



THE UWI OPEN CAMPUS

STUDENT-CENTRED | AGILE | ACCESSIBLE | ENABLING

Annual Report
2013/2014

A Campus for the times . . . A Campus for the future



THE UWI OPEN CAMPUS

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

Annual Report 2013/2014





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.

Core Values

STUDENT-CENTRED

AGILE

ACCESSIBLE

ENABLING



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PRINCIPAL'S OVERVIEW

2013/2014 represented a year of significant achievements for the Open Campus. The Campus made considerable strides in achieving the original aim for the Campus. That aim is providing increased open and flexible learning opportunities in both online and face-to-face modalities to students across the region, and particularly to those living in underserved territories. The Campus continued to align itself with the strategic objectives set for all of The UWI campuses in the 2012–2017 strategic plan. Additionally, work continued in our endeavours to build solid relationships with our sister campuses and increase collaborative efforts which would unite The UWI campuses and ultimately benefit all involved. More critically, such an approach would particularly benefit our students and stakeholders. By so doing, we move closer to achieving and strengthening our core values of being student centred, agile, accessible and enabling and following our guiding principles of providing high quality university education, research and other services to all who wish to realise their potential through these means, both inside and outside the region.

Steps towards achieving the foregoing were made largely within the overarching strategic framework of The UWI. Challenges were present, particularly with respect to the financial constraints experienced throughout the region and which have

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PROFESSOR V. EUDINE BARRITEAU
Pro Vice-Chancellor & Principal

impacted all of the campuses of The UWI. However, the Campus was still able to continue to offer quality courses and programmes to our regional citizenry and beyond and faced with regional and international competition remained a leading alternative to on-campus study, thanks to the dedicated efforts of our staff and our determination in advancing the mission of the Campus.

OVERVIEW

In each of the 2012–2017 strategic perspectives the Open Campus recorded success. Firstly, in the area of finance, the Campus continued to reduce its dependence on regional governments and the creative cost reduction and conservation initiatives which were implemented proved beneficial. Additional income was generated from special projects, external grant funding and increased focus on continuing and professional education (CPE) programmes, particularly those born out of strategic partnerships which increased the student enrolment and therefore the revenue collected from

fee-paying programmes. Further means of increasing income in this manner were identified and are being developed, particularly through the Department of Foreign Affairs, Trade and Development – Strengthening Distance Education in the Caribbean (DFATD-SDEC) project, which allocated funding specifically for the development of new CPE programmes which will most benefit the region.

With regard to staff engagement and development, workshops, orientation sessions and training for staff were conducted, especially in areas such as Banner, the revised GPA system, employee engagement, performance management and customer service excellence. Improvements made in internal operational processes, which enhance the efficiency and effectiveness of departments and therefore increase the quality of service which the Campus offers, were visible especially in the Academic Programming and Delivery Division (APAD) and The Registry. Of particular note are the templates developed for conducting feasibility studies and competition analyses to inform planning and design of



At the 2014 Staff Awards in Saint Lucia, the DFATD/SDEC team celebrates with the Open Campus. From left to right: Professor Julie Meeks Gardner, Deputy Principal, Mr Kirk Humphrey, Senior Development Officer representing the High Commission of Canada, Professor V. Eudine Barribeau, PVC & Principal, Mrs Mitra Knight, Director of the DFATD/SDEC Project and Dr Joel Warrican, Director, APAD

programmes and the new approach to programming which allows greater flexibility and choice for students and also reduced costs in content development and delivery of related courses. Focus was also placed on encouraging applicants to remain in the stream by increasing the number of conditional offers, allowing greater flexibility in documentation required for the application process and identifying at-risk points in the application process, for which remedies are in the process of being developed.

Teaching and Learning was enhanced tremendously due to DFATD funding and increased course offerings throughout the Open Campus Country Sites (OCCS). In terms of research and innovation, the Planning and Institutional Research Department conducted several research projects aimed at informing planning and decision making. APAD forged research partnerships with the University of Central Florida and CSDR received grant funding in the amount of US\$1.388M from the United States Agency for International Development for a Transitional Living project, USAID/UWI-OC Transitional Living programme for Children in State Care (TLP-CSC). Several innovative initiatives were also undertaken, resulting in a

more student friendly learning environment. One such initiative, spearheaded by the Programme Delivery Department, identified at-risk indicators and provided academic and administrative intervention strategies to support students. The student experience was further enhanced through a more user-friendly Learning Exchange platform.

Contributions to national and regional development were achieved thanks to partnerships which also served to increase the visibility and improve the public image of the Campus. These initiatives were concentrated on social, educational and cultural development. Also of note in 2013/2014 was the Open Campus' immediate and overwhelmingly successful appeal for donations to those affected by the flooding in December 2013 of several islands in the Eastern Caribbean, particularly Saint Lucia, Dominica and St Vincent. The Campus was gratified to see the outpouring of community spirit and generosity demonstrated by its staff and other partners in the swift and plentiful nature of the donations received and also the assistance freely provided by multiple organisations who shipped the relief items free of charge.



The launch of the Transitional Living Programme for Children in State Care project was held at the Regional Headquarters of The UWI in Kingston, Jamaica in 2014. Joining the Principal and Deputy Principal are the USAID Mission Director, Ms Denise Herbol, CDA representatives, Jamaican Minister of Youth and Culture, Ms Lisa Hanna, and the Vice-Chancellor, Professor E. Nigel Harris

HIGHLIGHTS OF 2013/2014

One of the highlights of the year was of course the 2013/2014 Open Campus graduation, held in October 2013 in Grenada. Seven hundred and one (701) students graduated: 601 females and 100 males. Of these, 624 (89%) received bachelor's degrees, of which 79 (11.3%) received First Class Honours and 159 (22.7%) received Upper Second Class Honours; 194 (27.7%) received Lower Second Class Honours and 192 (27.4%) received Pass degrees.

At the graduate level, one hundred and four students (104) graduated with degrees; 99 females and 5 males. Seventy-six students (74 females, 2 males) graduated with the Master of Education degree, while the other 28 students graduated with Graduate Diplomas (25 female; 3 males). Forty-four (44) of the graduate students received distinctions (41 females; 3 males) and 60 received Pass degrees (58 females and 2 males).

At the Pre-University level, 93 students graduated with Associate degrees (42 students), certificates (23 students), and diplomas (29 students). As with the other classes of degrees, a greater number of females graduated. Thirty-nine females graduated with Associate degrees in contrast to two males. Similarly, 15 females graduated with certificates

compared to 8 males and 18 females and 11 males graduated with Diplomas.

Another high point of the year was the naming ceremony which took place at the Open Campus Country Site in The Pine, Barbados. On May 17, 2014, the Open Campus honoured Dr Lionel Shorey and the late Dr Bradley Niles, two of its outstanding educators, by naming the East and West wings of the Country Site after them in recognition of their more than two decades of distinguished service with the Open Campus.



Current Principal, Professor V. Eudine Barriteau, is flanked by Former Principal Professor Hazel Simmons-McDonald and former Deputy Principal, Professor Vivienne Roberts at the 2014 UWI Campus Graduation in Saint Lucia



Graduates at the 2013 Graduation Ceremony in Grenada

FINANCIAL CONSTRAINTS

The on-going financial challenges mentioned earlier are an inescapable reality for our region. Through prudent management, the Open Campus showed considerable resilience. Of note is the fact that we reduced our dependency on regional governments substantially since our inception. Our dependency on regional governments for the period under review was reduced from 46% to 43% and projections indicate a further decline to 37% in the 2014/2015 period. While the dependence on governments declined, income from student fees and other income generating activities steadily increased from 57% in the 2013/2014 period to a projected 65% in the 2014/2015 period. Of note also is the fact that revenue from special projects rose from 1% of total revenue in 2012/2013 to 6% in 2013/2014.

Cognisant of the need to remain financially viable, the Open Campus also implemented a number of cost reduction measures, which included the installation of energy efficient air conditioners; utiliza-

tion of CISCI IP Phones for international calls; reduction in the purchase of stationery resulting from conservation and recycling measures; increased course offerings, training sessions, workshops and seminars; increased revenue through partnerships with donor agencies and private and public entities; and rental of Open Campus facilities for proctoring examinations and housing meetings.

Notwithstanding these facts, the difficulties faced by some of the regional governments to honour their financial contributions highlighted the necessity of increasing self-generated revenue by expanding our student base and further capitalising on other income generating initiatives. One avenue to achieving an expanded student base was facilitated by the funding acquired from the DFATD-SDEC project. Part of the CAD\$19.26M grant, allocated to APAD, resulted in the development and approval of at least 27 new and revised undergraduate programmes, two Master's and two Doctoral programmes, with additional programme



Members of the Ramesar family join officials from the Government of Trinidad & Tobago and The University of the West Indies at the ceremony to officially name the new building to house the UWI Open Campus Esmond D. Ramesar Centre, due to be completed in 2015 in Chaguanas, Trinidad & Tobago at a cost of approximately TT \$57 million

development ongoing. Increased student intake should materialise from the increased programme offerings and concomitantly, an increase in income from student fees. It is estimated that income of US\$1.651M will be generated from the increased enrolment in 2014/2015.

The Campus is committed in its endeavours to become self-sustaining and therefore continues to research and utilise all financial generating avenues with the aim of becoming self-sufficient and well-respected regionally and internationally, as a Campus of The University of the West Indies.

PLANS FOR THE FUTURE

To ensure the path of sustainability and growth, the Open Campus continues to explore every avenue of funding. To this end, the preparation of concept papers is ongoing with the hope of generating additional funding through continued partnership with DFATD and new alliances with other funding agencies. The expected additional funding will facilitate the Open Campus' mission in successfully

meeting The UWI strategic objectives for 2012–2017.

Of special note also is the contribution of land by the governments of The Republic of Trinidad and Tobago and Grenada. The government of the Republic of Trinidad and Tobago donated 10 acres of land in Chaguanas to the Open Campus. The first phase of construction is on-going and funds have been advanced to progress this project with an approved budget of TT\$57.0M. The infrastructure works are in progress with final construction targeted for May 2015. The Government of Grenada also contributed land to the University, which has been included in the books of the Open Campus at a value of EC\$8.6M. It is envisioned that an expanded Open Campus Country Site will be built on this land and proposals for funding this are in progress.

These new facilities will improve the work and study environment and improve the capacity for attracting additional students, thus increasing our potential revenue generation.



Principal V. Eudine Barriteau with the ACUITAS Engineering team at the development site in Chaguanas, Trinidad & Tobago. The construction of Phase 1 is off the ground with the focus being on draining and laying down underground infrastructure to support the Campus's buildings

As the graduation statistics mentioned earlier illustrated, the trend of significantly more female than male students continues. Inspired by a desire to promote change in this regard, a new project entitled “*Off the Blocks and In Front Their Laptops*” was conceived. While it is still in the concept phase, this project aims to work with 30 young men per participating country who would receive tablets or laptops from a private sector donor to complete a particular programme offered by the Open Campus. The project is conceptualised as entailing a tripartite partnership among the Open Campus, UWI, Government agencies to assist in identifying and selecting the young men, and the private sector to provide the laptops/tablets and sponsor the courses.

VISION FOR THE FUTURE

Among many accomplishments, Professors Emeriti Hazel Simmons-McDonald and Vivienne Roberts and their team firmly and decisively completed Phase 1 of the mission of the Open Campus. The Campus’ first Pro Vice-Chancellor & Principal and Deputy Principal respectively, established the entity, rolled out a menu of relevant online and face to face programmes, sourced significant, external funding, upgraded and refurbished multiple sites, and maintained financial solvency in a very challenging environment. They successfully completed Phase 1 of the mission of the Open Campus. The leadership of PVC Simmons-McDonald bequeathed us progress, leadership and transformation. We are now embarking on Phase 2 of that mission and that phase is characterised by a focus on expansion, penetration and financial sustainability.

I anticipate that from the next academic year, the Open Campus will take the UWI Mission and Vision into every corner of the geographic Caribbean and begin the penetration of international markets. The Campus will do so by pursuing many strategies. The Campus will:

- Expand open, online, distance and Continuing Professional Education
- Collaborate with the residential campuses primarily, but not exclusively, through utilising the platform of the Single Virtual University Space (SVUS) system to facilitate the delivery of a range of programmes
- Expand the presence of UWI in the Caribbean through working with national governments to establish College Campuses of UWI
- Expand the presence of UWI in the Caribbean Diaspora in North America and Central America
- Vastly improve and streamline internal operational procedures by building and strengthening the existing staff structures and administrative processes
- Vastly improve services to students, greatly improving the experience of our students
- Very critically, improve staff development approaches and processes. The Campus is committed to strengthening staff development.

As we move forward into the latter stages of the UWI 2012–2017 Strategic Plan, the Open Campus continues to provide relevant educational goods and services to the people of the Caribbean.

The Open Campus travels across bandwidths, different technological platforms, to deliver a UWI education with institutionally-accredited quality assurance standards.

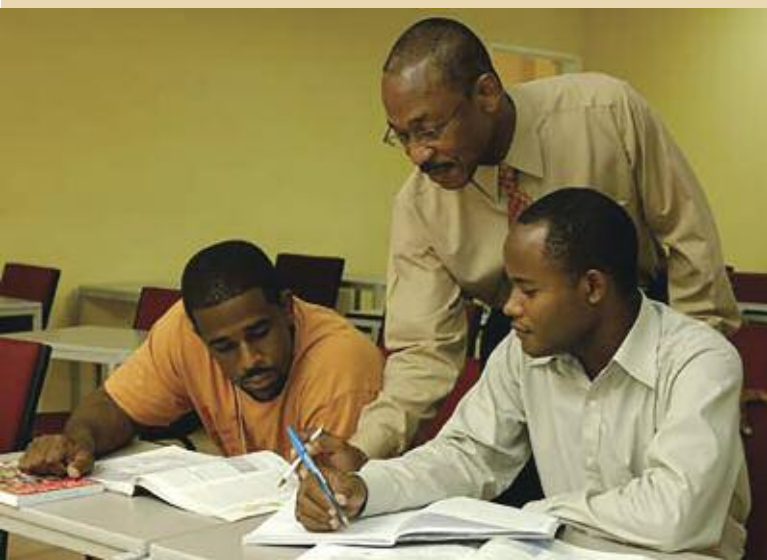
FAST FACTS

2013/2014

17	Caribbean Countries Served
44	Locations in Caribbean Countries
23 960	Total Student Enrolment
6 684	Online Student Enrolment
17 276	Face-to-Face Student Enrolment
701	Total Student Graduates
79	First Class Honours Undergraduate Students
104	Postgraduate Degrees Awarded
21–69	Age Range of Graduates
438	All Staff (Full Time)
34	Student Guild Chapters

DONOR FUNDS

US\$473 000 from external donors and
US\$9.1 million from Trinidad Central Project





enhancing the student experience

12



*Our students are central to our mission . . .
to help them reach their full potential*



PERSPECTIVE 1.

FINANCIAL

14

The challenging economic environment faced in the region continued to impact the Open Campus during the 2013/2014 period under review. It has become critically important for educational institutions to find ways to diversify their income and expand their range of services and appeal in order to maximise their income generating potential and consequently reduce the reliance on regional governments for funding.

To this end, increasing student enrolment in both online and face-to-face programmes became the focus, and a number of new programmes were developed and approved which will further increase student enrolment.

