Dr Alister Francis Memorial lecture "Education in the Caribbean: A Different Approach for a Different People."	Dr Hollis Liverpool
	June 23, 2015	"Sugar, Scholar, Statesman and Secrets: The Untold Story of Antiguan James Arthur Harley on Different People"	Ms Pamela Roberts
Barbados	Oct. 29, 2014	"Transition and Transformation: Imperatives for the Administrative Professional"	Ms Susan Giles
	February 26, 2015	"Is Free Healthcare Sustainable: The QEH Experience"	Dr Dexter James
	April 30, 2015	"From Farm to Plate: Issues and Challenges in Food Safety Management"	Mr Leonard King
Dominica	August 21, 2014	The Seventh Annual Bernard A. Sorhaindo Memorial Lecture: "Obesity: A Caribbean Dilemma."	Professor Dalip Ragoobirsingh
	October 28, 2014	The Third Annual E.O. LeBlanc Memorial Lecture: "Edward Oliver LeBlanc A Rendezvous with History."	Dr Irving Andre
	November 27, 2014	The Ninth Annual Dame Eugenia Charles Memorial Lecture: "The End of Sovereignty: Recapturing Space for Humanity in the Caribbean."	Professor Brian Meeks
	May 28, 2015	The Eighth Annual National Distinguished Lecture: "Moving Beyond the Colonial Past: Taking Caribbean Education into the Twenty-first Century."	Dr Joel Warrican
Grenada	March 10, 2015	Inaugural Carol Bristol Distinguished Lecture Series: "Calypso: Its Contribution to Culture, National Identity and Development."	Professor Hollis Liverpool
St Lucia	April 16, 2015	The 6th Annual Patricia Charles Memorial Lecture: "Language, Identity and the Politics of Cultural Erosion."	Professor Hazel Simmons-McDonald
St Vincent & The Grenadines	July 30, 2015	"Reflections on Slavery in St Vincent."	Dr Adrian Fraser
	August 14, 2014	"The coloniality of everyday violence."	Dr Halimah DeShong
	October 22, 2014	"None but ourselves can free our minds: Facing our past to face our future."	Dr Lennox Honychurch
	May 28 2015	"Punching above our weight: Advancing Small Island Interests at the United Nations."	Senator Camillo Gonsalves

Consortium For Social Development and Research (CSDR)

Women and Development Unit (WAND)

Life-Long Learning for Women Farmers: Fancy, St Vincent and the Grenadines

This project offers non-formal distance learning, through the use of information communication technology for non-academic, personal and social development as integral to the broadening of their education. It is intended to assist in providing the tools of empowerment for women and build their self-confidence and self-esteem and give them a sense of independence. As such the community has benefitted in the following ways:

- Enhancement of knowledge of agricultural techniques, skills, technology and technological developments, farming practices, availability of resources, environmental and developmental issues
- Greater employment opportunities for the community
- Research and community programmes
- Health information, e.g. healthy eating habits, for healthier living and assisting the creation of a database recording system for the community health centre
- Opportunities for increased technological training
- Knowledge of accounting procedures
- Knowledge of issues relating to women and other women's groups
- Cheaper and faster communication with friends and families through email
- Reduction in expenditure for community events, e.g. printing of wedding invitations and programmes
- Greater cohesiveness centred around the project which would be owned by the Fancy Community Help Group and the community.

This project will conclude in the 2015/16 academic year but its end will not affect its success or longevity because it has been rooted in the soil,

spirit, the day-to-day life and the consciousness of the community of Fancy and will, therefore, be self-perpetuating.

Execute identifiable priority projects using staff and students from the UWI region-wide for community engagement

The staff at WAND continued its reach into the community by engaging and sensitising men on the topical and important subject of domestic violence. Under the "Legislation Alone will not Work: Ending Domestic Violence in Barbados" project, a men's only workshop on domestic violence was held on April 25, 2015. Mr Ryan Byer and Mr Mark Harewood, Officer in Charge and CXC Coordinator, respectively, at the Open Campus Pine Site, Barbados, moderated the workshop. More than 30 men drawn from the Men's Educational Support Association and the Men's Health groups at the Winston Scott, Eunice Gibson and Brandford Taitt polyclinics participated. This interactive workshop served to raise awareness of domestic violence, help men understand its impact on others, and more importantly to encourage participants to be actively involved in the fight against gender-based violence.

Social Welfare Training Centre (SWTC)

SWTC continued its outreach support for the Association of Caribbean Social Work Educators (ACSWE) by supporting the organisation at its 12th Biennial Conference held in Grenada, 2015 as well as the production of Volume 11 of the *Caribbean Journal of Social Work*.

Other outreach activities included staff participation in the World Social Work Day held on March 17, 2015 and the National Organisation for Deportee Immigrants' Training seminar held on March 26, 2015. Additionally, the staff of the SWTC served on a number of public and private committees including the Jamaica Association of Social Workers (JASW), Association of Caribbean Social Work Educators (ACSWE) Executive and Planning Committee, WIGUT Membership Committee and the Fund Raising Committee of The Salvation

Army Eastern Jamaica Division. Of note also is the assistance given to the Swallowfield Community Survey, conducted during April-May 2015 to determine the role of men and boys. Activities included data entry readiness and basic data analysis of survey results.

Caribbean Child Development Centre (CCDC)

The staff of the CCDC made their mark on national and regional development through representation on various working groups, committees and boards, including the following:

- The Early Childhood Project Advisory Committee for the Institutional Partnership between Sir Arthur Lewis Community College and Seneca College.
- Encuentro de Nuestra America, a regional inter-disciplinary group advocating alternative (rights-based) educational approaches in the Americas and the Caribbean, led by colleagues in Puerto Rico.
- Editor and Reviewer of the *Caribbean Library Journal*, a publication of The University of the West Indies, University Libraries.
- Community Intervention and Parenting Sub-Committee of the Early Childhood Commission.
- Jamaica National Children's Home Board of Trustees.

Hugh Lawson Shearer Trade Union Education Institute

The Institute strengthened its collaboration with local and international training institutions and discussions are underway with the Centre for Labour Studies at Brock University in Canada, the College of Agriculture Science and Education (CASE) and the Carl Rattray Staff College. Involvement in national development also comprises membership, directorship and chairmanship of a variety of institutes, advisory committees and councils. Examples of these include:

- Director of the Michael Manley Foundation

- Director of the National Integrity Action Forum
- Director, Advisory Board, Jamaica Productivity Centre
- Director, Vocational Training Development Institute
- Member, Academic Board, Vocational Training Development Institute
- Member, Labour Market Reform Commission
- Member of the Minimum Wage Advisory Commission
- Member of the Labour Advisory Council

Mr Danny Roberts continues to be prolific in his efforts to educate his community on matters of interest and importance via radio and television interviews on topics such as reforming the education system, bus fare increases, public sector wage negotiations, minimum wage versus living wage, productivity and the workplace and possible re-negotiation of the International Monetary Fund 83 (IMF) Agreement, among others.



HLSTUEI hosted a public forum entitled "Policies versus Practice: The Challenges Facing Public Sector IR and HR" on Thursday, April 17, 2015

Academic Programming and Delivery (APAD)

The Programme Planning Department, represented by Mrs Sonia Warmington, Programme Coordinator, was involved with the Jamaica Constabulary Force Child Rights Sustainability Initiative (JCF-CRSI) funded by UNICEF and coordinated by the Caribbean Child Development Centre (CCDC) of

the Open Campus in June 2015. This initiative evolved from the CCDC's pilot Child Rights Education Project, which began training police and juvenile corrections personnel in 2010. Since then, nearly 500 members of the JCF have received special training and are now supporting this capacity building initiative.

The multi-faceted JCF-CRSI project is intended to improve the professional service standards of the police to greater support the best interests of Jamaican children. It includes the development of the Child Interaction Policy and Procedures; the training of police trainers (TOT); the development of a four-tiered Child Rights Education programme at the National Police College of Jamaica; the development of teaching/learning aids and e-content materials; and the strengthening of internal and external partnerships to better serve children. The measures being implemented are geared towards ensuring that every contact a police officer has with a child is a positive one, where both sides emerge with dignity and respect.

The Programme Delivery Department's (PDD) contribution to national development manifested in its participation and collaboration with various entities with the view of sharing their expertise to enhance the communities in which they serve. To this end, the following activities were undertaken:

- Head of Department started an outreach exercise with The Mico University College, a teacher education institution, to assist as an informal consultant on online education.
- Early Childhood Development and Family Studies Programme Manager – contributing writer to the Caribbean Research Empowerment Network Website (CREN) an initiative of the UWI Family Development Centre (UWI-FDC).
- Learning Support Supervisor – formation of the University e-Learning Committee; Chair of the University e-Learning Committee and attendance and participation at the University ICT Cross-Campus monthly meetings for University CIOs and IT teams.

MARKETING AND COMMUNICATIONS

Define the UWI Brand and Create a Marketing Plan that will Drive Internal and External Communications and Marketing Programmes

Marketing/Research and Planning For Improved Recruitment and Retention

The University of the West Indies (UWI) Open Campus Marketing & Communications (OCMAC) department is the primary/central marketing and communications for the Open Campus. Its major mission for the University and the Campus is to enhance and protect our institutional reputation, advance and strengthen the University's main brand and sub-brands, encourage community engagement, and reinforce the institution's relevance in the lives of key target audiences, including current and future students, donors, alumni, friends, teaching staff and staff.

OCMAC delivered a range of service-communication undertakings to the Campus and University communities, including delivering the annual communication mix (advertising, personal selling of services, public relations, sales promotion, and direct marketing). Other activities used over the period included but were not limited to web/electronic communications, brand management, event management, media relations, public relations and publication services.

The department employed several strategic and tactical internal and external M&C activities under severe financial and organisational constraints. Some of these included cultivating more efficient working relationships with the Registry, APAD and the OCCS to develop and implement a comprehensive lead nurturing strategy for the Campus' recruitment and retention drive. This strategy encompasses specifically targeted messaging delivered across multiple marketing channels and select devices. The aim is to attract a 50% increase in enquiries from prospective or future students to become registered students with the Campus.

Work also continued to develop and update target email sector databases based on market research

for new and current courses and programmes from the Campus. Sectors included: education, finance, alumni associations, insurance, banking, production, publishing, business, early childhood, industrial design and technology, public sector, youth development social services, and adult education, editorial services, among others.