The Open Campus continued to provide quality educational services to the UWI-14 countries and underserved communities in the residential campus countries and also expanded its footprint despite the challenging environment thanks to the hard work and dedication of its various departments, divisions and units.

INCOME SOURCE DIVERSIFICATION

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

The Open Campus once again reduced the portion of revenue allocated to government contributions, moving this from 38% for the 2012/2013 period to 37% for 2013/2014. Additionally, revenue from special projects rose from 1% of total revenue in the prior year to 6% in 2013/2014.

Continuing Education programmes have always been a source of revenue generation for the University. In the current era of reduced financial contributions from governments, the University is pursuing a policy of self-sustaining revenue generation which is intended to reduce the reliance on government financial assistance.

One example of this was achieved through a joint initiative of the Planning and Institutional Research (PAIR) Department and the Academic Programming and Delivery (APAD) Division. A project



Caribbean delegates at the annual TAC Meeting held in St Kitts & Nevis in February 2014

proposal entitled *Training for Teaching of ICT in Secondary Schools in Dominica: A Continuing and Professional Education Programme Project* was prepared to secure a contract to provide services to the Dominica Ministry of Education. This was successful. This programme was designed to strengthen the capacity of the teachers of Information and Communication Technology (ICT) in secondary schools in Dominica to provide quality instruction in ICT as well as to provide guidance within their schools for ICT initiatives.

To this end, the programme consisted of subject matter and pedagogical knowledge. The programme covered areas such as the use of ICT in education, knowledge of computer hardware and software, programming, and the use of Microsoft Office productivity tools. Since the programme was offered to practicing teachers, consideration was given to the best approach for delivery to ensure that as wide a selection of individuals as possible could be reached with minimum disruption to schools. Consequently, learning activities were delivered primarily online (60 hours), with supporting face-to-face workshops (60 hours). A 15-

hour seminar for the sharing of best practices was also included. The programme was delivered for 40 participants and ran from May 2014 to January 2015. This project generated US\$75,800.00 in additional revenue for the Open Campus.

Additional means of increasing revenue from fee-paying programmes have been identified and are in the process of being developed. For example, through funding from the Department of Foreign Affairs, Trade and Development – Strengthening Distance Education in the Caribbean (DFATD-SDEC) Project, the Office of Open Campus Country Sites (OCCS) began the development of a suite of new Continuing and Professional Education (CPE) programmes. OCCS revised the costing for face-to-face programme development and set a target of 43 new CPE programmes to be developed with the aid of DFATD funding. These new programmes will be comprised of one to four courses with a typical duration of 10 weeks. On completion of development, these programmes will be offered at Open Campus Country Sites across the region, with the objective of significantly increasing self-generated revenue for the Campus.

In addition to the above is a new Hazard Analysis and Critical Control Points (HACCP) programme, which is at an advanced stage of planning. This programme is being developed in collaboration with the Ministry of Health in Barbados to train food handlers and providers. It is anticipated that at least 5,000 people will be required to undertake the training. Other countries in the region will similarly have to train their citizens, and therefore once the programme is launched in Barbados, attention will be turned to mounting it across the region. This programme has the potential to become a significant source of extra income for the Open Campus.

The Units within the Consortium for Social Development and Research (CSDR) also made efforts to diversify the income stream. The Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) increased the income earned from training courses and donations to JA\$5.217M, an increase of 115% over the previous academic year. The Institute continued to stage approximately two training activities per month, and in January 2014 expanded its Interest Based Bargaining (IBB) training programme into the region through collaboration with the Open Campus Dominica site. The Social Welfare Training Centre (SWTC) also contributed to the reduction of reliance on regional governments by earning JA\$1.5M of new income from consultancy by completing data entry, analysis and reporting for the evaluation of the National Youth Service (NYS) Programmes. In addition to this, a workshop on the Statistical Package for the Social Sciences (SPSS) software programme was held in May 2014 with 8 students and yielded an income of JA\$45,000.00. The Centre has also reduced costs by having residential students clean their individual rooms and provide their own linen.

One creative way of diversifying income sources was carried out in Montserrat. The Social Security Fund in Montserrat was approached to provide two laptops that would be rented to students who were experiencing technology challenges that affected



The Hon. Jerome Fitzgerald, Minister of Education, Science and Technology (at right) greets Sir George Alleyne, Chancellor of The University of the West Indies at a welcome reception at Government House in The Bahamas. Chancellor Alleyne and other members of the University were in Nassau for their Annual Business of Council Meeting 2014

their pursuit of online learning. In 2013 two Lenovo Laptops were purchased and a rental programme was launched after the local Country Site Orientation Session in September 2013. The income from the rental of these laptops, though small, helps to demonstrate student-centeredness in a tangible way and serves as a template for future creative income-generating initiatives.



Professor V. Eudine Barribeau, (third left), Pro Vice-Chancellor and Principal of the Open Campus, made a courtesy call on Saint Lucia's Minister of Education Dr Robert Lewis (fourth left). The Government of Saint Lucia recently received approval from their parliament to guarantee a sum of EC\$18,200,000 for the purpose of extending The UWI Open Campus at Morne Fortune

Strategic Partnership

Partnership and collaboration are key ingredients for the success of developing entities; the OCCS have therefore embraced the notion of strategic alliances with governments, NGOs, and key community stakeholders in the interest of organisational enhancement.

The sites, with the UWI brand name and the yeoman efforts of its committed staff, have been successful in attracting the support of local and regional partners to address some of the OCCS' ever-growing financial needs. Some examples of these partnerships are demonstrated in the activities of the following Open Campus Country Sites.

Open Campus Barbados

The Open Campus Barbados site engaged in strategic partnerships that will assist the site in carrying out its training and development activities as well as its community outreach programmes. The Maria Holder Memorial Trust is a strategic partner that has approved funding in the amount of US\$106,335.00 to continue the NGO Management Certificate programme in Barbados. In the first phase the Barbados site will receive US\$35,445.00

to fund 15 partial scholarships for students pursuing the one-year Certificate in NGO Management course. The value of the second phase of the project is in the amount of approximately BDS\$41,600.00.

Also in Barbados, Garage Limited, a subsidiary of Goddard's Enterprises Limited made a financial contribution of BDS\$500.00 towards the 15th Anniversary Celebrations of the UWI in the Community Lunchtime Lecture Series held from June 20–27, 2014. The Barbados site also successfully negotiated an agreement with Bryden Stokes Limited to provide sponsorship, in the form of gift bags and product vouchers for use as prizes for the first quarter of 2014 at the UWI in the Community Lunchtime Lecture Series.

In a collaborative undertaking between the National Employment Bureau, Ministry of Labour, Barbados Government and the National Insurance Board, the Open Campus Barbados Site will train individuals who have been displaced from their employers. As a result of this collective effort, the Open Campus Barbados site obtained budgetary project approval in the amount of BDS\$661,000.00 for continuation of training in the Unemployment Retraining Programme.



Participants attending the Training of Trainers Workshop hosted for Environmental Health Officers at the UWI Open Campus Barbados in February 2014

Open Campus Belize

The Belize site introduced financial growth initiatives, including partnership initiatives that totalled BZ\$239,125.00 in incremental income. These new measures of enterprise include signing of new contracts to launch new programmes, seminars, workshops and local short courses which will derive added income. One new partnership which was established was with the Ministry of Public Service. This partnership involved a contractual arrangement with the Ministry of Public Service to deliver a Certificate in Secretarial Studies course for 48 Secretary IIs, and a Certificate in Advanced Secretarial Studies for 24 Secretary Is. The enterprise earned the Belize Site BZ\$180,000.00.

Additionally, an alliance was established with the Chief Justice of Belize and the Supreme Court for the Open Campus Belize to participate in the National Mediation Committee and to develop and implement the training for Court Annexed Mediation. This collaboration generated over BZ\$53,000.00. Other partnership interests directed by Open Campus Belize earned more than BZ\$22,000.00 in additional revenue.

Open Campus St Kitts & Nevis

The most significant financial measure implemented by the St Kitts & Nevis Site for this period is the signing of the Memorandum of Understanding (MOU) between the Open Campus and the Nevis Island Administration (NIA). This MOU formalised the pre-existing relationship between the two entities and confirmed the NIA financing of the infrastructure and staffing of the site in Nevis. Subsequent to the signing of the MOU by former Principal Professor Hazel Simmons-McDonald and Premier of Nevis Hon. Vance Amory, the site was relocated to facilitate much needed renovation at the permanent facility. A technology upgrade is also expected at the site in Nevis during the 2014/2015 academic year under this partnership arrangement.

Cost Reduction Measures

Several cost reduction measures were implemented during the 2013/2014 period, since the effective management of resources and the implementation of processes to improve work efficiency can go a long way towards cost-cutting efforts. Additionally, staff and students at all sites were encouraged to be vigilant about reducing electricity usage, keep printing at a minimum, and recycle or repurpose paper and other supplies. Other examples of cost reduction measures made by some of the divisions and departments within the Open Campus are discussed below.

In the Academic Programming and Delivery Division (APAD), the Programme Delivery Department (PDD) reduced costs by modifying payment to adjunct facilitators who taught in courses with less than 25 students.

The Computer and Technical Services (CATS) Department also contributed to a reduction in costs by replacing the web conferencing tool offered by the Blue Jeans network which was used in 2013 with a more cost effective solution from Zoom for calendar year 2014. Zoom continued where Blackboard Collaborate and Blue Jeans Network assisted in reducing the Campus's operational costs by reducing the need for travel and international telephone toll calls.

The Caribbean Child Development Centre (CCDC) maintains a relatively small staff complement and was constrained in its ability to hire additional human resources to undertake special projects. This gap was partially filled by engaging student interns. In so doing, the Centre was able to assist students' economic needs, while accessing additional human resources at a lower cost than full time employees would have required.

Two notable examples of cost reduction measures taken within the OCCS are from the Belize and Dominica Sites. In Belize, Mrs Jane Bennett, Head of Site, and Dr Sharmayne Saunders, Programme



Dominica staff say farewell to Principal Hazel Simmons-McDonald

Officer, facilitated professional development seminars and workshops which significantly reduced the cost of hiring lecturers to deliver those programmes. Other initiatives to redeploy resources across the site included realignment and rescheduling of the Saturday schedule to bring about a reduction in the number of staff required to work on Saturday and to effect a reduction in overhead costs.

The Dominica Site has taken tremendous steps to utilise existing resources and to reduce costs, in particular staff costs that constitute the greater part of the cost base of the site. Through the effective deployment of skills within the Site, the unit successfully curtailed costs that would have been incurred for temporary hire of staff due to resignation, absence for study leave and promotion. In one instance, the Library Assistant assumed the responsibilities of the Administrative Assistant who had applied for and proceeded on seven months' study leave. That approach allowed an opportunity for staff enrichment and the potential for upward mobility.

Fundraising & Donations

The Division of OCCS takes a strategic approach to identifying and soliciting investment in the organisation and participation in organisational activities to secure financing. The following are some examples of the fund raising activities undertaken by some of the Open Campus Country Sites.

Open Campus Belize

The site implemented several fund raising initiatives in the 2013/2014 academic year. UWI Education Week, including the UWI Day of Races and UWI Women's Week, were intended to contribute to the financial sustainability of the site while addressing the community needs in conjunction with the vision and mission of the University.

Open Campus Montserrat

The Alliouagana Festival of the Word is a major event hosted in part by the Montserrat site. A souvenir booklet which was developed for the Festival attracted the sale of advertising space in the amount of EC\$33,318.95. The major sponsors of the event comprised the Montserrat Tourist Board and the Government of Montserrat. Contributions totalled EC\$27,940.00, which included EC\$13,010.00 from the Montserrat Tourist Board. The diaspora, which assists with funding of the festival every year, raised approximately EC\$2,500.00.



Head of Open Campus Montserrat, Ms Gracelyn Cassell (right) with a presenter at the 2013 Alliouagana Festival of the Word

In May 2014, Business Solutions and Supplies, an authorized Canon Distributor in Antigua for 17 years and which in 2012 won the contract to provide equipment for Government Departments in Montserrat, donated a new Canon iR1023N Desktop to the Open Campus Montserrat Site. This benevolence stemmed from an initiative led by the owner of Office Tech Ltd., a local company that services the printers and copiers at the Site.

Benefactions

Open Campus Grenada

A generous gift of modern computer hardware and software in the value of CAD\$2,000.00 was donated to the T.A. Marryshow Memorial Library by Mr & Mrs Peter Horsman. The equipment, which included two laptops, two handheld scanners and



Library Assistant, Ms Margaret Roberts and Acting Head, Mrs Claudia Halley, set up donated computers at the Grenada Site

two saving devices, was donated to the Library for users who would wish to conduct online searches. The donation was presented in May 2014.

The Republic Bank of Grenada offered bursaries to UWI Open Campus online students in the amount of EC\$39,690.00. This is an annual award to students who apply and meet the bursary requirements.

Jonas Brown & Hubbards Ltd also extended bursaries to Open Campus online students. The bursaries are valued at a total of EC\$6,000.00. Three students received EC\$2,000.00 each toward tuition in 2013/2014. This amount is received annually.



Mr Peter Horsman and daughter Anais



Bursaries totalling EC\$20,250.00 were paid to 16 students pursuing studies through The UWI Open Campus Grenada for Semester II 2013/2014. Total disbursement for the academic year was EC\$39,690.00. The Manager of Republic Bank Grenada, Mr Keith Johnson, hands over a cheque to Acting Head of Open Campus Grenada, Mrs Claudia Halley, while the awardees look on

Open Campus Saint Lucia

The Open Campus Saint Lucia site benefitted from the generous contributions of a number of commercial entities on the island. One such contribution was from the First National Bank, which offered a donation of EC\$10,000.00 in sponsorship of the Association for Commonwealth Literature and Language Studies (ACLALS). The total cash received for the academic year 2013/2014 was EC\$16,300.00.

Increase Philanthropic Giving, External Grant Funding and Sponsored Research

Philanthropic Giving

The Open Campus received ten scholarships for the 2013/2014 academic year. These were as follows:

American Foundation for The University of the West Indies (AFUWI) scholarships

Shanika French – St Kitts & Nevis
Doniecia Ganness-Phillip – Grenada
Sarecia Hinds – Antigua & Barbuda

Canadian Foundation for The University of the West Indies (CFUWI) scholarships

Natasha Cuffy – Dominica
Kairann George – Dominica
Valene Hagley – Grenada
Russell John – Grenada
Dwight Timothy – Dominica
Jinelle Henry – St Kitts & Nevis
 (Larry Quinlan Scholarship)

Open Scholarship

Christine McFarlane – Jamaica, Camp Road

External Grant Funding

During the reporting period, the Academic Programming and Delivery Division (APAD) received funding for the implementation of project activities under the “Strengthening Distance Education in the Caribbean” (SDEC) project financed by the

Department of Foreign Affairs, Trade & Development (DFATD, formerly the Canadian International Development Agency or CIDA). The availability of project funds from the DFATD-SDEC Project resulted in the planning department ending the reporting year on a very high note with the conceptualising and planning for the design of over 15 programme proposals. Within the context of the planning for these programmes the department developed an approach to programme design that reduced development and delivery costs since courses are shared across a set of related programmes at levels 1 and 2 as far as possible.

The Consortium for Social Development and Research (CSDR) was awarded CAD\$300,000.00 as part of the DFATD grant to the Open Campus. The Director’s Office worked closely with the DFATD Project Team in order to ensure that the courses and programmes put forward by the respective Units were approved.

DFATD/SDEC Project Management Unit



Mrs Mitra Knight
Project Director



Mr Bernard Thomas
Finance Officer



Ms Shirley Campbell
Gender Specialist



Mr Alan Robinson
Project Manager



Ms Tracey Edwards
Project Manager



Ms Gail Watson
Administrative Assistant

EXTERNAL FINANCIAL SUPPORT FOR THE UWI OPEN CAMPUS

CANADIAN GOVERNMENT'S DFATD PROJECT TO STRENGTHEN DISTANCE EDUCATION IN THE CARIBBEAN (SDEC)

Project Summary:	CAD \$31,062 million
DFATD:	CAD \$19.26 million
UWI:	CAD \$7.658 million
CDB:	CAD \$3.00 million
USF (Jamaica):	CAD \$1.144 million

Duration: April 2014–June 2018

ELIGIBLE COUNTRIES

Anguilla, Antigua & Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, The Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, St Kitts & Nevis, Saint Lucia, St Vincent & The Grenadines, Trinidad & Tobago and collaboration with Guyana and Suriname.

THE SDEC PROJECT OBJECTIVES

This project aims to increase employment and other income-generation opportunities by improving access to post-secondary education for women and men living in Caribbean communities underserved by The UWI Open Campus. Under the SDEC umbrella, The UWI will develop and introduce a suite of Distance Education (DE) programmes and build the University's institutional capacity to deliver these programmes to a broader student base.

Other project components include:

- Marketing (gender-sensitive promotion of new and renewed programmes)
- Strengthening the Institutional Capacity of The UWI Open Campus – organisation, leadership, human resource, finance and fundraising
- Development of ICT and physical facilities
- Delivery of Prior Learning Assessment Courses for adults with experiential knowledge gained from work and on-the-job training and
- Implementation of an Open Education Resource system

PROJECT ACTIVITIES

- Prior Learning Assessment (PLA) established; 25 scholarships available
- 10 new undergraduate, 2 masters, 2 doctoral, 7 Certificate and 41 CPE programmes to meet labour market needs
- Multimedia production studio for the production of course material for staff and student education and training
- New Electronic Digital Record Management System (EDRMS)
- Establishment of Data Centre
- Gender Sensitivity Training delivered to management and staff
- Preparations for the implementation of the new Enterprise Resource Planning system (Banner by Ellucien)
- Planning for ICT and physical structure upgrades



Foreign Affairs, Trade and
Development Canada

Affaires étrangères, Commerce
et Développement Canada

The Caribbean Child Development Centre (CCDC) sourced funding for programme activities and received project grants as highlighted in the table below. Additionally, the Centre submitted a proposal to the CHASE Fund and was successful in this endeavour. It will receive a grant to refurbish and extend the existing building to accommodate additional offices and extend the training facility.



Deputy Principal Professor Julie Meeks Gardner, receives the signed MOU for Early Childhood scholarships from Chairman of the Board of the CHASE Fund, Mr Billy Heaven, at a ceremony in Kingston, Jamaica

Support from Governments

A new payment procedure for government-sponsored students will mean a curtailing of increased debt figures for the Open Campus. In 2013/2014, however, Open Campus Sites continued in their efforts to recover fees from students sponsored by government.

In Montserrat, positive news came from the island's Cabinet Secretary concerning the arrears owed to the Open Campus by the Government. The Government not only promised to clear the arrears by March 2014, but also committed itself to paying for maintaining the local Site going forward.

Dialogue between the Department for International Development (DFID) Education Advisor, Mr Don Taylor, the government Cabinet Secretary and the Open Campus Principal and Chief Financial Officer led to DFID agreeing to provide the funds to clear the arrears. By May of 2014, the government of Montserrat paid EC\$5,297,271.00 in arrears and has since covered its current obligation

Table 1: CCDC Active Projects, 2013/2014 Academic Year

Title of Grant	Funding Source	Duration	J\$	US\$
RESEARCH PROJECTS				
International Partnership – Youth Violence and Gang Research	Concept note submitted awaiting response			
UWI-SUE Caribe Research Group Research on Children and Violence and Early Childhood	Seeking			
Transitional Living Programme for Children in State Care	USAID	July 2014– July 2017		1,388,000
OTHER PROJECTS				
Child Rights Training of the Jamaica Constabulary Force, A Sustainability Initiative	UNICEF (JA)	May 2014– August 2015	5,850,000	
Re-establishment of a Model Early Childhood Institution at CCDC	CHASE Fund	May 2014– September 2015	44,900,000	
Global Child Development Group Secretariat (Year 2)	BvLF	January 2014– December 2014		82,951

of EC\$1,190,000.00. Additionally, a significant portion of outstanding fees owed by students was collected during the academic year. This was a significant achievement by the Open Campus Montserrat Site and it is hoped that other Open Campus Country Sites will be equally successful.

EFFICIENT RESOURCE UTILISATION

To Increase the Use of Outsourcing for Selected Activities

In the Office of Finance, the payroll processing for the part-time tutors based in Trinidad & Tobago was outsourced in January 2014 to the same firm which processes the payroll for the UWI-12. This

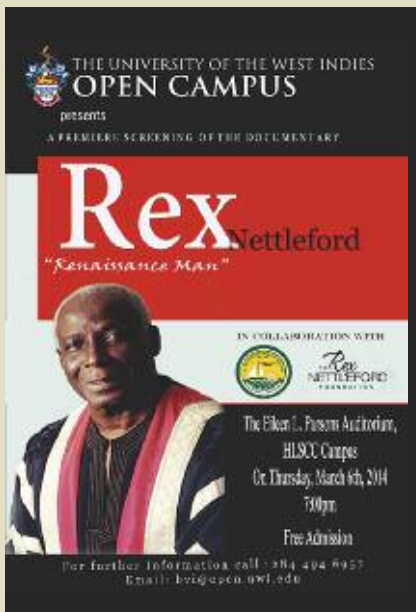
has allowed staff members at the Site who were previously involved in the processing of the payroll to concentrate more on site-specific student related functions in line with the Open Campus Student-Centeredness.

Leverage ICT to Generate Financial Efficiencies Over Time

The Office of Finance successfully used Argos reporting software to generate financial statements, the Balance Sheet and Statement of Comprehensive Income in the preparation of the financial statements for 2013/2014, moving from the pilot in 2012/2013.

Film Fundraisers

The Open Campus held several film events over the period under review in St Kitts & Nevis, Dominica, Saint Lucia, the British Virgin Islands, Barbados and Jamaica. Both film documentaries focus on seminal Caribbean icons and events. *Rex Nettleford – Renaissance Man* is directed by Lennie Little-White. *Forward Ever: The Killing of a Revolution* is produced and directed by Bruce Paddington.



PERSPECTIVE 2.

EMPLOYEE ENGAGEMENT AND DEVELOPMENT

Providing staff with the relevant training is critical to developing their knowledge and competencies. During the 2013/2014 academic year, Open Campus staff members took part in a variety of training sessions which served to strengthen their ability to effectively perform their duties.

All members of the Open Campus staff benefitted from training on the History, Development and Objectives of The UWI Open Campus which was held in July and August of 2014 and was facilitated by former Principal of the Open Campus, Professor Hazel Simmons-McDonald. This allowed all Open Campus employees to gain insight on the background of the Campus, as well as receive updates on the current status and learn about the vision and strategy for the Campus going forward. Staff asked questions and engaged with each other during the presentation, and therefore learned more about the functions of the various departments that comprise the Campus in its distributed environment.

COMPETENCY-BASED DEVELOPMENT

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

The different departments, divisions and units within the Open Campus worked to ensure that staff received adequate training in the period under review. Members of Open Campus staff received training in areas such as the Open Campus Management System (OCMS), Banner and the revised GPA System scheduled for implementation UWI-wide in the 2014/2015 academic year, where appropriate. Some of the training provided is discussed below.

Effective 2014/2015 Academic Year

REVISED Grade Point Average (GPA)

This revised grading structure and grade descriptors will ensure undergraduates are assessed and graded more transparently, in line with international standards.

Visit: www.uwi.edu/undergraduatestudies/gpascheme

The OCCS sought to improve the job competencies of employees so that they could effectively fulfil their roles by conducting a workshop in March at the Gordon Street location of the Open Campus in Trinidad. Participants at the level of Programme Officer, Site Coordinators, and Senior Programme Administrators from Sites across Trinidad and Tobago attended. The workshop focused on changes to programming policies as a result of the formalisation of CPEs in the Open Campus, including the introduction of Continuing Education Units (CEUs); clarified the nature, scale and scope of CPE programming in OCCS; engaged in discussion about the newly implemented programme approval process; and explored with participants the different facets of CPE and the potential that exists for the Open Campus in this area of programming. Another important element of the workshop was the clarification of the functional location of the IT Academy in OCCS and the role of the IT Academy in OCCS programming.



Because of the dispersed nature of the Open Campus, the flow of information is vital to keep Country Sites informed of policy developments. Hence, presentations on CPE were made at some of the OCCS' monthly teleconferences. In addition, a system of "Updates" was implemented to ensure that sites remained informed on CPE programme policy developments.

In the Academic Programming and Delivery Division (APAD), employee engagement and development is a function of the delivery department through its in-service training model for its full time and adjunct staff. For the academic year 2013/14 the following areas were included:

- PDD Curriculum Workshop: "Setting Valid Examination Questions and Papers" (April 2013).
- Participation in assessment training sessions on implementation of the new UWI GPA (March–July, 2014).
- Webinars for professional development included:
 - 'Online College Students 2013: Discover What Your Students Really Want'. July 23, 2013. Hosted by The Learning House.
 - 'Using Your Data to Drive Retention'. October 23, 2013. Hosted by The Chronicle of Higher Education.
 - 'How do K-12 Online Courses Prepare Students for Higher Education?' February 12, 2014. Hosted by the University of Central Florida.

Staff members within the APAD Division also participated in a series of orientation sessions designed to introduce them to the Apollo Project Management Software with a view to have it utilised in each department to enhance their effectiveness, efficiency and improve the transparency in work processes. The sessions were coordinated and conducted by the Project and Communications Coordinator (PCC), Office of the Director, APAD.

The Open Campus Computer and Technical Services (CATS) Department attended the university wide Information and Communications Technology (ICT) retreat held at the St Augustine Campus in November 2013, where updates were presented on the four 2012–2015 priority UWI projects: (1) Single Virtual University Space programme, (2) Business Intelligence, (3) ICT Governance and (4) Project Management Tools and Methods. The CATS staff benefited greatly from these updates and the opportunity to interact with the information technology staff of the other campuses, which contributed to university wide employee engagement for this section of UWI staff.

During the period April to July 2014 a series of interventions were facilitated by the Canadian firm

Sutherland and Associates under its Principal Consultant, Ms Dawn Sutherland. This exercise was funded by the DFATD-SDEC Project and was geared towards strengthening relationships among and between individuals, groups and departments. Those benefiting from these interventions included staff in the Open Campus Country Sites in Trinidad and Tobago, particularly those at Gordon Street, and OCCS and APAD Leadership (including Director, APAD; Director, OCCS; Deputy Director, Commercial Operations; Deputy Director, Continuing Professional Education; Head, Course Development Department; Head, Programme Delivery Department and Head, Programme Planning Department). The interventions were well received by staff and resulted in a great degree of success.

The Registry held training sessions via Blackboard Collaborate for invigilators and Site staff which were conducted across the region prior to the start of the Semester 1 and 2 examination periods. Three

sessions were held, on November 1 and 4, 2013 and on April 23, 2014. These sessions provided timely reminders and instruction on ensuring a smooth examination process for both staff and students.

In conjunction with the Office of the Principal, the Human Resource Department organised a workshop for the Heads of Open Campus Country Sites on October 11, 2013. The workshop took the form of a strategic review of the OCCS and enabled participants to reflect on accomplishments and challenges, as well as chart a future course on certain key perspectives. Additionally, the Human Resource Department hosted the Staff/Principal's Awards Ceremony, which was held on October 12, 2013. Both events were held in Grenada. Other training activities undertaken by the Human Resource Department included topics such as employee engagement, performance management and customer service excellence, as illustrated in Table 2.

Table 2: Training Activities held by the Human Resource Department

Topic	Audience	Location	Facilitator	Date
Employee Engagement	Selected Heads of Department	Open Campus Jamaica	Mr Eric Innocent Baron	November 2013
Performance Management	Site Staff	Open Campus Antigua and Barbuda	Mr Eric Innocent Baron	January 2014
Employee Engagement	Coordinators and Administrative Assistants	Open Campus Trinidad and Tobago	Mr Eric Innocent Baron and Mrs Germaine Alexander	January 2014
Customer Service Excellence/Employee Engagement	Site Staff	Open Campus The Pine, Barbados	Mr Ryan Byer and Ms Aisha Estwick	February 2014
Performance Management, Employee Engagement & Customer Service Excellence	Site Staff	Open Campus St Vincent and the Grenadines	Mr Eric Innocent Baron and Ms Aisha Estwick	February 2014
Performance Management, Employee Engagement & Customer Service Excellence	Site Staff	Open Campus Commonwealth of Dominica	Mr Eric Innocent Baron and Ms Aisha Estwick	April 2014
Performance Management, Employee Engagement & Customer Service Excellence	Site Staff	Open Campus Jamaica: Camp Road and Montego Bay	Mr Eric Innocent Baron and Ms Aisha Estwick	June 2014
Employee Engagement	Site Staff	Office of the Campus Registrar	Mr Eric Innocent Baron	June 2014

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

Open Campus Barbados

There were some major renovations undertaken at the physical plant at The Pine Site which included the painting of the buildings, the repairs to the

emergency staircase and the repairs to the windows. All of this contributed to the health, safety and security of the environment for work and study at the Site. This was done in preparation for the naming ceremony of the buildings at The Pine Site, in honour of Dr Leonard Shorey and the late Dr Bradley Niles, two outstanding former educators of The University of the West Indies. The enhancements of the physical site had a positive impact on the psyche of staff and students at that location.

Open Campus Dominica

The Open Campus Dominica Site engaged in a number of projects to improve the work environment.

In December 2013, a new office copier was purchased to provide enhanced features and capabilities to the office staff. The new copier increased functionality and significantly simplified the work of the staff.

In Semester II, 2013–2014, a fibre optic cable of approximately 200 yards was installed to enable full wired network connectivity to all members of staff.



Staff of Open Campus Trinidad & Tobago celebrate win of Inter-Departmental Football at St Augustine, May 2014



Fat Busters Club Island Safari in Barbados

This cable connectivity is the launch pad for an IP telephone system to service the needs of the Site. In addition to this, an extra access point was installed in the main vestibule to offer improved wireless connectivity to both staff and students.

Open Campus Montserrat

The working environment of this Site was considerably enhanced by the installation of new air-conditioning units and the power washing of the exterior of the building. These improvements uplifted the building and surroundings and were welcomed by both staff and students of the Open Campus Montserrat Site.

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

Open Campus St Kitts & Nevis

Staff at the Open Campus Nevis Site were relocated from the permanent facility in Marion Heights towards the end of the 2013/2014 academic year due to issues with mould in the building. The Site was moved to a temporary facility while renovations were undertaken by the Nevis Island Administration, which has responsibility for the maintenance of the building. This move demon-

strated the seriousness with which the Open Campus views the health of its staff and students.