Increased personal selling opportunities were developed by the department through the administrative and academic staff of the Campus (the 'face' of the community), by providing them with increased access to the approved technologies and messages. Staff were prepared and sensitised to market new and updated products via videos, mp4 audio, social media, soft-copy flyers, information/media kits, promotional items (bookmarks and pens, mostly), event preps, scripts, mp3 productions, online and internal messaging channels such as eNews, the Open Letter and the Intranet.

The department also worked to promote the improved use of multiple media online platforms such as Zoom (in 'Zoom Rooms') and/or Blackboard Collaborate (BbC), to interface directly to applicants who needed guidance through the final motions of registering as an Open Campus student. This was facilitated through a working relationship between OCMAC and the Registry aimed at increasing the registration of new students between 25–50% for 2015/2016 academic year.

Over the period under review, other tactics were employed to improve the use of multiple channels and touchpoints to engage our student-customers. These included personal and non-personal interactions: website visits and registrations, email and survey responses, social networking, direct email responses, remote online webinars, face-to-face seminars, text messaging, SMS texts (with CATS' assistance), service calls, teleconferences, online webinars through BbC & Zoom platforms, social media, video, Web, mobile, chat, phone, mobile, print, radio and TV email marketing.

With the introduction of new products and services in 2014/2015, the department fought to increase

brand awareness across markets to tighten the brand strategy for the Campus across the region. This strategy was based primarily on (a) the promise of good value, (b) being a well-equipped and innovative place with state-of-the art technology (c) having multiple solutions to higher and continuing education needs, (d) good process based on technology, individual attention and customisation, (e) quality of service and products, and (f) student-customer friendly approach and truSt To complement these initiatives and to assist in the improvement of direct customer interactions more information was provided on web and communication etiquette across the Campus to staff and students.

Lead data segmentation was undertaken by the department based on data analysis sourced from internal surveys about the Campus' changing demographics (with data showing that it is skewing younger) and the various customer profile trends over the past three years. The department continued working with other key departments over the period under review to improve the effectiveness of our lead generation strategy through segmentation. The strategy also worked to begin the closing of 'sales' or registration with the Campus with these leads. It also helped to generate new business with older student-customers who signed up for advanced programmes and/or degrees.

Work continued under the GAC-SDEC supported Web Redesign project to upgrade the full content of the public website. Daily work on the website continued to be a major struggle with the limited human resources assigned to manage a campus website. The Open Campus website continued its focus on an increased conversion rate (the percentage of visitors that actually register as students) from the many prospects that visit the website after advertising efforts. In this regard, one of the main objectives of the Web Redesign project is to use the results of usability tests to relocate the 'purchase' (application/registration) information to increase the Campus' conversion rates to over 100% by the 2015/2016 academic year and beyond. The period under review saw web upgrades on accessibility,

usability, browser options, and the “Apply Here” call to action button. All employed to attract more visitors and allow them to see the programmes and courses available for purchase from the Campus. More videos and images were also utilised to increase visitor interest and conversion rates. Once the Banner ERP upgrades are in place, it will be much easier for the website to employ a ‘Live Support’ feature with clearer navigation, checkout features, demos, and multi-currency conversion information for current and a future students in the next academic year.

The department also continued promotion of financial incentives and programmes through collaboration with internal stakeholders. This included online promotion of available scholarships and early registration discounts. In terms of the PLA course, the GAC-SDEC scholarships and the 21-credit advance standing were also incentives that were offered to qualified future students. In terms of buyer-readiness of programmes and courses, the department worked with APAD, the Registry, CATS and the OCCS to develop brochures, future student handbook, flyers, web content and OCMS portal ease-of-access and attractiveness to drive qualified visitors to apply and register for current online programmes and courses. The department also worked closely with the OCCS and other Open Campus departments and offices to develop campaigns and strategies for marketing local and face-to-face continuing and professional education courses and programmes, as well as new services (e.g. Ask a Librarian project).

Advertising and Promotion

For the period September 2014–July 2015 the department:

- Published an advertisement about the Open Campus in the OECS Business Focus Magazine.
- Published general advertising for all Open Campus regional programmes in the local print media as well as online and on social media.
- Collaborated with the Academic Programming and Delivery Division to prepare brochures for all new Open Campus regional programmes.
- Organised the promotional materials for local sites in preparation for their open days, fairs and expos.
- Organised the preparation of advertisements/flyers for sites in Anguilla, Grenada, Jamaica and Trinidad & Tobago for publication with national and regional media houses.
- Facilitated the preparation and circulation of newsletters, events posters and notices for sites and offices across the campus.
- Produced over 50 print and online ads across the Campus, utilising *Caribbean Beat*, *Caribbean 360*, and national newspapers. The latter mainly used for promoting individual academic programmes (including short courses), institutional and recruitment advertising, conference, seminar and event advertising, among others.
- Improvement of website personalisation through the use of less text and more engaging wording (active voice and tone) in the content (text, video, audio, images). Emphasis was focused on developing even more points of access for website visitors to access our educational services online and on site.

The department continued its lobbying for an 800 or 888 number for 24/7 access by our customer base to indicate that the Campus has a telephone-support strategy to increase customer perception of customer satisfaction, goodwill and added value. As the GAC-SDEC web development project progressed during the period under review, space was created on key top-tier pages of the new website to allow for live interactions with Admissions personnel, as well as other communication options for future students. Work continues to develop the Campus’ website into a widespread customer engagement hub with the technical infrastructure around it to increase student, staff and stakeholder coordination and integration on this front.



In collaboration with Open Campus sites and offices across the region, the department arranged for and provided oversight of the design, production and distribution of the following newsletters, reports and videos:

- Open Campus Annual Report 2013/2014
- Open Letter
- WAND Notes
- CCDC Newsletter
- HLSTUEI Newsletter
- Principal's Welcome Message
- Principal's Welcome Videos
- Student Testimonial Videos

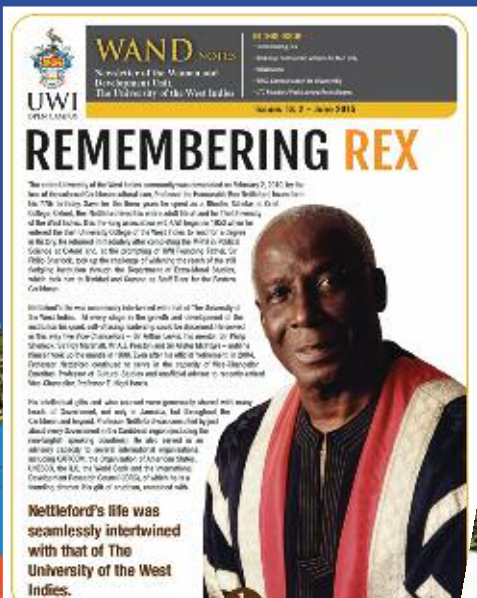
Digital & Social Media

The department continued its drive to familiarise relevant staff with the tenets of the University's Social Media Policy. Additionally, in keeping with The UWI Marketing and Communications Strategic Objective of enhancing the UWI presence on social media networks, the department currently uses Facebook, Twitter, You Tube, Flickr and LinkdIn for social media interactions. Improved focus was given by the department to developing its

social media presence with the addition of a part-time student. The Campus now has a community Facebook page (4,000 followers), a Twitter profile (500 followers), a shared UWI Flickr site, a LinkdIn page, and a YouTube (Open TV) Channel. All of the channels are integrated on the main website at www.open.uwi.edu.

In line with current social media marketing strategies the OCMAC worked with Sites over the period to generate student testimonials to upload to social media pages. Four student testimonial videos were created to be used in the 2016 Yellow Pages publications across the region, as well as on the new website.

The Open Campus Marketing & Communications Department (OCMAC) website was launched for use by Open Campus staff across the region as a marketing communications toolkit as well as other matters pertaining to branding and other marketing communications. The department also reviewed and updated some of the content on all APAD, OCCS, CSDR, Department and related Open Campus websites. The redesign of <http://open.uwi.edu> continued its progress throughout the period under review and is due for completion in December 2015.



Results of Open Campus Social Media Strategy

- Increased www.open.uwi.edu website traffic by 25% by adding social media content starting posting by August 1, 2015.
- Acquired 3,000 new fans by July 2015.
- Increased email mailing list signups for receiving Open Campus/UWI publications through social media channels by 2000 names by July 31, 2015.
- Increased enrolment in classes, workshops and seminars (in person or online) through Open Campus social media by 15% by October 30, 2015.
- Increased Open Campus Country Sites event reporting through social media channels by 35% by August 30, 2015.
- Increased UWI alumni mentions and retweets by 20% by October 30, 2015.
- Increased Student Guild links and references by 20% by November 30, 2015.
- Increased online and print mentions by 25% by October 30, 2015.
- Increased visitors to all social media sites by 50% by November 30, 2015.

Public Relations

The department wrote and distributed at least 30 news releases and features over the period under review and continued the publication of the Open Letter with the kind assistance from the editorial committee, Country Sites and offices across the Campus. Also, in collaboration with the Principal's office the department arranged for the design and production of the *Open Campus Annual Report 2013/2014*.

Further, OCMAC developed and implemented a media relations development strategy, developed and communicated events on Campus, wrote and prepared talking points, speeches, fact sheets, media kits and general brochures about the Open Campus for various media and meet-and-greet events. Several key leaders, university officers, and administrative and academic staff, were used as sources of expertise in local and regional media outlets. In addition, the department worked with various offices (HR, Library, CSDR, APAD, Registry) and Sites across the Campus to develop and implement several communication strategies for various projects and activities.

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Open Campus Public Website

For the year under review a number of web projects were initiated. Some were completed, while others are still on-going. These activities are as follows:

Re-design & Implementation of The University of the West Indies Website Template

The need to redesign the current web pages was a top priority considering that the website template had its last design in 2007. A collaborative approach was taken involving the cross-campus web and marketing teams, Campus management teams and other stakeholders. The agreed goals of the university's web presence were attached to the strategic perspectives of the 2012–2017 strategic plan and outlined as:

1. Recruitment of the very best students, staff and researchers from the Caribbean region and around the world.
2. Promotion of the University's research.
3. Marketing/promotion of the UWI brand internationally and regionally and enhancing UWI's global presence by showcasing the services that UWI offers.
4. Cultivation and strengthening of links with business, community and alumni.