Employee Engagement Activities

Open Campus Anguilla

The Head of St Kitts & Nevis with oversight for Anguilla visited the Anguilla Site in November 2013 and held workshops with staff on the UWI 2012–2017 Strategic Plan. From that initiative a work plan for the Site was drafted. Each member of staff was also presented with a hard copy of the Strategic Plan and a brochure on the Plan for quick and easy reference.

Open Campus Barbados

Open Campus Barbados continued to increase its employee engagement through the existence of its Fat Busters Club, an exercise and healthy eating initiative that was started in 2011 but which gained momentum in the 2013/2014 academic year. Some of the activities arranged by this club included a healthy eating game which was played by staff in Barbados and Grenada during the Lent Season, a healthy eating newsletter which was emailed to staff twice a month, an island safari for staff and their family members, and contributions to worthy

causes in the community. One such cause was the Edna Nicholls Centre, which aims to provide support and training to pregnant and other at-risk school children. Open Campus staff members showed a heart-warming display of community awareness and compassion towards this initiative. The Fat Busters Club activities served to increase interaction among staff and improved the level of employee engagement by OC staff in Barbados.

As part of its repository of employee engagement techniques, the Open Campus Barbados Site recognises all staff celebrating Mothers' Day each year. All Mothers employed at the Site were presented with gift baskets by the Officer-In-Charge to celebrate Mothers' Day.

Open Campus Jamaica Western

Staff from Open Campus Jamaica Western participated in the Savanna-la-Mar Site fundraising event dubbed 'Events under the Tent'. The passionate contributions to the success of the event sparked a renewed team spirit among colleagues. Additionally, the Open Campus Jamaica Western leadership took a new approach to engagement by encouraging personal development and inspiring staff to apply for relevant job openings across The UWI.

Open Campus Montserrat

What started as part of an effort to contain costs for tea breaks at the Montserrat Site became a successful employee engagement exercise: staff began growing local herbs on the grounds of the site, which enhanced the physical site, became an excellent pastime for staff and positively impacted the camaraderie and team spirit at that location.

Open Campus St Vincent & the Grenadines (SVG)

A key component of the Open Campus SVG action plan to improve employee engagement included encouraging a team effort to create a local action

plan that would reflect the Open Campus's Operational Plan and the UWI Strategic Plan. In light of this, a staff retreat was held in September 2013 with the intention of creating an atmosphere for personal reflection and elevation and to prepare them to make effective contribution to the development of the action plan.

A number of committees were established to further engage and motivate staff towards developing traits of accountability and responsibility for the success of the Site. The various committees have responsibility for spearheading the development of a newsletter, hosting fun walks, a blood drive, the Literary Fair, Country Conference (2015), the revitalisation of the Alumni Association and the Reparations Film Series. These types of engagement are expected to help renew and promote the interests of the UWI among staff and to engender a sense of accountability and belonging.

Staff Engagement Through Partnership

Open Campus St Kitts & Nevis

Head of the Open Campus St Kitts & Nevis, Mrs Sarah Owen, assumed oversight of the UWI Open Campus Anguilla for the 2013/2014 academic year. This resulted in closer ties between the Sites in St Kitts & Nevis and Anguilla. The staff of UWI Open Campus in Nevis joined the staff in St Kitts for its annual staff planning meeting for the 2013/2014 academic year in September 2013. Ms Daniella Hickling, Assistant Registrar Student Services, joined the meeting to provide guidance on the Site's planned activities to enhance student support and the overall student experience. Ms Suzette Wolfe, Marketing and Communications Manager, also engaged staff during this meeting and provided guidance on the Site's planned marketing and communication initiatives for the academic year. Generally, the staff at both locations use technology for regular staff meetings, negating the need to travel from one location to the other by ferry.

STAFF ENGAGEMENT REWARDS AND RECOGNITION

On May 17, 2014, the Open Campus, in keeping with the rewards and recognition component of staff engagement, honoured Dr Lionel Shorey and the late Dr Bradley Niles, two of its outstanding educators. In recognition of their more than two decades of distinguished service, the East and West wings of the Open Campus Learning Centre (OLC), The Pine, Barbados, were named after them.

Dr Lionel Shorey, whose name is inscribed on the East wing of the OLC, was lauded as a pioneer, leader, educator, social commentator and servant of the community. Dr Shorey gave 23 years of service to The University of the West Indies as a pioneering leader in extramural studies. He was Resident Tutor from 1962–1965 for Antigua & Barbuda, Montserrat, St Kitts, Nevis and Anguilla and the British Virgin Islands and Resident Tutor for Barbados between 1965 and 1979. An early practitioner of adult and distance education, Dr Shorey served a wide range of adult learners using multimode delivery via face-to-face, print, radio and television. He was also coordinator of the UWI/USAID Primary Education Project from 1979–1985.



From left: Retired lecturer, Cave Hill Campus, Mr Gerald Rose; Chief Financial Officer, Open Campus, Ms Sheryl Whitehall; Head, OCCS, Dr Francis Severin; Deputy Principal, Open Campus, Professor Vivienne Roberts; Dr Shorey and Mrs Shorey; Pro Vice-Chancellor and Principal, Open Campus, Professor Hazel Simmons-McDonald; Vice-Chancellor UWI, Professor E. Nigel Harris; Registrar Open Campus, Mrs Karen Ford-Warner and Officer-in-Charge, Open Learning Centre, The Pine Site, Mr Ryan Byer



From left: Deputy Principal, Open Campus, Professor Vivienne Roberts; Ms Enid Niles, sister of the late Dr Bradley Niles, Pro Vice-Chancellor and Principal, Open Campus, Professor Hazel Simmons-McDonald, and Vice-Chancellor UWI, Professor E. Nigel Harris

Dr Bradley Niles had an equally distinguished career with The University of the West Indies. He was an outstanding adult educator and visionary leader of the Extra-Mural Department and the School of Continuing Studies for 25 years. He exemplified outreach, establishing formal and informal ties with the underserved in the community, including the development of Development Councils for the youth in troubled communities, UWI challenge students, prisoners and second chance learners. He is remembered as the founder of the Barbados Adult Education Association (BAEA) but his regional contribution extended to the development of the Caribbean Regional certificate programme in Adult Education and his service as Executive Officer of the Caribbean Council for Adult Education (CARCAE) which he represented repeatedly at the World Assemblies. Dr Niles was saluted for his strong spiritual and visionary leadership, unswerving commitment to The UWI and outstanding community service.





2014 UWI OPEN

CASTRIES, ST LUCIA,



Principal's Award for Excellence presented to Mrs Gillian Holder, Senior Assistant Registrar, by Principal, Professor V. Eudine Barriteau



Principal's Award for Excellence presented to Mr Richard Wallen, Clerical Assistant, HLSTUEI, by Principal, Professor V. Eudine Barriteau



Principal's Award for Excellence presented to Ms Sandra Evans, Assistant Site Coordinator, OC Jamaica Western, by Principal, Professor V. Eudine Barriteau



Principal's Award for Excellence presented by the Principal to Mrs Deborah Dalrymple, Head, OC St Vincent and the Grenadines for the Best Performing Department



Mrs Gillian Glean Walker, Head, OC Jamaica Eastern, retiree, receiving gift from Mr Kirk Humphrey, Senior Development Officer representing the DFATD project



Mrs Eleanor Padmore, Administrative Assistant, OC Barbados, retiree, receiving gift from Mr Kirk Humphrey, Senior Development Officer representing the DFATD project



Ms Hyacinth Wright, Senior Office Attendant, CCDC, Jamaica, retiree, receiving gift from Mr Kirk Humphrey, Senior Development Officer representing the DFATD project



Ms Rhona Burgess, Programme Officer, OC Jamaica Eastern retiree receiving gift from Mr Kirk Humphrey, Senior Development Officer representing the DFATD project

CAMPUS STAFF AWARDS

OCTOBER 11, 2014



Ms Claudette Maria Sharpe, Cleaner, OC Trinidad and Tobago, retiree, receiving gift from Mr Kirk Humphrey, Senior Development Officer representing the DFATD project



Mr Anthony Sheriffe, Chief Office Attendant, Social Welfare Training Centre, Jamaica, retiree, receiving gift from Dr Joel Warrican, Director, APAD



Mr Allan Noreiga, General Maintenance Assistant, OC Trinidad and Tobago, retiree, receiving gift from Dr Joel Warrican, Director, APAD



Mr Gregory Jennings, Acting Head, receiving gift on behalf of Mrs Angela Mungal, Senior Administrative Assistant, OC Trinidad and Tobago from Dr Joel Warrican, Director, APAD



Mrs Erica Grainger, Administrative Assistant, Office of Finance, Barbados, retiree, receiving gift from Dr Joel Warrican, Director, APAD



Professor Emerita Vivienne Roberts, Former Deputy Principal, retiree, receiving gift from Dr Joel Warrican, Director, APAD



Dr Nicole Phillip-Dawe, Head, Open Campus Grenada (left) and Mrs Susan Sarah Owen, Head, Open Campus St Kitts & Nevis (right) in attendance at the awards ceremony



Ms Rosemary Jordan, Office Manager, Principal's Office, Ms Erica Graiger, retiree, and Mrs Barbara Rodgers-Newbold, Head, OC Bahamas, after the ceremony

PERSPECTIVE 3.

INTERNAL OPERATIONAL PROCESSES

The 2013/2014 academic year saw a number of improvements in key internal operational processes, notably in the Academic Programming and Delivery Division and The Registry. These improvements resulted in more efficient and effective practices that have positively impacted the quality of service provided to Open Campus 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

APAD undertook several initiatives to improve the operational processes to achieve efficiencies. Some of these are listed below.

- The planning department continued the refinement of the steps/procedures for programme planning and design through a collaborative effort of all Programme Coordinators.
- Templates were developed for conducting feasibility studies and competition analyses to inform programme planning and design. The output was immediately implemented to conduct a feasibility study for graduate programming in Management and the results were used to inform programming in this area.
- The department implemented a new approach to programming which articulates common courses for programmes within a related discipline area. This approach provides multiple benefits of flexibility and choice for students and cost savings in the content development and delivery of the programmes so developed. The approach was used to plan multiple programmes in Management and Behavioural Sciences.
- A virtual filing cabinet was created, which con-

tains folders which created access for easy, collaborative working with internal stakeholders.

- An Internal website for PPD staff including all approved proposals and reading references for topics under research was also created. This internal PPD website will be used as a resource site for programme planning exercises where Programme Coordinators and the Administrative staff of the department can go to see examples of completed and approved proposals and to access course outlines for use in new programmes, among other related uses. The reading references will allow access to the resources being used in joint research projects in the department. This resource site will be eventually shared with the wider Open Campus.
- PDD, through its different staff roles, showed improvement in the use of team dynamics to administratively monitor its adjunct staff (n =600) in the delivery of its online courses.
- The Learning Support Specialist designed, implemented and piloted a new feature in the LE that will keep track of student progress within their courses and help teaching staff to better monitor students' progress. Online user support was also provided during the academic year, using the Open Campus ticketing system, e-mail, online communication tools and one-on-one communication.
- SharePoint was piloted to improve administrative processing of contracts for e-tutors for the academic year 2013/14. The objective was to advance the use of this new system in APAD to administratively improve the processing of contracts in the future for all categories of adjunct staff.
- An APAD Programme Monitoring committee was established, chaired by the Director. This committee allowed the department to share matters related to course delivery with key stakeholders for information dissemination, discussion and decision-making.
- A more effective working relationship was promoted between APAD and other Open Campus units to enhance the work of the division and particularly PDD in its programme delivery functions. Initiatives included:
 - PDD-OCCS Working Group meetings chaired by the Head of Department: PDD initiated and coordinated this committee to



The annual Caribbean Tertiary Level Personnel Association (CTLPA) Conference held in Nassau, The Bahamas, June 11–12, 2014. Open Campus Bahamas Country Head, Dr Barbara Rodgers-Newbold, who represented the Open Campus, and who was also appointed as Country Representative for CTLPA, is fourth from left

facilitate delivery procedures between the department and the OCCS, and for decision-making and quick response time to students by OCCS and PDD on student delivery matters.

- The PDD-Registry Action Group: This committee examines student cases for action related to Admission, Registration, and Delivery of programmes.
- In keeping with the thrust to improve the internal operational processes of the campus, APAD acquired the Apollo Project Management Software. APAD had previously established a Project Management work space using the Basecamp Project Management Software. However, due to administrative hiccups, a decision was taken to import the data to Apollo. The introduction of the Apollo Software should aid in the accomplishment of the targets set by the campus to increase its offerings. This is critical, especially in light of the international recognition given to the campus by the DFATD through the funding of capacity building and programming projects. These projects would need to be planned, implemented and evaluated in a short space of time. APAD is poised to enhance its in-house project management capabilities to meet the requirements of the donor as well as internal programming projects. Under the DFATD project,

the campus seeks to develop 15–20 programmes over the next three years.

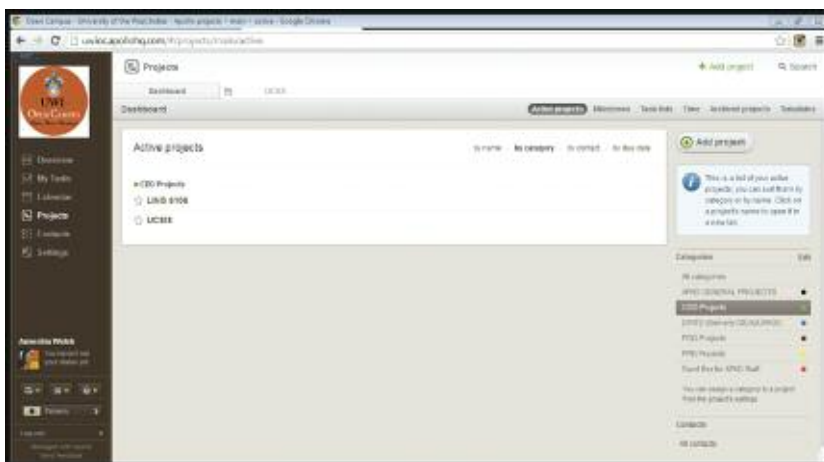
- Improvements in administrative procedures were led by the Multimedia Specialist team with the design of a new letter sized template and icons family for use in materials production. The template is interactive and will facilitate easier navigation through course materials for students, including those using smart phones and mobile devices. Internal training of Production Assistants for use of the template was completed in July 2014. A manual was also developed for further reference and future training of new staff.

Computer and Technical Services Department

After the successful implementation of the pilot in Semester 1 of 2013/2014 of the automation of the eTutor contract process using Microsoft SharePoint, the system was rolled out to all Sites in Semester 2. The initial concept of the project was proposed by the Director of APAD in June 2011 and took many months of meetings to design and build the system. Contracts are now quickly created from templates and distributed electronically to the relevant persons for approvals and signatures with the only hard copy printed for the signature of the eTutor. Prior to this system, hard copies of the eTutor contracts were shipped all over the region

and returned for signature at significant costs and time delays. Further development of the SharePoint eTutor contract process will incorporate the HR and Finance processes.

A significant project in the OCMS during the 2013/2014 academic year was the change required to support the new GPA calculations and the new transcript for August 2014. The software development



The UWI Open Campus Apollo Project Management Work Space



team has met all the requirements and deadlines and also implemented an online GPA calculator which has been adopted by all campuses. The team received special commendation from the University CIO for the online GPA calculator. For the start of the new academic year in 2014/2015 additional functionality provided by the team in the OCMS includes conditional offers, financial clearance holds and new student payment processes to include discounts for early payment.

Office of Finance

The year under review saw further restructuring of the functions within the Finance Division with more staff assigned to the Treasury Manager and the formation of a Billings and Receivables unit within Finance handling all student accounts. Three of the four staff formerly assigned to the OCCS Trinidad Site were transferred to Finance to work in the Billings and Receivables Unit, providing much needed resources to the Treasury Manager.

All staff in the new Unit were trained in the Government Assisted Tertiary Education (GATE) new electronic processing system as a significant portion of the tuition fees in Trinidad and Tobago are paid through this system.

The Registry

- All departments within The Registry were involved in reviewing and, where necessary, revising business processes in preparation for the establishment of a new Enterprise Resource Planning (ERP) system for the Open Campus.



- The scheduling of final examinations was revised to allow for examinations to end a week early in order to provide additional time for the shipping of scripts to the various campuses for marking. This resulted in scripts reaching the markers in a more timely manner and improved submission dates for final examination results.
- A project management plan for the creation of Student Support and Success web pages was developed.
- The Student Support and Success web pages on The UWI Open Campus public website were developed and populated.
- Proposals for the improvement of Support Services to students were developed, including:
 - an *Exemptions Unit* within Student Support, to manage, process, document and support the exemptions application process on a year-round basis; and
 - a *Student Access and Services Section (SASS)* of Student Support to handle incoming student queries and manage the communication with students on all student related matters. This section would include Financial, Student and Guild-related services, Student Success Advising, the Exemptions Unit and the management of various PEERS (Partnership to Engage, Enrich and Retain Students) initiatives.
- The department developed and proposed to the Office of Finance, the use of online forms to facilitate the processing of student financial requests.
- Since the Open Campus operates in a virtual environment, innovations in material/papers distribution and meeting environments are always updated to keep pace with the best in technology that could serve our Campus. For the 2013/2014 academic year, the Secretariat employed meeting software “Zoom” which has the capacity to link participants anywhere in the OCCS, and even internationally, to the main teleconference bridge in the Campus countries for these various meetings. The introduction of this software for conduct of meetings has resulted in an increase in attendance at meetings and therefore a wider contribution of members to all matters for discussion.
- 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, the Recruitment, Admission and Registration Department initiated several strategies, including:
 - Increasing the number of conditional offers as an incentive to encourage applicants to keep engaged and to stay in the funnel.
 - Allowing greater flexibility in documentation, e.g. a number of respondents noted their difficulty in providing a birth certificate, so a valid passport, a valid driver’s permit or a valid national identification card could be considered as substitutes for a birth certificate.
 - Continuous engagement at each step in the admissions and registration process, i.e. the Registry employed additional resources (hired two additional (temporary) members of staff over a three month period), whose main function was to help to contact all new applicants to the Open Campus. Applicants were targeted at each point in the funnel. The modes of communication included telephone calls, direct/personal and batch emails.
 - Analysing data from surveys, at-risks points in the process of converting prospects to applicants were identified and the Registry is currently working on interventions to address each at-risk point.

Open Campus Country Sites

British Virgin Islands

The automation of internal finance processes was improved through an upgrade to Quick Books

2013. As a result of the upgrade students are now sent bi-monthly statements via a bulk emailing facility within Quick Books 2013. This improved notification system has been instrumental in effectively prompting students to make their payments on time.

A register to track students participating in face-to-face programmes was created via Excel. This occurs in addition to the usual campus submissions, making it more effective to monitor student payments and their status.

Another inventive approach to tracking potential students through the use of an Excel spreadsheet allows for a cataloguing of student contact details as well as the sorting of interested students by categories such as programme, date of enquiry, sex, age range and other student characteristics with more efficiency.

A register to track students participating in face-to-face programmes was created via Excel. This occurs in addition to the usual campus submissions, making it more effective to monitor student payments and their status.

St Kitts & Nevis

Building on the lessons learned from the accreditation process, the Site sought to ensure that all processes were documented and improved. The most significant of these processes to be improved is the process governing the delivery of local programmes, particularly with the increase in the number of local courses offered in both St Kitts & Nevis. The Site was successful in establishing a detailed process that will be used to guide the delivery of courses in the 2014/2015 academic year.

Open Campus Country Sites: Continuing and Professional Education

Quality Enhancement

Complementary to the academic quality enhancement activities is a Quality Management System (QMS) for OCCS face-to-face programming. The

aim of the QMS is to have a rationalised and harmonised system to guide academic processes and procedures in the Division. This is currently being developed and will be in place during semester II, 2015. This will be done in collaboration with the QAU and the Division will continue to collaborate with the QAU to evaluate more programmes and build excellence in academic processes. In addition, the Action Plans that were developed by the Trinidad site in response to the QA recommendations outlined a number of new programme management processes that are designed to create more efficient and effective academic processes.

Programme Approval System

Consistent with monitoring programme quality, the Open Campus developed an enhanced CPE programme approval process. This was necessary in light of the devolution of authority for programme development to the Office of the Deputy Director and to the Country Sites. The system is now fully implemented in OCCS.

Programme Committees

The Division established two committees with programming remits: a Programme Planning and Monitoring Committee and a CVQ Working Group. The objectives of the Programme Planning and Monitoring Committee are to ensure that all programme development, expansion and monitoring is governed in the Division in a transparent and process-oriented manner and that that through its programming OCCS is maintaining progress towards the attainment of the University's strategic goals and the Continuing and Professional Education mission of the Open Campus.

The CVQ Working Group is intended to shape the competency-based outcomes in CPE face-to-face programming, including driving the implementation of CVQs in CPE programmes, and in Technical and Vocational Education programmes in OCCS and overseeing the administration of CVQs in OCCS.

PERSPECTIVE 4.

TEACHING, LEARNING AND STUDENT DEVELOPMENT

40

In keeping with the strategic objective for teaching, learning and student development, The UWI Open Campus continues to pursue excellence in academic quality, establish harmonious and productive student engagement, offer an excellent learner experience and exceptional educational practices. In this regard, The UWI Open Campus, through its various divisions, departments and centres continues to offer quality education via online, face to face and blended modalities to the regional citizenry and beyond. To further advance this cause, The UWI Open Campus has benefitted from the funding of the DFATD/SDEC Project, which has provided the necessary impetus to facilitate the planning and design of more and varied programmes, especially in the case of online programming. In this regard, the APAD Division has benefitted significantly in the area of programme development. Additionally, the work of the OCCS,

CSDR and the Deputy Principal's office has contributed tremendously to the rich and diverse programme offerings provided through the various modalities.

OPEN AND DISTANCE EDUCATION

Provide multiple, flexible paths for all constituencies to pursue tertiary education over their lifetime

Academic Programming and Delivery Division (APAD)

This division comprises three departments: Programme Planning Department (PPD), Course Development Department (CDD) and Programme Delivery Department (PDD). Together, these departments ensure the careful planning and development of Open Campus programmes for online

delivery, while ensuring a Caribbean particularity. APAD strives to uphold the UWI Open Campus's guiding principles and core values, which are based on quality, accessibility and service excellence.

The Programme Delivery Department during the period of August 1, 2013 to July 31, 2014 delivered 398 Pre-University, Undergraduate and Graduate online courses (126 in semester one; 173 in Semester 2; 88 during summer; and 11 professional courses). Foci were placed on: preparing students to study online; improving student support services; providing professional development for adjunct teaching staff to improve student academic performance and satisfaction; and administratively manage delivery of online courses using a 'programme approach'.

Under the DFATD/SDEC Project, APAD contracted Subject Matter Experts to design programmes in their discipline areas for the development of over 15 new online programmes and the revision of two. The Programme Planning Department, having developed and submitted for academic approval 17 new and revised programmes, received conditional approval for 10 programmes, two Masters programmes and two doctoral programmes. The programmes include BSc Management (revised), BSc Marketing, BSc International Marketing, BSc Financial Management, BSc Tourism and Hospitality Management, BSc Entrepreneurship, BSc Accounting, BSc Psychology, BSc Sociology, BSc Political Science, MSc Management Studies, MSc Project Management, MSc Marketing, MSc Human Resource Management, MSc Public Sector Management, MSc Educational Leadership and Ed.D in Higher Education.

Final approval for the programmes will be granted once the revisions are acceptable to the Chair of the Academic Quality Assurance Committee (AQAC). Twenty-one Subject Matter Experts (SMEs) were employed by the PPD to plan programmes and develop course outlines. These SMEs were recruited from the Caribbean Region, Europe, North America and Africa.

The APAD Division was also successful in gaining approval for the MSc Instructional Design and Technology. This was achieved by revising the 2009 Board of Graduate Studies and Research (BGSR) approved proposal for the graduate Diploma in Instructional Design and three Masters programmes in Instructional Technology, Instructional Systems and Open and Distance Education. This revised proposal retains the Diploma as approved, but presents one Masters programme instead of three to reflect the demand and emerging trends within the region and internationally.

From September 2013, APAD also began programme planning and design work on two Continuing and Professional Education (CPE) programme proposals in Early Childhood Care and Education and Social Work. These programmes were requested on the basis of the need for pre-university level qualifications in these areas across the Caribbean both for certifying persons to work in Early Childhood Care facilities and as Social Workers. They are also intended to serve as a pathway for the undergraduate programme in these fields.

In addition, Building Capacity in Curriculum Development and Prior Learning and Portfolio Development courses were approved for delivery. With regard to the Building Capacity in Curriculum Development course, The UWI Open Campus partnered with the University of the West Indies-Caribbean HIV/AIDS Regional Training Network (UWI-CHART) concerning its delivery. This course was developed primarily for regional delivery to health care professionals and other professionals working within the regional efforts to address HIV and AIDS. Efforts are also being made to have this course offered as a generic elective in the Post-RN programme of the UWI School of Nursing.

The Prior Learning Assessment Unit (PLA) introduces another level of accessibility to tertiary education in the UWI system. In addition, the Prior Learning and Portfolio Development/Assessment Course (PLPD 0100) provides students with the



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WITH THE BEST OPTIONS FOR OPEN EDUCATION RESOURCES IN THE CARIBBEAN

The UWI Open offers you the most flexible learning options with online, face-to-face and blended programmes designed to suit your educational needs.

PROGRAMME INFORMATION GUIDE

2014/2015

BACHELOR OF SCIENCE

- Accounting
- Banking & Finance (Special)
- Banking & Finance (Major) with Minors in Compliance & Corporate Governance; Law for Banking & Finance; and Lending & Mortgage Underwriting
- Management Studies **IMPROVED**
- Management Studies (Major)
- Management Studies with (Economics Minor)
- Youth Development Work
- Social Work

BACHELOR OF EDUCATION

- Early Childhood Development & Family Studies
- Educational Leadership & Management
- Literacy Studies
- Secondary with options in: English/Literacy, Mathematics Education

ASSOCIATE DEGREES

- Business Management
- Paralegal Studies
- Social Work
- Administrative Professional Office Management

DIPLOMAS

- Business Administration
- Early Childhood Development & Family Studies
- Health & Family Life Education (HFLE) Instruction
- Management Accounting (path to CMA)
- Social Work
- Youth Development Work
- Customs Management **NEW**

CERTIFICATES

- Early Childhood Development & Family Studies
- Social Work
- Entrepreneurship
- Human Resource Management
- Tourism & Hospitality Management in the Caribbean

MASTERS IN SCIENCE

- Management Studies **NEW**
- Climate Change & Water Management New!

MASTERS IN EDUCATION

- Instructional Design **NEW**
- Literacy Instruction
- Adult & Continuing Education

MASTERS IN ARTS

- English Language

POST-GRADUATE DIPLOMAS

- Adult & Continuing Education
- Instructional Design
- Literacy Instruction

CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

A range of programmes are offered at Open Campus sites across the region in continuing education, professional development, and technical/vocational training.

WWW.OPEN.UWI.EDU • On line | On site | On demand

Over 40 locations in 17 Caribbean countries

Anguilla · Antigua & Barbuda · Bahamas · Barbados · Belize · Bermuda · British Virgin Islands · Cayman Islands · Dominica · Grenada · Jamaica · Montserrat · St. Kitts & Nevis · St. Lucia · St. Vincent & the Grenadines · Trinidad & Tobago · Turks & Caicos

necessary knowledge and skills to competently create a portfolio of their prior learning. Consequently, the portfolio would be assessed for the purpose of receiving exemptions/credits toward their undergraduate degree. Approval for piloting this course was granted at the undergraduate Level 1 only. The APAD Division confirmed that the Prior Learning and Portfolio Development/Assessment will commence in Semester 1 of academic year 2014/2015.

The Deputy Principal's Office

The Office of the Deputy Principal has responsibility for the Prior Learning Assessment Unit (PLA Unit) and during the academic year 2013/2014, the actions of the PLA Unit were focused on numerous activities, including (1) the development of the policy and regulations to guide the Prior Learning and Portfolio Development/Assessment Course; (2) the sensitisation and training of staff directly involved

in course delivery; (3) the admissions and registrarial procedures for the course and (4) publicity for the course. The Unit collaborated with various UWI Open Campus divisions towards the timely execution of these activities. It also engaged with staff of the DFATD/SDEC Project to ensure compliance with the requirements of the funding agency.

Approval of PLA policy documents

The PLA Policy and Regulations (revised December 2, 2013) were presented at the January 8, 2014 meeting of the Open Campus Academic Quality Assurance Committee (AQAC) for review. Consequently, the Open Campus AQAC forwarded recommendations to the Open Campus Academic Board on January 15, 2014. The PLA Policy and PLA Regulations were subsequently approved by the Board for Undergraduate Studies (BUS) at its meeting of February 4, 2014. The decision taken was for Prior Learning Assessment to be used for advanced placement. While the original proposal to the Board for Undergraduate Studies (BUS) was made with the intention that PLA would be for matriculation and also for advanced placement, it had proven problematic to offer it in both formats

during its initial institutionalisation phase. Further to the approval of the PLA Policy and PLA Regulations, the PLA Unit complied with BUS's decision and prepared and presented a Paper on "Prior Learning Assessment (PLA) Regulations for Matriculation" for the consideration of The University's Academic Boards on May 20, 2014.

The approval of PLA for advanced placement indicated that potential applicants would be required to satisfy the University's established regulations pertaining to normal matriculation, lower level matriculation, the mature student clause and specially admitted. Consideration was also given to the development of policy and regulations to link Prior Learning Assessment with Access Courses.

Two distinct aspects of PLA include (1) the Prior Learning and Portfolio Development/Assessment Course, to be facilitated during the Pilot Phase by a PLA expert serving as Course Coordinator to guide students through the Course; and (2) assessment of the completed learning portfolio by trained academic faculty to determine the extent to which students have demonstrated mastery of all the learning objectives of the specified course for credit to be awarded.

Establishment of an Implementation Committee for Prior Learning Assessment

On the recommendation of the Open Campus Academic Board taken at its January 15, 2014 meeting, an Implementation Committee to guide the delivery of PLA was established. Draft Terms of Reference for the proposed Committee were prepared and circulated to relevant stakeholders for comments and feedback was received. Terms of Reference of the PLA Implementation Committee were approved (with minor amendments) by Academic Board at its May 27 Meeting. With membership drawn from all divisions of the Campus and the DFATD/SDEC project office, the inaugural meeting of the Committee under the chairmanship of the Deputy Principal was held on June 20, 2014. Of significance also is the Steering Committee for Prior Learning Assessment.