The Global Affairs Canada (GAC) Project Website

This is being developed to serve as the central hub of information for the various projects being undertaken with the University of the West Indies, Open Campus. The website features information about the GAC team, on-going projects, policies, project schedules and timelines. This project is a collaborative effort between the Marketing and Communication Office and Global Affairs Canada (GAC). The GAC Project Website will be located at <http://www.open.uwi.edu/dfatd> (under construction).



active development. It was decided that a dedicated centralised space was needed for students to meet as a group to discuss matters related to their academic and social journey as students of The University of the West Indies. The website would ensure accuracy, consistency and timeliness of information being disseminated to students. The website located at <http://www.open.uwi.edu/studentguild> was designed and developed in April 2015.

OCCS Marketing and Communication

Develop a common university-wide approach to Marketing and Communications operations

Open Campus Country Sites (OCCS)

The OCCS employed innovative, creative, yet inexpensive ways to promote the University and to market both face-to-face and online programmes. These activities involved the OCCS' leadership and participation in extensive community and outreach programmes. The OCCS established new relationships with Government agencies, groups and institutions as well as renewed its commitment to others who sought to partner with the Sites on several ventures. The OCCS Heads and Officers-in-Charge have championed the outreach strategy to reach people, more so to attract the attention of prospective students, through extensive promotion and outreach efforts.

Open Campus Antigua and Barbuda

The International Women's Day Street Fair held on March 6, 2015 at Friendly Alley, St John's was held under the theme "Make It Happen". The event, sponsored by the Government of Antigua & Barbuda, provided the opportunity for Open Campus Antigua & Barbuda and the Antigua Chapter of UWIAA to host a booth to promote UWI information in the form of brochures and flyers. The Programme Officer also used the opportunity to promote Open Campus' training and education offerings. Booth visitors included the Governor General, the Minister of Social Transformation and Human Resource Development and other government officials.



Antigua & Barbuda event

The Antigua & Barbuda Site hosted a booth at the International College Fair on October 22, 2014 at The Grand Royal Antigua Hotel. This annual event afforded the Site the opportunity to promote the four campuses of the UWI as a collective, using marketing and promotional material obtained from the various campuses. Specific information on Continuing and Professional Opportunities at the local Site was prepared and distributed to approximately 250 persons. The Open Campus is truly accessible by virtue of its mode of delivery, price advantage and matriculation modalities. These three elements of accessibility, affordability and agility are critical determinants in bridging the gap between desire and opportunity for pursuing higher education.

Open Campus Barbados

Barbados Manufacturers' Exhibition (BMEX) Trade Show: The Open Campus Barbados participated in the annual BMEX Trade Show from May 22–25, 2015. The BMEX Trade Show is dedicated to furthering the interest of local manufacturers on the island and its mission is to promote, improve and regulate the manufacturing industry, through the cooperation, understanding and closer association among manufacturers in Barbados, for the maximum benefit of Barbados in general. The trade show showcased career opportunities in various sectors as well as services and educational programmes of educational institutions. The expected outcome of the Open Campus' participation in this event was to increase the awareness and visibility

of the UWI Open Campus, introduce or further expose persons to the wide range of programmes available and attract persons to enrol in the institution.

This event, which represented the first time that a campus of The University of the West Indies participated in the annual trade fair, served as the impetus for a renewed commitment for outreach and marketing efforts to ensure sustainability in our awareness and marketing drive.

Despite the limited financial resources which were available to the Site for this undertaking, the entire team of OCCS Barbados worked together and used their own financial resources and equipment to make the booth attractive, presentable and ensured it was well staffed. Days Bookstore partnered with the UWI Open Campus in its display, while OSI Computer Store donated prizes that were given to persons who registered for programmes at the Trade Show.

Mr Ryan Byer, Officer-in-Charge, and Mr Sherwin Rollins, Programme Assistant, made a television appearance on the Morning Barbados TV show. The main objective was to promote an awareness of the UWI Open Campus and its programme offerings. The estimated viewership of 60,000 people would have been privy to the information presented on the early morning TV programme.

Open Campus Dominica

Ms. Kimone Joseph, Marketing and Outreach Officer, current students, alumni and tutors presented face-to-face information sessions on programme offerings to prospective students. These sessions included:

- UWI Hits the Streets – On March 28 and May 9, 2015, the staff of the Open Campus Dominica Site set up a tent provided by LIME Dominica and set up in the front of LIME's flagship store in the capital to provide information to prospective students about both online and face-to-face courses. The staff handed out fliers and took the contact information of

prospective students for the student database to facilitate follow-up discussions and other communication.

- Mr Felix Wilson, Programme Officer, continued to host the “UWI & You” television programme every third Thursday each month. The guests of the programme included colleagues, alumni, students and friends of The UWI, who spoke on issues relating to the University and the University's involvement in the community.
- The Open Campus Dominica Site continued to present information to the radio audience of the popular Q-95 FM Radio. These infomercials were done during the registration period of local face-to-face programmes. The 30-minute segments gave details of the programmes and allowed for prospective students to call in and ask questions about the courses.

Open Campus St Lucia

The Open Campus commissioned and distributed 1000 “Own Your Future Now” themed Open Campus calendars to schools, public and private sector businesses in December 2014. A National Day Greeting themed “Own Your Future Now” was issued to the Government and People of St Lucia in the Voice Newspaper on December 6, 2014.

The St Lucia Site also launched an innovative approach to web advertisement through the initiation of a year-long Global Directories Search Engine Campaign aimed at driving customers to the Open Campus website beginning from December 1, 2014. This novel intent was to attract students to the Open Campus. Students who utilised popular search engines to find Caribbean Universities would find links to the Open Campus.

Caribbean Child Development Centre (CCDC)

Dissemination and Networking

The CCDC disseminates information via the websites, email, telephone, live chat, and other services.

The websites spread awareness of services offered and allows users to search electronic databases and access the library's collections, resources and services. Access is also made available to other relevant online resources, such as the OCLC WorldCat List (<http://www.worldcat.org/profiles/kishas/lists>), the Multimedia Library (<http://www.open.uwi.edu/ccdc/multimedia-library>), Ask a Librarian services (<http://www.open.uwi.edu/library/uwi-open-campus-library>) and the CCDC social media account <https://twitter.com/ccdclibrary>.

The CCDC website <http://www.open.uwi.edu/ccdc/welcome> serves as a portal for various databases and informational resources. Its aim is to provide a user-friendly access for students and teachers to knowledge and teaching materials. This website is a shared space that drives research, educational material, entertainment and social activities. Online services are an important focus, with a large collection of library databases (electronic journals and electronic books) and Ask a Librarian e-reference services.

The Caribbean Early Childhood Development (CaribECD)

CaribECD website <http://www.open.uwi.edu/caribecd/welcome> was designed with support from UNESCO to share information, knowledge and resources relating to the status and development of young children in the Caribbean. CCDC continues to help to strengthen the region's ECD network via the website's links.

Global Child Development Group (GCDG)

International

The GCDG uses scientific evidence to promote optimal child development, with a focus on children under age five in low-income and middle-income countries. This includes a combination of programmes and policies aimed at improving the nutrition, health, cognitive and psychosocial development, education and social protection of young

children. It also provides an opportunity for researchers from several countries, including Bangladesh, India, Jamaica, the United States, the United Kingdom, Switzerland and Turkey, among others, to share their research and, together with representatives of international agencies, formulate recommendations for programmes and policies to promote optimal early child development.

The focus of the group continues to be identifying and presenting evidence based information on risk factors for child development, new intervention and programme approaches and evaluations. The launch of the new website as well as Facebook page has allowed the group to widen its audience and reach a greater cross-section of individuals interested in early child development.

Since the launch of the new website in May 2015, the GCDG website has had 3,287 new visitors. Each month there continues to be a steady increase in the number of new visitors as well as an increase in the number of returning visitors. Both the Google analytics as well as the Facebook analytics have allowed the GCDG to tailor its articles to the interest of its readers and viewers along for increased participation.

Caribbean Child Rights Observatory Network (CCRON)

Regional

The CCDC is a member of the Caribbean Child Rights Observatory Network (CCRON) which was launched on May 15, 2014 with support from UNICEF and CARICOM. CCRON's mandate is to conduct accurate analysis of the situation of children in the region and provide feedback and support to member states in developing evidence-informed policies and programmes for the fulfilment of children's rights, as mandated by the Convention on the Rights of the Child.

ALUMNI ENGAGEMENT

Facilitate the UWI development through alumni advocacy and structured involvement in the UWI Campus life.

Empowerment and strategic deployment of human capital is a critical component for the development for the OCCS community. The importance of harnessing the skills, capabilities and connections of staff, students, and alumni to contribute to the developmental pursuits of the Open Campus is recognised and is constantly being explored. In the academic year 2014/2015 the OCCS began the process of setting up Advisory Committees at each Site comprising the University's alumni along with representatives from local communities. The Advisory Committees are to assume a consultative function in respect of assessing the needs and opportunities for University development and to advise on the priority areas for advancement within the OCCS. Alumni of online programming as well as those who participated in local face-to-face programmes have been approached to participate in collaborative efforts with the University.

In addition to this, the Dominica Site hosted the First Annual Alumni Dinner & Awards Ceremony on September 26, 2014. This fund raising event was intended to raise money to refurbish the Site's Library facility. The alumni in attendance were presented with awards for lifetime achievement and for outstanding accomplishment in the areas of arts, culture and community.

At the St Vincent & the Grenadines Site, an Alumni Association Revitalisation committee was formed to reestablish alumni engagement, with the Programme Officer and Marketing Assistant of that site serving as Chair and Co-chair.

In St Lucia, a special database containing information pertaining to The UWI Alumni and friends of the University was compiled, with the aims of facilitating communication and interaction with that group and encouraging a broader range of persons to participate in the outreach efforts at that Site.

UWI Open Campus Dominica Hosts Alumni Dinner



Six alumni were honoured during the event.

Professor Gerald Grell, Cardiologist and Former UWI Pro Vice-Chancellor, was presented with the Distinguished Faculty Award for his contribution as a faculty member of the UWI, his exemplary work in academia and his service to society.

Dr Hazel Shillingford-Ricketts, Ophthalmologist and Former Vice President of the UWI Alumni Association Dominica Chapter and **Dr Lennox Honychurch**, Anthropologist and UWI Open Campus Council Member received Lifetime Achievement Awards for their service to The UWI, enthusiasm for research and professionalism.

Dr Alwin Bully, Cultural Advisor and Member of the Rex Nettleford Foundation was awarded the Arts & Culture Award for his service to the UWI and Dominica in the fields of art and culture.

Mr Jeffers Parillon, Executive Member of the Cochrane Improvement Committee was presented with the Community Service & Outreach Award for his service to the UWI Open Campus Dominica, and his deep love for community service and involvement in sporting activities.

Ms Nadia Riviere, former Chair of the Open Campus Dominica Student Guild received the Up & Coming UWI Alumni Award for her dedicated service to Open Campus Dominica.



UWI OPEN CAMPUS

ANTIGUA & BARBUDA



GRADUATION 2015

OCTOBER 10, 2015 > GRADUATES 661





Scholarship Awardees 2014/2015



American Foundation of The University of the West Indies



Jinelle Henry



Yves Gittens



Shonella Russell

UWI Toronto Gala



Mugabe Grant



Nadesha Edwards



Dwight Timothy



Kairann George



Valene Hagley



Charlene Harris



Russel John

2015 UWI Open Scholarship Winners

Merle Fontenelle – St Lucia

Sonja LaGeer – Grenada

Christine McFarlane – Jamaica

Kezie St Brice – St Lucia

Campus Council 2014/2015

CHAIR

SIR K. DWIGHT VENNER

VICE-CHANCELLOR

PROFESSOR E. NIGEL HARRIS

PRO VICE-CHANCELLOR AND PRINCIPAL

PROFESSOR V. EUDINE BARRITEAU

DEPUTY CAMPUS PRINCIPAL

PROFESSOR JULIE MEEKS-GARDNER

CAMPUS REGISTRAR

MRS KAREN FORD-WARNER

CHIEF FINANCIAL OFFICER

MS SHERYL WHITEHALL

REPRESENTATIVES OF THE GOVERNMENTS

MR JOSEPH GREENE
St Vincent & The Grenadines

REV HON RONALD THWAITES
Jamaica

REGINALD SAUNDERS
Bahamas

HON MICHAEL BROWNE
Antigua & Barbuda

APPOINTED BY THE CHANCELLOR

PROFESSOR SIR HOWARD FERGUS
Montserrat

DR DIDACUS JULES
Registrar & CEO, CXC, Barbados

MR ROBERT MATHAVIOUS
CEO, BVI Financial Services
Commission

DR LENNOX HONYCHURCH
Director, Island Heritage
Initiatives, Dominica

MR ANDY DELMAR
Managing Director, First National
Bank

DIRECTORS OF THE UWI OPEN CAMPUS

DR FRANCIS SEVERIN
Open Campus Country Sites

DR JOEL WARRICAN
APAD

DR JUDITH SOARES
Consortium for Social
Development and Research

MR TOMMY CHEN
Chief Information Officer

MRS KAREN LEQUAY
University and Campus Librarian

REPRESENTATIVES OF ACADEMIC BOARDS

DR NICOLE PHILLIP-DOWE
Open Campus, Non-Professorial
Academic Board Representative
Cayman Islands

DR TENNYSON JOSEPH
Cave Hill Academic Board
Representative
Barbados

PROFESSOR STAFFORD GRIFFITH
Mona Academic Board
Representative
Jamaica

DR ISSAC BEKELE
St Augustine Academic Board
Representative
Trinidad & Tobago

REPRESENTATIVES OF TERTIARY LEVEL INSTITUTIONS

DR ANGELA SAMUELS-HARRIS
Principal
Montego Bay Community College

MR NIGEL SCOTT
Director (Ag)
St Vincent and the Grenadines
Community College

GUILD OF STUDENTS REPRESENTATIVES

MRS FALLAN SKINNER-THOMAS
President, Guild of Students
UWI Open Campus

MR KURT MCKENZIE
Postgraduate Students Representative,
Cayman Islands

NON-ACADEMIC STAFF REPRESENTATIVES

DR JEROME MILLER-VAZ
Senior Administrative and
Professional Staff Representative,
Jamaica

MR CHARLTON ALI
Administrative, Technical and
Service Staff Representative,
Trinidad & Tobago

ALUMNI REPRESENTATIVE

MS RENE BAPTISTE
Alumni Representative from
St Vincent and the Grenadines

BY INVITATION:

MR C. WILLIAM ITON
University Registrar

PROFESSOR ANDREW DOWNES
Pro Vice-Chancellor, Planning &
Development

MR ARCHIBALD CAMPBELL
University Bursar

MR ERIC BARON
Director, Human Resource
UWI Open Campus

DR LUZ LONGSWORTH
Principal, Designate
UWI Open Campus

PROFESSOR WAYNE HUNT
Pro Vice-Chancellor, Research

PROFESSOR ALAN COBLEY
Pro Vice-Chancellor, Board for
Undergraduate Studies

PROFESSOR SIR HILARY BECKLES
Vice-Chancellor Designate



Leadership Team 2014/2015



Professor E. Nigel Harris
(August 2014–March 2015)
Vice-Chancellor



Professor Sir Hilary Beckles
(since April 2015)
Vice-Chancellor



Professor V. Eudine Barriteau
(August 2014–March 2015)
Pro Vice-Chancellor & Principal



Dr Luz Longworth
(since April 2015)
Pro Vice-Chancellor & Principal (Ag.)



Professor Julie Meeks
Deputy Principal



Mrs Karen Ford-Warner
Campus Registrar



Ms Sheryl Whitehall
Chief Financial Officer



Dr Francis Severin
Director, Open Campus
Country Sites



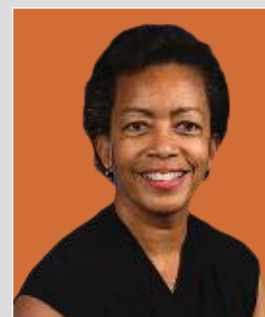
Dr Joel Warrican
Director, Academic
Programming & Delivery



Mr Tommy Chen
Chief Information Officer



Dr Judith Soares
Director, Consortium for Social
Development & Research



Ms Karen Lequay
Campus Librarian



Mr Eric Baron
Director, Human Resources



Heads of Country Sites & Departments

ACADEMIC PROGRAMMING AND DELIVERY

DR EMILY DICK-FORDE
Head, Programme Planning
Department

DR DENISE GASPARD-RICHARDS
Head, Course Development
Department

DR YASMEEN YUSUF-KHALIL
Head, Programme Delivery Division

CONSORTIUM FOR SOCIAL DEVELOPMENT AND RESEARCH

MRS CECEILLE MINOTT
Head (Ag), CCDC

MR DONALD ROBERTS
Head, HLSTUEI

MR LINCOLN WILLIAMS
Head, SWTC

DR JUDITH SOARES
Head, WAND

COMPUTER AND TECHNOLOGY SERVICES

MR REEVE RAMHARRY
Systems Engineer

MR HOWARD SMITH
Systems Engineer

MR DERRICK THOMPSON
Country Site Telecommunications
Manager

LIBRARIES AND INFORMATION SERVICES

MS JO-ANN GRANGER
Senior Librarian

MS MARTINA MENDOZA
Librarian

OFFICE OF FINANCE

MS JEANETTE STODDARD-ALLEN
Treasury Manager

MS ANN MARIE MORRISON
Financial Officer, Jamaica

MRS DEBORAH TROTMAN
Budget & Projects Manager

MS SHELLY-ANN ROBERTS
General Accounting Manager

MRS CHERRY RENCE
Finance Officer

OFFICE OF THE PRINCIPAL

DR GLENFORD HOWE
Senior Research Officer

MR MICHAEL THOMAS
Senior Research Officer

DR BENITA THOMPSON
Research Officer

DR NGONI CHIPERE
Planning & Development Officer

MS MELISSA ALLEYNE
Planning Officer

MRS SUZETTE WOLFE WILSON
Marketing and Communications
Manager

MS ANNESHIA WELSH
Manager, Business Development Unit

OFFICE OF THE DEPUTY PRINCIPAL

MS PAMELA DOTTIN
Senior Quality Assurance Officer,
OBUS

DR JANETHA LONG
Programme Officer, PLA

OPEN CAMPUS COUNTRY SITES

DR PHYLLIS FLEMING-BANKS
Manager, British Overseas Territories
(Anguilla, BVI, Cayman, Turks &
Caicos)

MR IAN BENN
Head, Antigua and Barbuda

DR BARBARA RODGERS-NEWBOLD
Head, The Bahamas

MR RYAN BYER
Officer-in-Charge, The Pine,
Barbados

MRS JANE BENNETT
Head, Belize

MS KIMONE JOSEPH
Officer-in-Charge, Dominica

DR NICOLE PHILLIP-DOWE
Head, Grenada

DR JEROME MILLER-VAZ
Head, Jamaica Western

MS LEVENE GRIFFITHS
Head, Jamaica Eastern

MS VILMA CLARKE
Head, Montego Bay, Jamaica

MRS GRACELYN CASSELL
Head, Montserrat

MRS SUSAN SARAH OWEN
Head, St Kitts & Nevis

DR VERONICA SIMON
Head, Saint Lucia

MRS DEBORAH DALRYMPLE
Head, St Vincent & the Grenadines

MR GREGORY JENNINGS
Head (Ag), Trinidad and Tobago

REGISTRY

MS SOUZANNE FANOVICH
AR, Secretariat

MRS GILLIAN HOLDER
Senior Assistant Registrar,
Assessment, Awards & Records

MR JONATHAN ARCHIE
Assitant Registrar, Student Support &
Services

MRS MARLENE SAUNDERS-SOBERS
Assitant Registrar, Recruitment,
Admissions & Registration