Training of potential e-Tutors to assess the PLA course

The PLA Unit organised training sessions on “Assessing the Prior Learning Portfolio” for potential Open Campus Course Coordinators and e-Tutors who might wish to serve as Assessors of Prior Learning. Staff of APAD’s Course Development Department (CDD) and Programme Delivery Department (PDD) also participated in the training. The sessions were facilitated by Dr Dianne Conrad, Director of the Centre for Learning Accreditation, Athabasca University, and were held via Blackboard Collaborate on August 21, 2013. A total of 27 persons attended. A follow-up training session was also delivered by Dr Conrad on May 13, 2014.

The Consortium for Social Development and Research (CSDR)

The CSDR consists of four Specialised Units of the former School of Continuing Studies (SCS). These include the Social Welfare Training Centre (SWTC), the Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI), Women and

Development Unit (WAND) and the Caribbean Child Development Centre (CCDC). Together these units prepare work plans for conducting research and providing education within regional communities. In the area of teaching, learning and student development, the CSDR is committed to the design and delivery of a suite of quality courses and programmes in collaboration with APAD and other relevant Open Campus departments.

The Women and Development Unit (WAND)

WAND continues to fulfil its mandate and commitment to the social advancement of Caribbean women through education and training, research, outreach, community intervention initiatives and documentation and dissemination of relevant information.

Programme Development

The thrust to educate the women of the region will be advanced over the next three years as this unit embarks on a process of curriculum development, facilitated by the DFATD/SDEC project. WAND will develop a total of six courses in women’s and feminist studies for delivery through the Open Campus. These courses will focus on and facilitate the professional and personal development of the course participants. Course writer, Ms Fatimah Jackson-Best, is in the process of developing the first course, Women, Entrepreneurship and Society.

Social Welfare Training Centre (SWTC)

In June 2014 the Social Welfare Training Centre contracted a consultant to develop two programmes in Community Leadership and Development. Programme draft outlines for both the certificate and diploma have been completed and were reviewed by an APAD representative and the Continuing and Professional Education (CPE) Director. This project will be advanced in the new academic year. Of note also is that during the period under review, the SWTC transferred all social work and youth work programmes for delivery to APAD.

Student Development

The SWTC Unit continues to offer administrative support to 123 students pursuing online courses with APAD. Table 1 shows the number of students enrolled in online programs delivered previously by the SWTC.

With respect to SWTC programming, unfavourable financial circumstances negatively affected the Unit's ability to deliver the Regional Four Month Course in the Principles and Practice of Social Work (face-to-face programme), as it had done for the past 50 years, as a full time course. This resulted due to the inability of a major funder to fulfil its commitment because of a hold on its financial operations. Consequently, the course was re-structured and a pilot part-time version will be offered in the 2014/2015 academic year. This decision was taken due to numerous requests over the years from persons who are employed on a full-time basis but would like the opportunity to complete the course.

The Caribbean Child Development Centre (CCDC)

The CCDC carried out a number of teaching and

training activities, both individually and jointly during the year under review. The CCDC received further funding from UNICEF to support the Child Rights Education Project *Child Rights Training of the Jamaica Constabulary Force (JCF), a sustainability initiative*. By July 2014, some 340 police officers were equipped with knowledge and tools to uphold child rights and support JCF's institutionalisation of rights-based service delivery.

UNICEF's 2014–2015 commitment of support for JCF's rights-based capacity building, entitled *JCF Child Rights Sustainability Initiative*, provide for CCDC's technical input in the design and development of a sustainable Child Rights Education and Training Framework within the National Police College of Jamaica. This includes:

- streamlining the Child Rights & Responsibilities Training Programme into the National Police College of Jamaica's curricula (across basic, probationary and in-service training levels) in keeping the with Child Interaction Policy and Procedures being developed;
- expansion of corps of Police trainers (training of an additional 60 Child Rights Trainers);
- development of teaching and learning resources, and job aids

Table 1: Online Social Work Programmes

Programmes	Number of students registered	Number of students registered	Number of students registered
	Semester 1	Semester 11	Semester 111 (summer)
BSc. in Social Work	6	2	1
ASc. in Social Work	39	33	20
Diploma in Social Work	1	0	0
Diploma in Social Service	16	13	2
Total	62	48	23

- cascading rights-based performance monitoring within existing performance management and
- rights-based programming throughout operations and administration

Programme Development

The Caribbean Child Development Centre (CCDC) is also very much involved in curriculum design and development. Consequently, during the year under review the Unit assisted APAD with the development of the Early Childhood Education Continuing Education Unit programme to be delivered both face-to-face and online. Further, during November-December 2013, *Module 11 – Child Rights and Responsibilities* of the Restorative Justice Facilitators Course was designed, developed and delivered to 40 Restorative Justice Facilitators, for the Restorative and Child Justice Reform Unit of the Ministry of Justice. Of significance also is the transformation of the Open Campus early childhood institutions into laboratory preschools. As a result, The UWI Open Campus Early Childhood Centres of Excellence Ltd is in the process of being registered as a company in Jamaica, and will also be registered in Antigua and Trinidad and Tobago.

Student Development

CCDC staff supervised students of various disciplines at both the undergraduate and graduate levels. The Centre also hosted a number of interns whose assignments were geared at developing specific skills while contributing to targeted areas of the Centre's work. In this regard, Professor Julie Meeks supervised the following five students and the CCDC hosted ten interns.

1. Vanessa White, PhD (Nutrition) Adolescent health and nutrition in two Caribbean countries.
2. Cerita Buchanan, PhD (Social Work) Challenges of professional women in the workforce in Jamaica.
3. Darran Newman, PhD (Social Policy) An examination of child policy in Jamaica and Barbados. Submitted.
4. Joan Thomas, PhD (Applied Psychology) Assessment of illness related stigma among children and adolescents.
5. Julie Nurse, PhD (Social Policy) Clemson University. Adverse childhood experiences and delinquency among youth in Saint Lucia.

Open Campus Country Sites (OCCS)

Over the last academic year, the University of the West Indies Open Campus Country Sites (OCCS) stood resolute on the pillars of the Strategic Plan to effect improvements in all perspectives with particular focus on teaching, learning and student development. A new and coordinated approach to the roll out of face-to-face or continuing educational programmes was the hallmark of progress for this academic year and into the next biennium. Specifically, the unfolding of the OCCS Division's new organisational structure in academic year 2013/2014 has lent material proof to its intent in that regard by rationalising Continuing and Professional Education (CPE) in its face-to-face mode under the direction and leadership of a Deputy Director CPE, Dr Ian Austin.

Programme Development (CPE)

In the reporting period, the Deputy Director of CPE made fundamental preparations for rolling out 43 new programmes in numerous areas identified by sites based on their intimacy with the local markets. This thrust is specifically aligned with DFATD/SDEC Project.

Combined with the foregoing effort, the OCCS is seeking to integrate Caribbean Vocational Qualifications (CVQs) into its programming. Hence, the Deputy Director, CPE, held discussions with relevant agencies in Trinidad, Jamaica and Barbados. Additionally, the Deputy Director, CPE is working with the Officer-In-Charge at Open Campus Barba-

dos to develop a proposal for submission in Barbados to the Competency-Based Training Fund (CBTF) to secure funding for competency-based training with selected organisations.

Face-to-Face Programme Planning and Delivery

Open Campus Barbados

The Open Campus Barbados team continued to provide programmes using face-to-face, blended and on-line modalities. However, most programmes offered by the Site were through the face-to-face modality. During the period under review, there were approximately 918 students in total enrolled in the Open Campus Barbados. This includes approximately 239 students enrolled in the CXC-CSEC Day School, with about 679 students enrolled in the various Associate Degree, Certificate and Diploma programmes, and short courses offered by the Open Campus. A disaggregation of the enrolment figures among the adult students reveals a higher percentage of female students when compared with their male counterparts.

For the academic year under review the following programmes, courses and workshops were offered:

(CXC) Day School

In this programme, 11 Caribbean Examinations Council-Caribbean Secondary Education Certificate (CXC-CSEC) subjects are offered over a one-year period. Classes commence in September and students take the CXC-CSEC May/June examinations. The objective of this initiative is to provide access and opportunity to persons who are desirous of enhancing, improving or acquiring a completely new repertoire of skills and/or certification in academic areas (e.g. CXC-CSEC subjects) or in new areas of practice in the context of continuing education and lifelong learning.

UWI Open Campus Annual CXC-CSEC Summer School for prospective Fifth Form students 2014

The programme for the 2013/14 Academic Year offered students the choice of 14 courses: English Language, Information Technology, History, Spanish, Biology, Principles of Accounts, French, Chemistry, Principles of Business, Geography, Physics, Mathematics, English Literature and Human & Social Biology. Actual revenue generated was approximately BDS\$68,480.00, with expenses totalling approximately BDS\$43,652.00. A surplus of about BDS\$24,820.00 was therefore realised.



Participants in a Techbytes course held at Open Campus Cayman Islands. Mr Robert Geofroy, Head, is in back

Local Certificate Programmes

There are four 12-month programmes, including Corporate Administration, Non-Government Organisation (NGO) Management, Guidance and Counselling, Marketing, Public Relations and Advertising and two 18-month programmes, namely Project Management and Human Resource Management.

Workforce Training & Development

These courses are primarily of three months' duration and are designed to provide competencies in a range of professional development spheres, such as Event Planning, Supervisory Management, QuickBooks, Advanced Supervisory Management, and Law for Human Resource Management Practitioners.

Unemployment Retraining Project with the Government of Barbados

Since being designated an official training provider to the Government of Barbados' Unemployment Retraining Project in 2013, the Site again based on its project performance during the first year and successful negotiations which have been led by the Officer-in-Charge of the Open Campus Barbados, obtained further project funding during year two of the project's implementation in the amount of BDS\$661,000.00. This project is a collaborative undertaking with the National Employment Bureau (NEB), Ministry of Labour, Barbados Government and the National Insurance Scheme (NIS) Board. Its aim is to train persons who have been displaced from their employer. During the reporting period approximately 260 students (45 males, 215 females) have been trained under this NEB/NIS Project. The Open Campus Barbados has also reached out to organisations and other stakeholders in offering tailored training and educational programmes. These special projects are significant as they represent additional and diversified inflows of income from sources other than student fees. They also provide greater visibility for the Open Campus, as it seeks to partner with key external stakeholders.

NGO Management Programme

The first group of students in the One Year Certificate in NGO Management Programme was presented with their certificates at a presentation ceremony held at the Ministry of Economic Affairs on December 13, 2013. The second cohort comprising 13 students successfully completed the Programme during Semester II (January–May 2014). Of the 21 students who commenced the programme 18 successfully completed it. In attendance at the presentation ceremony was His Excellency Mikael Barfod, Ambassador and Head of Delegation of the European Union to Barbados and the Eastern Caribbean, Mrs Juanita Thorington-Powlett, National Authorising Officer and Permanent Secretary (Investment) in the Ministry of Finance and Economic Affairs and Mr Rodney Grant, Chairman, Non-State Actors Panel of Barbados.

The main objectives of this certificate programme, which targets staff and volunteers in the NGO sector, are 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. The value of this second phase of the project was in the amount of approximately BDS\$41,600.00.

The programme represents a collaborative exercise among the European Delegation to Barbados and the Eastern Caribbean, the Government of Barbados, through the Ministry of Finance and Economic Affairs, the Non-State Actors Panel and Open Campus Barbados. The main topics covered in the programme include NGOs in Society, Written English Fundamentals, Project Management, Sustaining Organisational Capacity, Resource Mobilisation, Networking and Advocacy and Financial Accounting.

The Hazard Analysis and Critical Control Points (HACCP) Training Programme

Open Campus Barbados conducted a one-day Training of Trainers workshop on February 25,

2014 at Open Campus Barbados. The target audience comprised 11 Environmental Health Officers who are responsible for conducting various sensitisation, public awareness and technical training seminars in relation to various health initiatives across the island. The main objective of the workshop was to develop the participants' competencies to improve their design, preparation and delivery of training interventions. These participants are also expected to serve as facilitators in a HACCP Training programme. The workshop was facilitated by Mr Ryan Byer, Officer-in-Charge at the Site. The conduct of this workshop also served as an income generating activity for the Site.

HACCP Certification Programmes

The Environmental Health Department of the Ministry of Health of the Barbados Government sought cooperation with the UWI Open Campus regarding the development of HACCP certification programmes to serve Barbados' food industry. This decision was taken by the Ministry of Health as a long overdue necessity given the importance of the general well-being and health of citizens, pressures from the global market requiring various types of certification to qualify as effective players with respect to national development, stress placed on the national economy stemming from food borne and other illnesses and individual demands for training over four thousand persons employed in Barbados' food industry.

Open Campus Belize

The Open Campus Belize introduced a series of new local short courses and programmes during the 2013/2014 academic year.

The Ministry of Public Service requested two new secretarial programmes for 72 secretarial staff (48 Secretary IIs and 24 Secretary Is) in the Public Service. This was completed under a contract. The programmes were: Certificate in Secretarial Studies and Certificate in Advanced Secretarial Studies. The Certificate in Secretarial Studies featured eight

courses, three of which were newly developed courses. The Certificate in Advanced Secretarial Studies featured nine courses of which four were newly developed. Both programmes were delivered in two semesters for over a six month period. The seven newly developed courses under both of these programmes are as follows:

- Protocol and Management of Meeting
- Advanced Keyboarding and Document Formatting
- Minutes of Meeting and Report Writing
- Advanced Minutes of Meeting and Report Writing
- Use of English
- Advanced Office Management
- Advanced Use of English

Court Connected Mediation Training

To facilitate improved case management and ensure integrity of the entire court system, the court established the National Court-Connected Mediation Committee. The committee deemed it necessary to have all mediators connected with the Court undergo an approved course of training. Hence, Open Campus Belize submitted a proposal to conduct Court Connected Mediation training for two cohorts of 30 candidates each. This course was successfully launched, monitored and evaluated by the Belize Site. As a result, Open Campus Belize now has a roster of approximately 55 Supreme Court Connected Mediators.

Auditing for Customs Officers Course

Based on an ongoing training collaborative initiative with the Government of Belize Customs and Excise Department, Open Campus Belize developed a new course entitled Auditing for Customs Officers. This course was conducted for three cohorts: 15 in Semester I; 16 in Semester II and 13 in summer, a total of 44 Customs Officers.

Seven (7) local short courses were also developed:

- Legal Secretary
- Public Speaking

- Voice of Leadership
- How to Communicate with Tact, Diplomacy and Credibility
- Administrative Law
- Principles of Occupational Safety & Health (POSH)
- Planning and Managing Public Relations Campaign

The Open Campus Belize Site successfully conducted five of the seven courses: Legal Secretary, Public Speaking, Voice of Leadership, How to Communicate with Tact, Diplomacy and Credibility and Administrative Law.

Open Campus Grenada

The introduction of face-to-face 10 week courses in professional development programmes saw a total of 246 students registered to participate in eight programmes. The total income earned from these courses was EC\$147,600.00.