MRS CHARLENE RILEY
Campus Records Manager

HUMAN RESOURCE DEPARTMENT

MRS GERMAINE ALEXANDER
Human Resource Officer

MRS JENNIFER WHITE CLARK
Human Resource Officer

MS AISHA ESTWICK
Human Resource Officer

MR RONNIE SQUIRES
Human Resource Officer

Graduation & Enrolment Statistics 2014/2015

Table 1: Enrollment by Programme, Gender and Percentage

Programme	Female	Male	Total	%
ADIP Construction Management	0	1	1	100.0
Total	0	1	1	100.0
ASSOCIATE OF SCIENCE				
ASc in Administrative Professional Office Management	63	2	65	12.1
ASc in Business Management	129	24	153	28.5
ASc in Paralegal Studies	157	25	182	33.9
ASc in Social Work	124	13	137	25.5
Total	473	64	537	100.0
BACHELOR OF EDUCATION				
BEd Early Childhood Development and Family Studies	498	4	502	45.1
BEd Educational Administration	3	0	3	0.3
BEd Educational Leadership and Management (Major)	77	22	99	8.9
BEd Educational Leadership and Management (Special)	37	7	44	3.9
BEd Literacy Studies	0	1	1	0.1
BEd Literacy Studies Model A	171	11	182	16.3
BEd Literacy Studies Model B	32	3	35	3.1
BEd Primary Education Language Arts	6	0	6	0.5
BEd Secondary English/Literature Education (A)	48	5	53	4.8
BEd Secondary English/Literature Education (B)	39	1	40	3.6
BEd Secondary Mathematics Education (A)	61	28	89	8.0
BEd Secondary Mathematics Education (B)	35	23	58	5.2
BEd Secondary Spanish Education (A)	1	0	1	0.1
BEd Secondary Spanish Education (B)	1	0	1	0.1
Total	1009	105	1114	100.0
BACHELOR OF SCIENCE				
BSc Accounting	505	79	584	18.3
BSc Agribusiness Management	0	1	1	0.0
BSc Banking and Finance	4	2	6	0.2
BSc Banking and Finance (Compliance and Corporate Governance Minor)	47	11	58	1.8
BSc Banking and Finance (Law for Banking and Finance Minor)	5	1	6	0.2
BSc Banking and Finance (Lending and Mortgage Underwriting Minor)	6	1	7	0.2
BSc Banking and Finance (Special)	164	41	205	6.4
BSc Banking and Finance (Special)-ECIB	3	0	3	0.1
BSc in Social Work	258	17	275	8.6
BSc Management Studies	1117	213	1330	41.7
BSc Management Studies (Economics Minor)	163	73	236	7.4
BSc Management Studies (International Management)	1	0	1	0.0

Table 1 continues on next page

Table 1: Enrollment by Programme, Gender and Percentage (cont'd)

Programme	Female	Male	Total	%
BACHELOR OF SCIENCE (cont'd)				
BSc Management Studies (Major)	258	66	324	10.1
BSc Nursing - Post RN	4	0	4	0.1
BSc Youth Development Work	131	22	153	4.8
Total	2666	527	3193	100.0
CERTIFICATE				
Certificate in Criminology	21	15	36	21.8
Certificate in Early Childhood Development and Family Studies	30	0	30	18.2
Certificate in Human Resource Management	48	3	51	30.9
Certificate in Social Work	22	9	31	18.8
Certificate in Tourism and Hospitality Management in the Caribbean	14	3	17	10.3
Total	135	30	165	100.0
DIPLOMA				
Diploma in Business Administration	29	5	34	16.2
Diploma in Early Childhood Development and Family Studies	24	0	24	11.4
Diploma in Health and Family Life Education Instruction	26	1	27	12.9
Diploma in Public Sector Administration	47	11	58	27.6
Diploma in Social Services	23	1	24	11.4
Diploma in Social Work	28	6	34	16.2
Diploma in Youth Development Work	7	2	9	4.3
Total	184	26	210	100.0
GRADUATE				
M.A. English Language	43	11	54	15.3
M.Ed. in Literacy Instruction	99	7	106	30.1
Master of Science in Biosafety	10	4	14	4.0
Masters in Adult and Continuing Education	70	20	90	25.6
MSc Instructional Design and Technology	29	4	33	9.4
MSc Management and Educational Leadership	19	6	25	7.1
Post Graduate Diploma in Adult and Continuing Education	4	0	4	1.1
Post Graduate Diploma in Instructional Design	15	8	23	6.5
Post Graduate Diploma in Literacy Instruction	3	0	3	0.9
Total	292	60	352	100.0
OTHER				
Specially Admitted	91	18	109	25.6
Cross Campus	264	52	316	74.4
Total	355	70	425	100.0
Grand Total	5114	883	5997	100.0

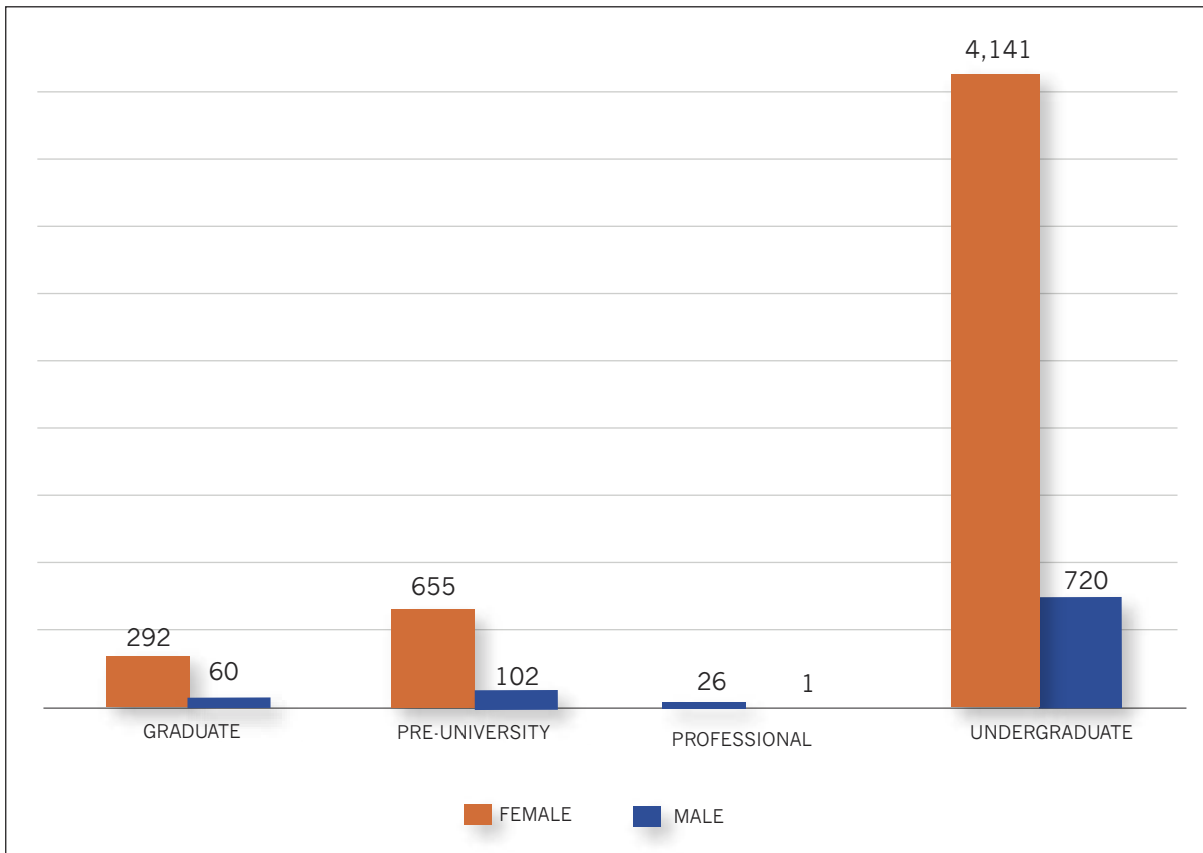


Figure 1: Enrollment in OC Online programmes by Programme Level

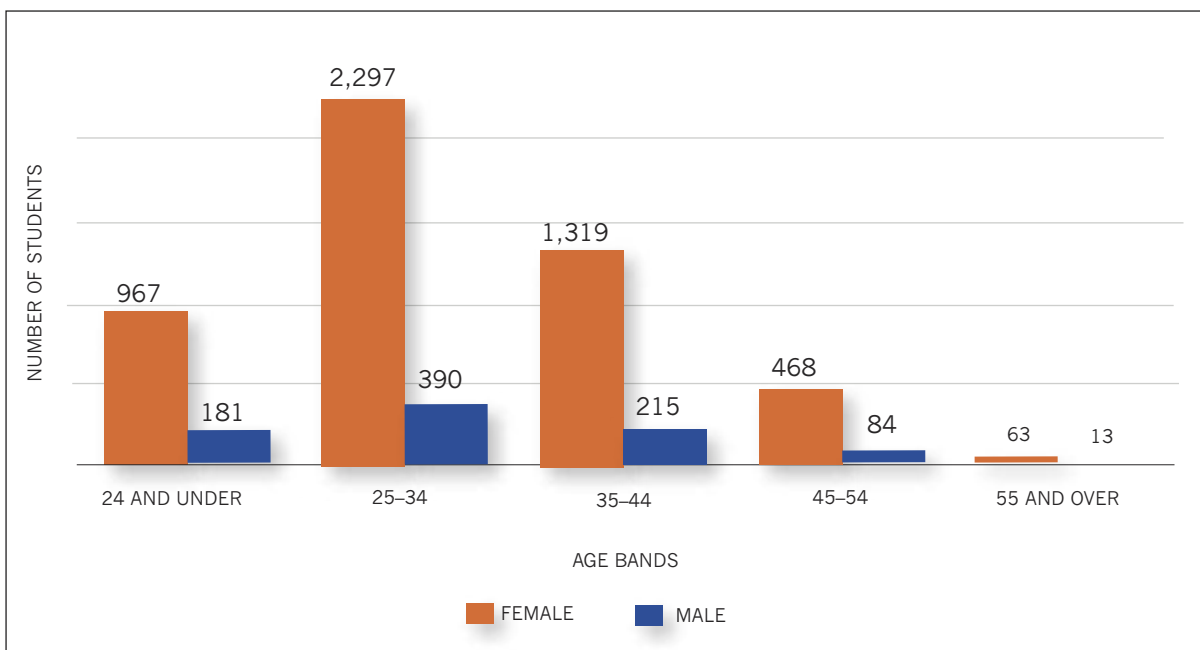


Figure 2: Enrollment in OC Online Programmes by Age Band

**Table 2:** Enrollment in OC Online Programmes by Programme Majors

Programme Majors	Female	Male	Total	Percent
Accounting	505	79	584	9.7
Admin Professional Office Mgmt	63	2	65	1.1
Adult and Continuing Education	74	20	94	1.6
Agribusiness Management	0	1	1	0.0
Banking & Finance	62	15	77	1.3
Banking & Finance (Special)	167	41	208	3.5
Biochemistry	10	4	14	0.2
Business Administration	29	5	34	0.6
Business Management	129	24	153	2.6
Construction Management	0	1	1	0.0
Criminology	21	15	36	0.6
Early Childhood Development and Family Studies	552	4	556	9.3
Education – Leadership	19	6	25	0.4
Educational Administration	3	0	3	0.1
Educational Leadership and Management	77	22	99	1.7
Educational Leadership and Management (Special)	37	7	44	0.7
Educational Technology	29	4	33	0.6
English Language	43	11	54	0.9
English/Literature Education Secondary	87	6	93	1.6
Health & Family Life Education Instruction	26	1	27	0.5
Human Resource Management	48	3	51	0.9
Instructional Design	15	8	23	0.4
International Management	1	0	1	0.0
Literacy Instruction	3	0	3	0.1
Literacy Studies	302	22	324	5.4
Management Studies	1,538	352	1,890	31.5
Mathematics Education Secondary	96	51	147	2.5
Not Applicable	264	52	316	5.3
Nursing – Post RN	4	0	4	0.1
Paralegal Studies	157	25	182	3.0
Primary Education	6	0	6	0.1
Public Sector Administration	47	11	58	1.0
Social Services	23	1	24	0.4
Social Work	432	45	477	8.0
Spanish Education Secondary	2	0	2	0.0
Specially Admitted	91	18	109	1.8
Tourism & Hospitality Management	14	3	17	0.3
Youth Development Work	138	24	162	2.7
Grand Total	5,114	883	5,997	100