Open Campus St Kitts and Nevis

In May 2014, this Site added four business communication workshops to its suite of Workforce Training Programmes. Two of the workshops were offered in St Kitts and two in Nevis. A total of 70 persons were trained.

Open Campus Montserrat

A series of Information and Communication Technology or ICT Clinics took place in June and July 2014 to provide one-on-one assistance to individuals interested in learning how to use their computers, laptops, iPads and smart phones. At a cost of only EC\$25.00 for a 30 minute session, persons who had equipment that they were not fully utilising were shown how to get the best out of their devices. Several of the participants in this programme were senior citizens who appreciated the private sessions.

Book-Keeping Basics for Small Businesses was developed in response to requests from those

involved in the hospitality sector. The short course provided participants with an opportunity to learn how to accurately identify, record, classify, summarise and communicate accounting information.

Open Campus St Vincent and the Grenadines

The number of students pursuing online studies at this Site increased to 295 in 2013/2014 from 277 in 2012/2013. The face-to-face/continuing education courses attracted 144 students over the two semesters of academic year 2013/2014.

ACADEMIC QUALITY

On July 10, 2014, The University of the West Indies' (UWI) Open Campus continued its upward trajectory in higher education offerings by receiving mutual recognition of institutional accreditation from the Accreditation Council of Trinidad and Tobago (ACTT). The certificate was presented to the Principal and Pro Vice-Chancellor of the UWI Open Campus at a small ceremony at the office of the Ministry of Tertiary Education and Skills Training (MTEST) in Port-of-Spain. ACTT's mutual recognition of the institutional accreditation status is for the period June 18, 2013 to June 17, 2018.

Mutual recognition signals that the Accreditation Council of Trinidad and Tobago has recognised the institutional accreditation decision granted by the Barbados Accreditation Council (BAC). It is also an endorsement of the recognition by ACTT of the quality of the Open Campus's systems. At the event, Trinidad & Tobago's Minister of Tertiary Education and Skills Training (MTEST), Senator the Honourable Fazal Karim, commended the Campus, saying that it is a sign that the campus is perceived with greater confidence throughout the Caribbean region. He further stated that, "the status of institutional accreditation was granted to the UWI Open Campus, just about one year ago by the Barbados Accreditation Council. The Accreditation Council of Trinidad and Tobago's mutual



The Hon. Fazal Karim, Trinidad & Tobago Minister of Tertiary Education and Skills Training, presents the mutual certification certificate to Pro Vice-Chancellor and Principal, Professor Hazel Simmons-McDonald, ACTT senior officers and UWI Open Campus Quality Assurance Officer.

Recognition of this title to the institution, places confidence in the criteria of standards and performance of our sister Accreditation Council in Barbados. It means that a greater pool of persons in under-served areas and with challenging circumstances will be able to access programmes of the UWI Open Campus, in Trinidad and Tobago, Barbados and beyond” (Source: *UWI Open Campus New Release*, July 31, 2014).

The Open Campus Country Sites (OCCS)

The teaching, learning and student development perspective is at the core of Continuing and Professional Education (CPE) activities. The aim of this perspective for CPE programming is to ensure excellence of academic processes and the guiding strategic theme is academic quality. In this regard, the Deputy Director, working in collaboration with the Quality Assurance Unit, conducted evaluations of face-to-face programmes in Trinidad (Gordon Street) and Jamaica (Camp Road). Although the programmes evaluated thus far are solid in content and well recognised and accepted in their respective communities, emphasis will continually be

placed on restructuring and updating programmes. In this regard, the Trinidad Site has responded to the recommendations of prior evaluations by the QAU with Action Plans that outline OCCS’ intention to enhance the teaching and learning processes and student experience in its CPE programming. This includes programme restructuring and updating, which is viewed as an important precursor to creating a repository of high quality face-to-face programmes that would be available for the OCCS to deliver in their respective communities.

Another aspect of academic quality relates to Caribbean Vocational Qualifications (CVQs). The OCCS views the integration of CVQs into its programming as an important aspect of the student experience and an enhancement to academic quality of CPE programming. CVQs also allow for the portability of CPE programmes across the region. Hence, the OCCS is seeking to integrate CVQs into its programming and is having ongoing discussions with the National Training Agency (NTA) in Trinidad, National Council on Technical and Vocational Education and Training (NCTVET) in Jamaica, and the Technical and Vocational Education and Training (TVET) Council in Barbados about collaborating to achieve this outcome. The three agencies are quite keen to work with the Open Campus and thus the OCCS is in the process of developing pathways for the collaboration to occur. One immediate task to be undertaken by the Office of the Deputy Director is the submission of a proposal to the Barbados Competency-Based Training Fund (CBTF) to secure funding for competency-based training in Barbados.

The OCCS and the Faculty of Medical Science at St Augustine held a retreat on March 14, 2014 to discuss the Pre-Health Professional Programme (PHPP). Significant attention was paid to programme policies, curriculum restructuring, expanding student access and the reallocation of tuition revenues. These changes to the Pre-Health Programme were all important elements of enhancing teaching and learning and improving academic

processes. Among the changes is the increase in the number of new students that can now be admitted annually. The new policy allows 45 new students each academic year with the intention of attracting more students from the Eastern Caribbean and other Open Campus constituencies.

The allocations are as follows:

- Bachelor of Medicine, Bachelor of Surgery (MBBS) – 25 students
- Doctor of Dental Surgery (DDS) – 5 students
- Doctor of Veterinary Medicine (DVM) – 5 students
- BSc Pharmacy – 5 students
- BSc Optometry – 5 students

The OCCS will work with the Marketing Department and the Faculty of Medical Science at St Augustine, Trinidad to develop a marketing plan for this Pre-Health Professional Programme.

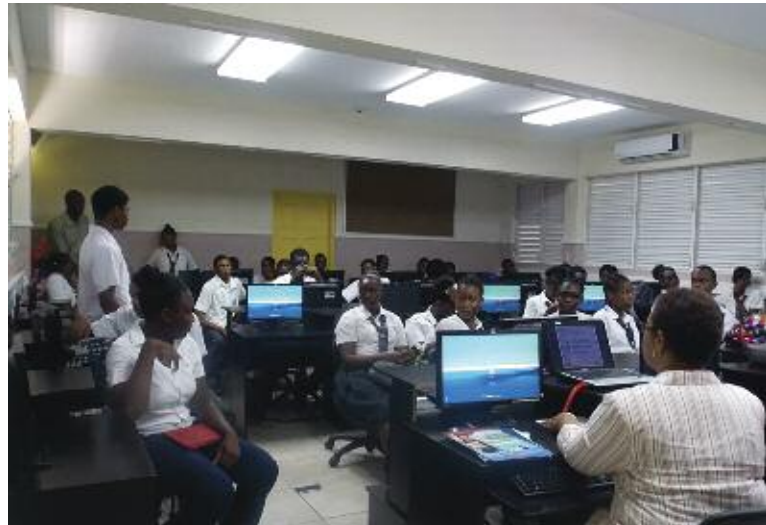
Quality Assurance Unit

A successful review of the BSc Accounting programme was accomplished based on the Programme Planning Department's (PPD) Self Assessment Report (SAR) submitted to The UWT's Quality Assurance Unit. The draft report was successfully completed and used to inform revisions to the programme. A review of the online delivered course English for Academic Purposes (FOUN1001) was also completed. In addition, a review was completed and a report submitted on a proposed Homburg/Open Campus partnership to deliver Real Estate education initiated by Homburg Academy, an online educational institution.

STUDENT ENGAGEMENT AND EXPERIENCE

Student Engagement

A critical focus for the OCCS during the year was increasing student enrolment across the board. Sites like the Open Campus Bahamas, for instance, emerged with vibrant efforts to buttress its enrol-





To provide a high-quality student experience as a platform for enhanced regional and international student success and long-term commitment to The UWI.



ment in Nassau. The site realised significant progress in meeting this objective. Student enrolment for the period increased from 49 to 96 in Semester 1 2013/2014, representing an increase of 96% over the same period the previous year. There was also an increase of 37% in enrolment from 19 to 26 students in Trimester 3 2012/2013. During the period, the total student enrolment combined at any one time (Semester 1 and Trimester 3) was 122, surpassing the 100 total student mark for the first time and consequently achieving one of the objectives for the Site.

Other student engagement activities initiated by the OCCS are outlined as follows:

Open Campus Belize

- Presentation of workshops and seminars for both new and returning students. In particular, a Study Skills and Work Life Balance seminar was facilitated. The modules and delivery methods used for the workshops and seminars presented were generally based on feedback from student evaluations as well as from other stakeholders.
- Hosting of a session for new full time students attending the physical campuses on August 10, 2013. The returning students from the Students' Associations led the group sessions, which were well attended.
- Hosting of the Open Campus' Student Orientation on August 24, 2013 for new and existing students which featured information sharing on the Learning Exchange, tuition payments, library and other student services.
- Orientation session conducted on September 3, 2013 for the 72 Secretary I and IIs of the Ministry of Public Service who entered the Certificate in Secretarial and Advanced Secretarial Programme.

St Vincent & The Grenadines

- During 2013/2014, a concerted effort was made to reach out to more mature students. Subsequently, an orientation offering basic IT

training was initiated as a service to these and other students. This was done to allay some of the anxiety that a number of students still experience regarding the online environment.

- A proactive approach was taken to revitalise the Guild of Students. The Guild Executive was invited to meetings and brought up to date on Site matters. This is a shift from the trend of the Guild initiating meetings with the sole intent of addressing matters of concern.
- Student attendance at both general and library orientations improved during the period under review. With the acquisition of additional computers, a schedule was set up where small groups of students were sensitised about the proper use of the computers. This went a long way in alleviating some of the technological anxieties expressed especially among more mature students. The number of students pursuing online studies increased to 295 from 277 (2012/2013). The face-to-face/continuing education courses attracted 144 students over the two semesters of academic year 2013/14.
- A mentorship programme was instituted by the Mustique Charitable Trust (MCT) and the Open Campus for the MCT bursary holders. Meetings were held with current bursary holders and mentors in order to monitor their progress.

Open Campus Barbados

Three Orientation activities were held for new students during the year under review. The first was the orientation ceremony for diploma and certificate students, which was held in August 2013. The second session targeted CXC-CSEC "O" Level students and their parents and the third was held specifically for all online students registered in the various Certificates, Diplomas and Associate Degree programmes at the site. This orientation was held on September 11, 2013 and involved Ms Kathyann Lashley of APAD and Mr Kumar Hinds of the Computer and Technical Services Department (CATS).

THE UWI OPEN CAMPUS



STUDENT GUILD 2014

“Together we can make it happen”

GUILD OF STUDENTS

During the academic year 2013/2014, the Guild of Students saw a 100% growth from the last reporting period in Guild Chapter Development across the Sites. The active Sites increased from eight to sixteen with student representation at the following Sites:

- ◆ Anguilla
- ◆ Antigua & Barbuda
- ◆ Bahamas
- ◆ Cayman Islands
- ◆ Jamaica – Denbigh
- ◆ Jamaica – Ocho Rios
- ◆ Jamaica – Port Antonio
- ◆ Jamaica – Mandeville
- ◆ Jamaica – Vere
- ◆ Monserrat
- ◆ Saint Lucia
- ◆ St Vincent
- ◆ Trinidad – Gordon Street
- ◆ Trinidad – St Augustine
- ◆ Trinidad – San Fernando
- ◆ Post-Graduate Chapter

The Open Campus had student representation in the following areas:

- ◆ Inter-Campus Guild Meetings (July 2013, October 2013 & January 2014 at Cave Hill, St Augustine & Mona, respectively)
- ◆ University Meetings (BUS & F & GPC 2013–2014)
- ◆ Council Meeting (March 2014)
- ◆ Annual Business Meeting (April 2014)

Members of the Open Campus Student Guild executive and Chapter members, who were elected in mid-2014 to govern during 2014/2015 academic year at their first Induction Ceremony and Retreat held in Kingston, Jamaica, later in 2014.



In the front row, from left to right: Fallan Skinner-Thomas, Guild President & Chapter Chairman of St Augustine, Trinidad & Tobago; Howard Brown (Guild), VP Special Projects & Fundraising & Chapter Chairman of Denbigh, Jamaica; Ruthlyn Matthias, Guild Office Manager (centre); Rayon Walters (Guild), Assistant Secretary & Chapter Chairman of Mandeville, Jamaica; Javanna Houghton, Student Representative of Port Antonio, Jamaica; In the back row from left to right: Daniella Hickling, Assistant Registrar, Student Support; Samantha Stewart, Guild Secretary & Student Representative of Vere, Jamaica; Siddena Stephens, Chapter Chairman of Camp Road, Jamaica; Norman Banfield (Guild), Public Relations Officer & Acting Chapter Chairman of the Cayman Islands; and Kurt McKenzie, Guild Post-Graduate Representative of the Cayman Islands

PERSPECTIVE 5.

RESEARCH AND INNOVATION

FACULTY-LED RESEARCH AND INNOVATION

During the period under review, Open Campus staff continued to focus on a number of research and innovative initiatives for institutional and individual advancement as well as to inform, stimulate and educate the Caribbean citizenry and beyond.

Research

The Programme Planning Department within APAD continued its Research Forum and invited departmental members and other interested persons to present their work. Dr Ngoni Chipere, Programme Coordinator (PPD), presented on two topics: “A synthesis of five e-learning frameworks” and “Developing online doctoral programmes.”

The Programme Delivery Department continued its thrust to improve the Open Campus research agenda. Consequently, staff visited the Centre for Distributed Learning, University of Central Florida to forge a collaborative research network and

observe online and distance learning (ODL) practices. The week long face-to-face engagement with approximately twenty members of UCF staff also included virtual synchronous sessions to allow additional staff members from UWI (full time and adjunct staff) to participate in two virtual sessions with UCF.

Post visit interaction between both institutions resulted in the exploration of the following research topic areas of common interest:

1. Developing and sustaining online discussion
2. Quantitative/Science, Technology, Engineering and Mathematics (STEM) courses
3. A case for accessibility in two universities: framework for good practice
4. Faculty development: Pathway of practice for two tertiary-level institutions
5. Technology: Reasons for the selection of LMS systems (Comparison)
6. Technology: Integration/Comparison
7. Global/Cultural: Mobile Survey – online student profile



Staff of the Centre for Distributed Learning (UCF) and Programme Delivery staff (UWI Open Campus)
Front Row: (L-R): Ms Wendy Howard (UCF); Ms Emmogene Budhai-Alveranga (UWI); Dr Yasmeen Yusuf-Khalil (UWI); Ms Renee Swaby (UWI); **Back Row:** (L-R): Professor Thomas Cavanagh (UCF); Mr Kevin Ramsoobhag (UWI); Dr Florence Gilzene-Cheese (UWI); Dr Rohan Jowallah (UCF)

Members of the Course Development Department (CDD) had an immersive experience at the Centre for Distributed Learning (CDL) at the University of Central Florida (UCF) in June 2014. The CDL at the UCF is the university's leader in distance learning policies, strategies, and practices and provides direct support in course design and development to UCF's online faculty through professional development programmes, workshops, consultations, and production and technical services.

The institutional visit was designed as an immersive experience to observe best practices in UCF's instructional design systems, processes and procedures. Opportunities for collaborative research and for the sharing of ideas in course design have resulted. The visiting group is shown in the photograph overleaf.