Table 3: Enrollment in Online OC Programmes by Gender and Country

Country	Female	Male	Total	Percent
Afghanistan	2	0	2	0.0
Anguilla	53	8	61	1.0
Antigua	154	24	178	3.0
Bahamas	125	12	137	2.3
Barbados	164	28	192	3.2
Belize	133	39	172	2.9
British Virgin Islands	14	4	18	0.3
Canada	3	0	3	0.1
Cayman Islands	28	7	35	0.6
Colombia	0	1	1	0.0
Dominica	306	44	350	5.8
Dominican Republic	2	1	3	0.1
Great Britain (UK)	4	0	4	0.1
Grenada	307	53	360	6.0
Guyana	64	12	76	1.3
Haiti	1	0	1	0.0
Honduras	1	0	1	0.0
India	3	2	5	0.1
Jamaica	945	197	1142	19.0
Kenya	1	0	1	0.0
Montserrat	38	5	43	0.7
Netherlands	1	1	2	0.0
Netherlands Antilles	1	0	1	0.0
Nigeria	3	1	4	0.1
Null	7	1	8	0.1
St Kitts and Nevis	184	27	211	3.5
St Lucia	529	92	621	10.4
St Martin/St Maarten	4	0	4	0.1
St Vincent	325	64	389	6.5
Suriname	4	0	4	0.1
Trinidad and Tobago	1,694	257	1951	32.5
Turks and Caicos	6	1	7	0.1
United Kingdom	5	0	5	0.1
United States	3	2	5	0.1
Grand Total	5,114	883	5997	100.0

**Table 4:** Enrollment in OC Online Programmes by Programme Type

Programme Type	Female	Male	Total	Percent
Advanced Diploma	0	1	1	0.0
Associate of Science	473	64	537	9.0
Bachelor of Education	1009	105	1114	18.6
Bachelor of Science	2666	527	3193	53.2
Certificate	135	30	165	2.8
Diploma	184	26	210	3.5
Graduate Diploma	22	8	30	0.5
Master of Arts	43	11	54	0.9
Master of Education	169	27	196	3.3
Master of Science	58	14	72	1.2
Not Applicable	355	70	425	7.1
Total	5114	883	5997	100.0

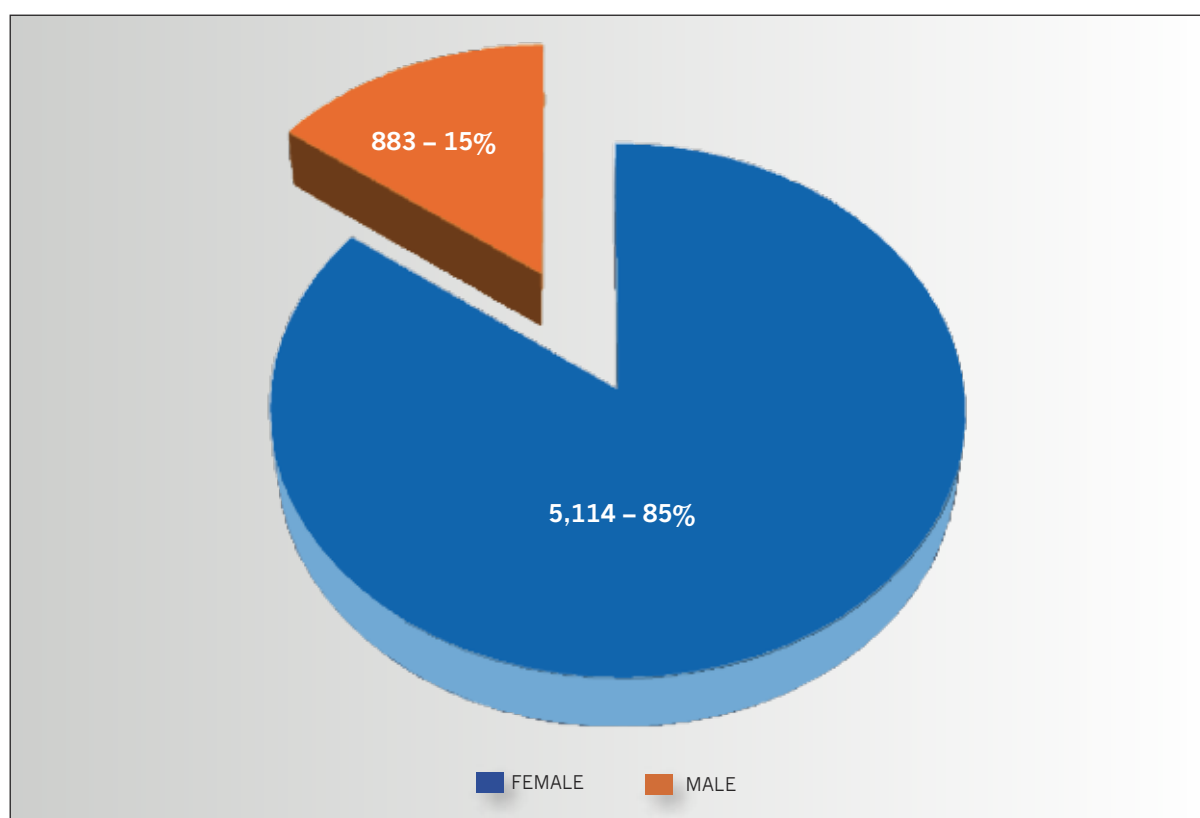
**Figure 3:** Enrollment in OC Online Programmes by Gender

Table 5: Enrolment in CPE/Face-to-Face Courses at the Open Campus Country Sites

UWI-12 Countries	One/Multiple Semester Duration		Total	Workshops/Seminars		Total
	Male	Female		Male	Female	
Anguilla	15	41	56	0	0	0
Antigua and Barbuda	26	149	175	30	77	107
Bahamas	68	162	230	0	0	0
Belize	203	374	577	56	63	119
British Virgin islands	23	86	109	0	0	0
Cayman Islands	51	30	81	0	0	0
Dominica	135	314	449	7	23	30
Grenada	77	257	334	0	0	0
Montserrat	2	22	26	9	6	15
St Kitts & Nevis	83	196	276	111	325	436
St Lucia	47	107	154	0	0	0
St Vincent & the Grenadines	61	159	220	8	12	20
Total UWI-12 Countries	791	1,897	2,688	221	506	727
Barbados	277	561	838	–	–	–
Jamaica Eastern	1,421	4,264	5,685	–	–	–
Jamaica Western	132	391	523	–	–	–
Montego Bay	47	93	140	–	–	–
Trinidad and Tobago	2,476	3,187	5663	–	–	–
Total Campus Countries	4,353	8,496	12,849	–	–	–
Grand Total	5144	10393	15537	221	506	727



Table 6: Graduates by Level of Award 2014/2015

Award Class	Male	Female	Total	Percent
First Class Honours	11	62	73	11.0
Second Class Honours (Upper Division)	25	128	153	23.1
Second Class Honours (Lower Division)	19	109	128	19.4
Pass	26	127	153	23.1
Distinction	4	65	69	10.4
Honours	1	16	17	2.6
Credit	9	59	68	10.3
Total	95	566	661	100

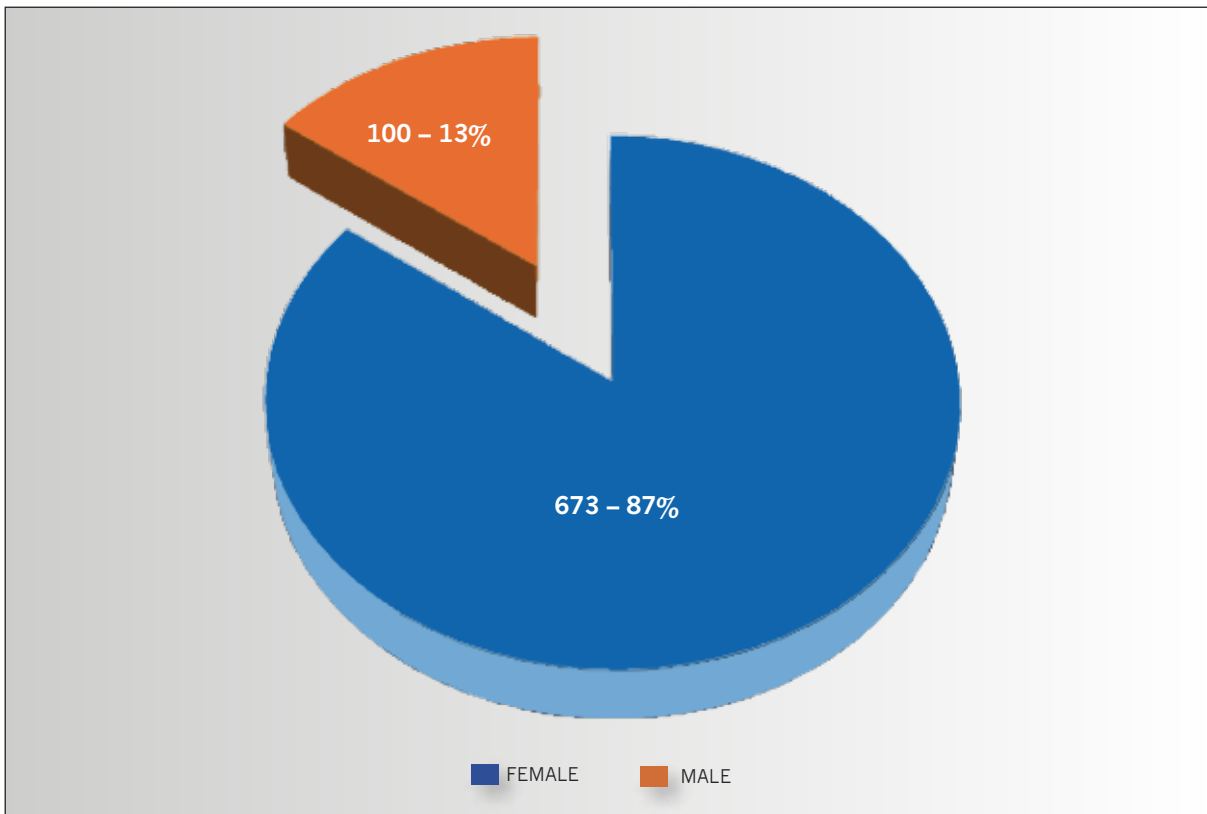


Figure 4: Graduates by Gender 2014/2015

Table 7: Enrolment in CPE/Face-to-Face Courses at the Open Campus Country Sites

Programme Majors	Male	Female	Total	Percent
Accounting	7	60	67	8.7
Admin Professional Office Management	0	7	7	0.9
Adult Education	4	24	28	3.6
Banking & Finance (Special)	0	10	10	1.3
Business Management	3	17	20	2.6
Comp Sci Education Secondary	0	3	3	0.4
Criminology	1	0	1	0.1
Early Childhood Care & Development	0	1	1	0.1
Education – Leadership	1	12	13	1.7
Educational Administration	0	1	1	0.1
Educational Leadership	3	24	27	3.5
English/Literature Education Secondary	2	18	20	2.6
Entrepreneurship	0	1	1	0.1
Gender & Development Studies	1	0	1	0.1
Health Education/Health Promotion	1	22	23	3.0
History Education Secondary	1	0	1	0.1
Human Resource Management	1	8	9	1.2
Instructional Design	2	16	18	2.3
Linguistics	1	16	17	2.2
Literacy Studies	4	103	107	13.8
Management Studies	45	240	285	36.9
Maths Education Secondary	9	26	35	4.5
Paralegal Studies	2	11	13	1.7
Primary Education	3	24	27	3.5
Social Services	3	4	7	0.9
Social Work	5	22	27	3.5
Tourism & Hospitality Management	1	3	4	0.5
Grand Total	100	673	773	100

**Table 8:** Graduates by Degree and Level Awarded 2014/2015

Degree Awarded	1st Class Honours	Upper 2nd Class Honours	Lower 2nd Class Honours	Pass	Credit	Honours	Distinction	Total
Associate of Science	0	0	0	3	46	0	6	55
Bachelor of Education	27	49	42	12	0	0	0	130
Bachelor of Science	46	104	86	37	0	0	0	273
Certificate	0	0	0	22	0	0	0	22
Diploma	0	0	0	4	22	17	18	61
Graduate Diploma	0	0	0	7	0	0	7	14
Master of Education	0	0	0	52	0	0	36	88
Master of Arts	0	0	0	16	0	0	2	18
Total	73	153	128	153	68	17	69	661

Table 9: Graduates by Gender and Country and Percentage

Country	Male	Female	Grand Total	Percent
Anguilla	4	7	11	1.4
Antigua	3	24	27	3.5
Bahamas	3	15	18	2.3
Barbados	3	25	28	3.6
Belize	2	12	14	1.8
British Virgin Islands	1	3	4	0.5
Cayman Islands	0	6	6	0.8
Dominica	6	52	58	7.5
Grenada	6	46	52	6.7
Jamaica	28	170	198	25.6
Montserrat	1	9	10	1.3
St Kitts and Nevis: Nevis	0	5	5	0.6
St Kitts and Nevis: St Kitts	3	22	25	3.2
St Lucia	11	79	90	11.6
St Vincent	5	41	46	6.0
Trinidad and Tobago	24	156	180	23.3
Turks and Caicos	0	1	1	0.1
Grand Total	100	673	773	100

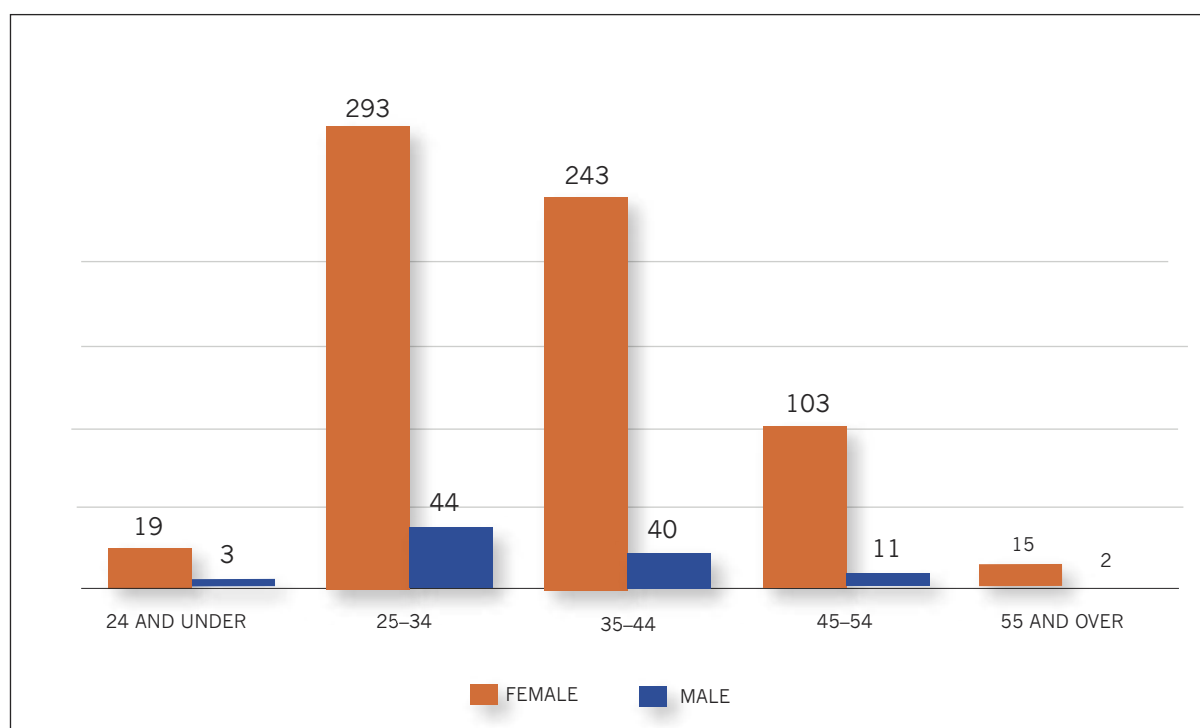


Figure 4: Graduates by Gender and Age Bands

Staff Matters 2014/2015

New Appointments, Temporary Appointments, Retirements, Resignations,
Academic Accomplishments, Milestones Deaths as at July 31, 2015

New Permanent Appointments

MR AKEEM DEARE

Software Developer
Computing & Technological Services Dept
July 1, 2015
Trinidad & Tobago

MS ISABEL BYRON

Site Coordinator
June 1, 2015
Nevis

MR JONATHAN ARCHIE

Assistant Registrar-Student Support
Registry-Student Support
June 1, 2015
Jamaica

MRS ADELE MERRITT-BERNARD

Librarian-Liaison Services
Open Campus Library & Information Services
May 11, 2015
Jamaica

MS AMANDA MORRIS

Functional Analyst
Office of Finance
May 7, 2015
Barbados

MR JEFFREY EAST

Site Technician
Open Campus Montego Bay
May 4, 2015
Jamaica

MR OMAR DAVIS

Office Attendant
CSDR-Social Welfare Training Centre
May 4, 2015
Jamaica

MS MILLICENT BROWN

Office Attendant (PT)
Open Campus Brown's Town Site
May 4, 2015
Jamaica

MR MARLON GRANT

Site Technician
May Pen Site
May 4, 2015
Jamaica

KEITH SCANTLEBURY

Office Assistant
Open Campus Pine
May 4, 2015
Barbados

DR LUZ LONGSWORTH

Pro Vice-Chancellor & Principal (Ag.)
Office of the Principal
May 1, 2015
Barbados

MRS CHARLENE RILEY

Campus Records Manager
Registry-Records Management Unit
May 1, 2015
Trinidad & Tobago

MS SANDY BURNETT

Stenographer/Clerk, ATSS
Open Campus Pine
April 20, 2015
Barbados

MS ALICIA GEORGE

Clerical Assistant, ATSS
April 20, 2015
Grenada

MR OTHNEIL GORDON

Site Technician (PT), ATSS
Camp Road
April 13, 2015
Jamaica

MRS CHERRY RENEE

Finance Officer
Office of Finance
March 2, 2015
Trinidad & Tobago

MR SELWYN RODULFO

Librarian-Liaison Services
Open Campus Library & Information Services
February 1, 2015
Trinidad & Tobago

DR PHYLLIS FLEMING-BANKS

Manager British Overseas Territories
January 12, 2015
Anguilla

Ms DENISE THOMAS

Office Attendant
CSDR-Caribbean Child Development Centre
January 5, 2015
Jamaica

MR DE-ANTONI WHINSTANLEY

Administrative Assistant
Office of the Deputy Principal
December 1, 2014
Jamaica

DR NICOLE PHILLIP-DOWE

Head
Open Campus
September 22, 2014
Grenada

MRS DEANNA NOEL

Senior Administrative Assistant
August 25, 2014
Dominica

Ms KIRSHEL PETER

Clerical Assistant
August 1, 2014
St Lucia

MRS SANDRA OSBORNE

Curriculum Development Specialist,
APAD-Course Development Department
August 1, 2014
Barbados

Ms LEVENE GRIFFITHS

Head Jamaica Eastern Region
August 1, 2014
Jamaica

PROFESSOR EUDINE BARRITEAU

Pro Vice-Chancellor & Principal
Office of the Principal
August 1, 2014
Barbados

APPOINTMENT OF STAFF**Ms TALISHA BAKER**

Senior Administrative Assistant
Camp Road
August 1, 2014
Jamaica

Ms KERRI-ANN BEDWARD

Accounting Officer
Camp Road
August 1, 2014
Jamaica

MR RICHARD GOWIE

Computer Technician
Camp Road
August 1, 2014
Jamaica

MR TROY CROSDALE

Telephone Operator/Clerical Assistant
Camp Road
August 1, 2014
Jamaica

Ms JANET PALMER

Library Attendant
Camp Road
August 1, 2014
Jamaica

MRS DONNA DIXON

Clerical Assistant
Camp Road
August 1, 2014
Jamaica

MR RONALD VINCENT

Ancillary Worker/Cleaner
Camp Road
August 1, 2014
Jamaica

MR BARRINGTON DAVIS

Caretaker
Camp Road
August 1, 2014
Jamaica

MS KELLE-ANN WILSON

Administrative Assistant
Denbigh
August 1, 2014
Jamaica

MS EVETTE BENNETT

Clerical Assistant
Port Antonio
August 1, 2014
Jamaica

MRS JOY GYLES

Senior Departmental Attendant
Mandeville
August 1, 2014
Jamaica

DR JUDITH SOARES

Director Consortium for Social Development & Research
August 1, 2014
Barbados

MS MARION MARAGH

Clerical Assistant
Registry-Student Support
August 19, 2014
Jamaica

MS SAMANTHA WILLIAMS

Library Assistant
May 1, 2015
St Vincent & Grenadines

DR NGONI CHIPERE

Planning and Development Officer
Office of the Principal
March 1, 2015
Barbados

MS MARY ALEXANDER

Cleaner (Full-Time)
June 1, 2015
Trinidad & Tobago

MR SELWYN AGUILLERA

Desktop Support Coordinator
Computing and Technological Services Dept
April 1, 2015
Trinidad & Tobago

MS NISHA THORPE

Administrative Assistant
Open Campus Pine
March 1, 2015
Barbados

MR REIZA HANIFF

IT Security Specialist
Computing and Technology Services Dept
March 1, 2015
Trinidad & Tobago

MR DARIN BRATHWAITE

Database Administrator
Computing and Technology Services Dept
March 1, 2015
Trinidad & Tobago

PROFESSOR JULIE MEEKS GARDNER

Deputy Principal
Office of The Deputy Principal
October 1, 2014
Jamaica

MR FLOYD WILLIAMS

Administrative Assistant,
Camp Road
September 1, 2014
Jamaica

MRS ISOLYN LALOR-COLLEY

Administrative Assistant
Junction Site
May 4, 2015–May 3, 2016
Jamaica

MS NEVORNE DUNCAN

Office Attendant
May 1, 2015–April 30, 2016
St Vincent & The Grenadines

MR DAVID MAYERS

Programme Manager CPE
Office of the Deputy Director CPE
March 1, 2015–February 28, 2017
Barbados

MS ROSHELL BROWN

Clerical Assistant
Registry-Exams, Awards & Records
April 13, 2015–April 12, 2016
Jamaica

MR SHERWIN ROLLINS

Programme Assistant
Open Campus Pine
April 7, 2015–February 28, 2017
Barbados

Ms HADDIYA JULES

Functional Analyst
Registry
March 2, 2015–March 1, 2017
Trinidad & Tobago

MRS TERRI-ANN GUISEPP

Clerical Assistant
Gordon Street
August 13, 2014–April 12, 2016
Trinidad & Tobago

Ms GERMAINE ARTHUR

Site Coordinator
San Fernando Site Academic
August 1, 2014–July 31, 2017
Trinidad & Tobago

Promotions**MR KIRK CAMPBELL**

From Systems Technician to IT Training Coordinator
Computing and Technology Services Dept
June 8, 2015–July 31, 2015
Jamaica

MRS WENDY NURSE-WEEKES

From Stenographer/Clerk I to Executive Assistant
Office of the Principal
May 1, 2015–April 30, 2016
Barbados

MRS TAMEKA BURKE

From Administrative Assistant to Senior
Human Resource Assistant
Human Resource Department
May 1, 2015
Jamaica

MRS OLWEN EDWARDS-PILE

From Stenographer/Clerk I to Administrative Assistant
Human Resource Department
May 1, 2015
Barbados

Ms NESHA YEARWOOD

From Stenographer/Clerk II to Stenographer/Clerk I
Human Resource Department
May 1, 2015
Barbados

Ms AFEISHA WALTERS

From Clerical Assistant I to Clerical Assistant II
Office of Finance
May 1, 2015
Trinidad & Tobago

Ms SHERRY LORDE

From Accounts Clerk to Administrative Assistant
Office of Finance
April 1, 2015
Barbados

MR JOHN HENANDEZ

From Shuttle Driver to Chauffeur OCCS
April 1, 2015
Trinidad & Tobago

MRS CECEILA BATSON-ROLLOCK

From Stenographer/Clerk I to Administrative Officer
CSDR-Women and Development Unit
February 1, 2015–July 31, 2016
Barbados

MR KENO LEE

From Clerical Assistant to Administrative Assistant
(Technical Support)
Registry-Admissions, Recruitment & Registration
December 1, 2014
Trinidad & Tobago

Ms GINELLA SAMUEL

From Clerical Assistant I to Clerical Assistant II
November 1, 2014
Dominica

MR SYLVANNUS HORNE

From Office Attendant to Clerical Assistant
October 1, 2014
St. Vincent & The Grenadines

MR BARRY CASIMIR

From Administrative Assistant to Senior Administrative
Assistant
August 1, 2014
Dominica

MR KAYODE HANLEY

From Grade 6 Technician to Grade 7 Technician
August 1, 2014
St. Kitts And Nevis

Ms SHELLY-ANN JACKSON

From Clerical Assistant to Administrative Assistant
August 1, 2014
Savanna-La-Mar

MR NEAL GABRIEL

From Clerical Assistant to Technical Assistant
San Fernando Site
Trinidad & Tobago

Retirements**MS CLAUDETTE SHARPE**

Cleaner
Gordon Street
August 5, 2014
Trinidad & Tobago

MRS ERICA GRAINGER

Administrative Assistant
Office of Finance, Barbados
August 25, 2014

MRS ELEANOR PADMORE

Administrative Assistant
Open Campus Pine
September 18, 2014
Barbados

PROFESSOR VIVIENNE ROBERTS

Deputy Principal
Office of the Deputy Principal
September 30, 2014
Barbados

MR KHALID ABDULLATEEF

Accounting/Administrative Assistant
December 1, 2014
Grenada

MS PATRICIA BISNATH

Cleaner
San Fernando Site
June 2, 2015
Trinidad & Tobago

MR CHRISTOPHER JACK

Chauffeur
Open Campus Gordon Street
February 11, 2015
Trinidad & Tobago

Post Retirement Contracts**MRS THERESA HAMILTON**

Clerical Assistant
OCCS
September 4, 201–September 3, 2014
St. Vincent

Transfers**MS JASMINE MCDUGALL**

From Academic Programming and Delivery Division to
Human Resource Department as Administrative Assistant,
March 9, 2015

MS ANNESHIA WELSH

From Academic Programming and Delivery Division to
Office of the Principal as Project Coordinator
November 12, 2014

MS JANET DESOUZA

from Consortium for Social Development and Research to
Office of the Deputy Principal October 1, 2014

Reassignment**PROFESSOR EUDINE BARRITEAU**

Reassigned from Office of the Principal
Open Campus to Office of the Principal, Cave Hill
as Pro Vice-Chancellor & Principal
May 1, 2015
Barbados

Resignations**MR RICARDO HOOD**

Site Technician
December 22, 2014

MR KEITH COTTERELL

Senior Human Resource Assistant
Human Resource Department,
December 31, 2014
Jamaica

MR CARLOS MURRAY-SMITH

Site Technician
Manderville Site
September 1, 2014
Jamaica

MS TIA FERGUSON

Receptionist
Montego Bay
August 16, 2014
Jamaica

Secondments

MRS PAULINE FRANCIS- COBLEY

Training Coordinator
(seconded to Centre)
August 1, 2014–July 31, 2016
Barbados

MRS DEBORAH DEANE

Executive Assistant
(seconded to Open Campus)
Office of the Principal
August 1, 2014–July 31, 2016
Barbados

End of Secondment

MRS DEBORAH DEANE

Executive Assistant
Office of the Principal
April 31, 2015
Barbado

Deaths

MR LEO HEWITT

General Worker
Open Campus Pine
September 19, 2014
Barbados

MR RICHARD DRAKES

Office Attendant
San Fernando Site
November 14, 2014
Trinidad & Tobago

Staff Developments

Staff of the UWI Open Campus demonstrated commitment to personal development and achievement in different fields of study and at various levels.

DR. VERONICA SIMON, Head of Site, Open Campus St Lucia – PhD studies, University of Sheffield, England, November 11, 2014.

MR BARRY CASIMIR, Senior Administrative Assistant: Masters in Adult & Continuing Education (MACE) The UWI Open Campus, October, 2014.

MR. LISLE BRUNEY, Technician, MSc Information Systems Management, Keller Graduate School of Management of De Vry University, December 2014.

MRS CLAUDIA HALLEY, Programme Officer – Master of Science (Management) Degree, Walden University, December 2014.

Ms GINELLA SAMUEL, Clerical Assistant III – Executive Diploma Human Resource Management, The UWI Cave Hill School of Business, June 2015.

Ms NICOLE STEVENSON – Stenographer Clerk: Private Secretaries Diploma, Barbados Community College, July 2014.

MRS LESLEY CRANE MITCHELL, Marketing & Outreach Officer – Certificate in Project Management (CPE), UWI Open Campus St Lucia, March 2015.

MRS MARLENE FRANCIS, Administrative Assistant – Certificate in Project Management (CPE), UWI Open Campus St Lucia, March 2015.

Ms KIRSHEL PETER, Administrative Assistant – Certificate in Supervisory Management, Open Campus St Lucia, April, 2015.

Awards, Honours and Distinctions

The Open Campus St Lucia received an award in recognition of its contribution to the development of education in St Lucia, from the Ministry of Education at its national Education Awards ceremony.

Coco Palm Resorts in St Lucia presented the Site with a token of appreciation for the significant number of UWI guests who stayed at their hotel during Graduation and other UWI functions.

The St Vincent Site won the Principal's Award for Best performing Department in October 2014. This is recognition covers the period 2011–2014.

Ms. PATRICIA BAPTISTE, Library Supervisor was awarded a Long Service Award for over thirty (30) years' service to the University.

Ms CERITA BUCHANAN, The UWI/Guardian Group Premium Teaching Award, 2014 – October 9, 2014.

MR SYLVANNUS HORNE, Clerical Assistant – recognised by the Chancellor, in his Graduation Address (St Lucia, October 11) as a graduand whose 'story' was 'exemplary and inspiring'.



STUDENT-CENTRED | AGILE | ACCESSIBLE | ENABLING