During the week the CDD team also visited other universities and colleges in the Orlando area where innovative work in course design for both face-to-

face and online courses has occurred. The team visited and toured Full Sail University, Rollins College and Valencia College. Each institution adopts some variation in their course development, design and structure and caters to different target audiences based on their offerings.

The opportunity to meet with staff of the other institutions provided the CDD team with valuable insights and opened up opportunities for liaisons with staff at these institutions in collaborative research and for the sharing of ideas in instructional design.

Research areas being conducted in collaboration with UCF: APAD

Emmogene Budhai-Alveranga

- Quality online discussion: Developing and sustaining online discussion
- Survey on mobile technology



Left to right: Dr Marguerita Alleyne-Whittington (CDS), Mrs Sharon Gilzene (CDS), Dr Denise Gaspard-Richards (Head of Department), Dr Rohan Jowallah (ID, UCF), Mrs Wendy Howard (ID, UCF), Mrs Kerrie Ellis-Worrell (CDS)

Florence Gilzene-Cheese

- Developing and sustaining online discussion
- Faculty development: Pathway of practice for two tertiary level institutions

Kevin Ramsoobhag

- A case for accessibility in two universities: Framework for good practice
- Technology: Reasons for the selection of LMS systems (Comparison)
- Global/Cultural: Mobile Survey – online student profile

Lesle-Ann Whiteman

- How do online facilitators develop and sustain quality online discussions?

Yasmeen Yusuf-Khalil

- Quantitative/Science, Technology, Engineering and Mathematics (STEM) courses
- A case for accessibility in two universities: Framework for good practice

Planning and Institutional Research Department (PAIR)

This department seeks to assist in the process of short- to long-range strategic planning and undertake relevant research aimed at enabling more effective decision-making within the Open Campus and the wider UWI community.

During the period under review, PAIR conducted a number of research projects and engaged in several planning activities. In many instances, research projects were conducted in collaboration with other Open Campus departments, such as the Academic Programming and Delivery Division (APAD), the University Office of Planning and Development (UOPD), the DFATD/SDEC Project and the Quality Assurance Unit (QAU).

In collaboration with the APAD Programme Delivery Division a Faculty Satisfaction Survey was conducted. This research sought to ascertain the perceptions of course coordinators and e-tutors on

their satisfaction with their online teaching and the Open Campus online environment. The findings of this research are critical since they will provide opportunities for reflection and overall improvement of online teaching and learning.

PAIR also assisted the University Office of Planning, St Augustine Campus and the Quality Assurance Unit in acquiring and collating data for the UWI Graduate Tracer Survey, Open Campus pass and failure rates and throughput study.

In addition, members of the PAIR team played a significant role in producing the Baseline Study Report on the DFATD/SDEC project. To facilitate the Baseline Report, extensive desk research was performed as well as online and face to face surveys. Of note are the Employers' and Institutional Stakeholders' Satisfaction Surveys. In the case of the former, public and private sector employers in St Kitts & Nevis, St Vincent and the Grenadines, Saint Lucia and Grenada were asked to express their level of satisfaction with their staff members who were Open Campus graduates. For the *Institutional Stakeholders Satisfaction Survey*, Open Campus senior management indicated their level of satisfaction with 25 features of course delivery and student certification.

Research on mobile technology was also undertaken in collaboration with our three sister campuses, The University of Guyana, Northern Caribbean University, Jamaica, and the University of Technology, Jamaica. This synergy resulted in the publication of a research article entitled 'Measurement invariance of the UTAUT constructs in the Caribbean', published in the *International Journal of Education and Development using Information and Communication Technology*. Further collaboration is ongoing and other publications will ensue in the near future.

Other studies conducted by the PAIR department included *The Open Campus Awareness Study* and the Predictive Study on Student Success. The Awareness Study was designed to determine the

level of awareness that community college students in a selected number of Caribbean islands possess about the Open Campus. In addition to this, data were collected concerning the sources of their knowledge, their perception of online learning in general and in particular of the Open Campus as an alternative to face-to-face study in pursuit of undergraduate qualification, as well as what factors would influence their decision in this regard.

The Predictive Study was designed to identify the characteristics of students who are likely to successfully complete Open Campus programmes by examining trends from cohorts of students admitted from the inception of the Campus (namely 2007, 2008, and 2009). For this purpose, demographics such as gender, age, qualifications and location of clients of the campus were used to explore their relationship to successful completion of programmes. Research findings will be used to make decisions about programmes as well as about individual courses. Results will also shed light on student characteristics associated with success and on possible support systems that may be needed to assist students who possess characteristics that may predispose them to failure.

Of significance also is the work of the Planning and Development Officer who led the Open Campus management team and other relevant stakeholders in successfully completing the 2014–2016 Open Campus Operational Plan.

Consortium for Social and Development Research (CSDR)

In keeping with the focus on research, the fourth CSDR Research Teleconference was held with presentations both from within the Consortium and from other Open Campus divisions. Participants from Antigua and Barbuda, Anguilla, Barbados, the Cayman Islands, Dominica, Grenada, St Kitts & Nevis, Saint Lucia, St Vincent and the Grenadines, Trinidad and Tobago, Turks & Caicos, Jamaica and the United Kingdom attended the conference. Nine papers were presented on a wide range of topics

from violence against children, evaluation of the impact of youth programmes in Jamaica, ethics and quality assurance, factors affecting student success in distance online education, personality characteristics, adult risk-taking behaviour, gender and trade union development, minimum wage as macroeconomic policy in Jamaica and empowering the community through social action. The feedback from the teleconference was very positive and confirmed the importance of research as part of the mandate of the CSDR, Open Campus and The UWI in general. There are two research projects in progress as noted below.

1. **Empowering the Community through Social Action: Rural Women at the Centre of Development and Change: Saint Lucia 2013**

Data collection for this community-based participatory project has been completed and the findings are now being analysed. Research methods included an administered questionnaire and focus group discussions. The objective of the project is two-fold. First, to assess women's contribution to the building of the La Pointe community in the area of education and training and the impact of the community development initiatives introduced by the WAND/La Pointe Development Committee partnership. Second, to make a theoretical contribution to the discipline of development studies, and serve as a guide to the conceptualisation and implementation of WAND's community intervention initiatives. It can also serve as a guide to governments, NGOs and community-based organisations with an interest in people-centred development.

2. **'Muted Suffering': Religious Beliefs and Violence against Women and Girls with Disabilities in Barbados**

This is a joint research project with the Barbados Council for the Disabled. The objective of this work is to explore the ways in which women with disabilities are violated and to explore the extent to which religious beliefs either undermine or reinforce ideas of subordination and dominance which, some argue, underlie and justify violence against women.

This project, which is the first of its kind in the Anglophone Caribbean, is being undertaken within the context of the Beijing Declaration and Platform for Action (1995) and an analytical framework based on an interrogation of Pauline doctrine as carried in the relevant books of the Bible.

The Caribbean Child Development Centre was also involved in a number of research and consulting projects as outlined below:

1. *British Academy International Partnership and Mobility Scheme 2012*: Following the successful collaboration with Anglia Ruskin University in the United Kingdom, in a series of exchange activities looking at youth violence and gangs, a concept paper for research to reduce youth violence and gang involvement was developed and submitted for consideration for funding.
2. *JSIF Bridge Jamaica Project Phase II*: During 2013/2014, CCDC assisted the Jamaica Social Investment Fund with the evaluation of Phase II of the BRIDGE Jamaica Project. This included reviewing the data collection instruments, conducting focus groups and interviews with the stakeholders of the project on poverty alleviation, as well as transcribing and editing the data collected.
3. *Construct and manage a Caribbean Health and Family Life Education (HFLE) Website*: The CCDC moved into Phase 2 of the UNESCO commissioned project which aimed to support HFLE school practitioners, stakeholders and other partners. This phase included the continued documentation of good practices in HFLE delivery, sourcing content for the multimedia library, preparing the HFLE website for launch and developing a sustainability plan.

The Social Welfare Training Centre (SWTC)

USAID/UWIOC Transitional Living Programme for Children in State Care (TLP-CSC)

The SWTC partnered with the Caribbean Child Development Centre and submitted a proposal to

the United States Agency for International Development (USAID) for a Transitional Living project entitled “USAID/UWIOC Transitional Living Programme for Children in State Care” (TLP-CSC). The main purpose of this project is to provide housing, knowledge and life skills to wards of the state transitioning from state care living to independent living. The research component of this project includes the collection of baseline data and evaluation of the impact of the project over a three year period. The SWTC also prepared a proposal for a Life Skills and Mentorship Programme for this project. The Centre is responsible for the drafting of the Life Skills Training Manual and the Mentorship programme and for the training of life skills trainers. This is a three year project that will see the meaningful involvement and engagement of the SWTC in the academic year 2014/2015 and beyond.

Open Campus Country Sites (OCCS)

Staff at the OCCS continue to engage in meaningful and impactful research to inform the policies and practices at the Open Campus as well as inform and educate the general public, as evidenced by the following research activities undertaken at a number of Country Sites.

Belize

In collaboration with the National Drug Abuse Control Council (NDACC) and Organization of American States (OAS) the Belize Site prepared the National Secondary School Drug Prevalence Survey Report. The Site was responsible for coordinating research efforts and logistics concerning the survey research for the country.

St Kitts & Nevis

Mrs Sarah Owen, Head, travelled to Barbados and Jamaica to conduct preliminary research in Performing and Creative Arts Education at the Errol Barrow Centre for Creative Imagination (EBCCI), Edna Manley College of Visual and Performing

Arts (EMC) and CXC. Based on her findings she submitted to the Government of St Kitts and Nevis a proposal for an expanded Site to include a small theatre, digital media lab and multi-purpose training room. She also held meetings with the President of the Clarence Fitzroy Bryant College (CFBC) to encourage the introduction of the new Caribbean Advanced Proficiency Examination (CAPE) Performing Arts Programme.

Saint Lucia

The first Open Campus PhD student registered and began to access the Roderick Walcott Special Collection, on which his thesis is based.

The Open Campus Graduate Tracer Survey and the Employee Satisfaction Survey were administered by Dr Benita Thompson, Research Officer, Planning and Institutional Research, Office of the Open Campus Principal, assisted by Mrs Lesley Crane-Mitchell, Outreach and Marketing Officer.

Antigua & Barbuda

Mr Ian Benn, Head,, conducted a research exercise in Antigua and Barbuda and consequently presented a paper entitled “Interrogating the Economic Contribution of the Off-Shore Medical Schools in Antigua & Barbuda” at the Antigua State College-sponsored Conference for Academic Research & Development (CARD) held on April 30, 2014.

FUNDING AND PARTNERSHIPS

Explore and increase donor funding for research and innovation

The Social Welfare Training Centre

During the period under review the SWTC concluded research consultancies in partnership with the University of North Texas and Baylor University.



The official presentation of findings – Impact Evaluation of Youth Programmes in Jamaica. Members of the research team include, (from left to right): Mr Lincoln Williams, Head, SWTC; Mrs Uki Atkinson, Focus Group Facilitator; Dr Darrell Hull, Associate Professor, Educational Psychology, University of North Texas; Mrs Carolyn Thomas, Junior Research Fellow, SWTC; and Dr Jimmy Tindigarukayo, Senior Research Fellow, Sir Arthur Lewis Institute for Social and Economic Studies (SALISES), UWI.

Impact Evaluation of Youth Programmes in Jamaica – Career Advancement Programme (CAP) and the National Youth Service (NYS) for the Ministry of Education/Ministry of Youth and Culture

The intent of the impact evaluation was 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. For both consultancies, reports of the studies' findings were completed in coordination with the project's Technical Director, Dr Darrell Hull of the University of North Texas, in June 2014. Data entry, analysis and reporting for evaluation of NYS programmes were scheduled to commence in July 2014 and conclude in September 2014. The reports will be used for evaluation of the 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.

Development of Youth Asset Resiliency Scale

The SWTC partnered with Baylor University and worked with Dr Danielle Fearon on the development of the Youth Asset Resiliency Scale (YARS). During the period March to May 2014, data were collected at two high schools in Jamaica, one urban and one rural, for development of YARS.

Caribbean Child Development Centre (CCDC)

The CCDC was successful in accessing grants for the following two projects:

1. *Re-establishment of a model early childhood institution:* CCDC received a grant of JA\$44M from the CHASE Fund, Jamaica for infrastruc-

tural upgrading, expansion and equipping the early childhood centre, located at CCDC on the Mona campus.

2. *Transitional Living Programme for Children in State Care:* CCDC succeeded in receiving a grant of US\$1,388,000 from USAID for a project which will expose children in state care to vocation and life skills training and mentoring to improve their independent living outcomes. The project is for three years and will include the development of a facility to house 40 girls upon graduation out of care. Monitoring and evaluation of all aspects of the programme are integral to the project. The project was initiated by CCDC as lead organisation, in partnership with the Child Development Agency (CDA) of the Government of Jamaica. The UWI partners on this project include the Social Welfare Training Centre (SWTC) and The UWI Projects Office.

INNOVATION

The Academic Programming and Delivery Division (APAD), spearheaded by the Programme Delivery Department (PDD), incorporated a number of innovative initiatives through different job roles to provide the necessary leadership skills to facilitate efficiency and effectiveness in programme delivery. The initiatives included the following:

- Recruited, recognised, and retained high quality adjunct facilitators, using a revised recruitment and selection process.
- Improved academic success of students: identified at risk indicators and “students at risk” of failing and provided inclusion of academic and administrative intervention strategies to support students. Emphasis was on establishing criteria to identify students at risk as well as use of data to advise future practice for academic interventions for treatment and support.
- Introduced innovations in the Programme Manager (PM) administrative functions to increase efficiency in the delivery of pro-

grammes and courses through instructional leadership provided by course coordinators.

- Introduced innovations through the Course Delivery Assistant (CDA) role to provide student orientation to the online environment and enable quick responsive services and support to students; and to promote a minimum of three engagement sessions each semester.
- Introduced innovations through the Learning Support Specialist (LSS) role to engage in research that would enable technology solutions for teaching and learning.
- Developed incrementally a *PDD Quality Assurance Manual* to incorporate guidelines and criteria to support the job functions of the department.
- Prepared and implemented a PDD team-coordinated technology training plan for use of teaching tools (e-Portfolio, BBC, Turn-It-In, etc.) and implemented workshops via Blackboard Collaborate (BBC).

Most notable is the PDD’s implementation of operational procedures to identify indicators of ‘at risk’ students and to provide interventions aimed at reducing student failure and increasing students’ level of satisfaction. Both the Pre-University programmes and the Early Childhood Development and Family Studies programmes were included in this initiative.

The Programme Managers for the aforementioned programmes created a database of ‘at risk’ students which was shared among the course coordinators who alerted their tutors of the need to provide additional support via monitoring and tracking of the ‘at risk’ students.

Strategies implemented to improve the students’ success include the provision of additional administrative and academic support to students, such as:

- provision of additional resources to improve students’ writing and study skills;
- implementation of make-up teaching sessions and one-on-one sessions by E-Tutors;

- provision of “Tips in the Learning Exchange” to help them develop the required study skills;
- use of Voki, videos and other tools in course delivery to stimulate discussion and to incorporate additional feedback via email for students who were embarrassed or felt intimidated to post incorrect answers in the forum.

Also of note is that in the Pre-University programmes additional strategies were implemented by the PM to facilitate the needs of three “challenged” students: hearing-impaired, visual impaired, and cerebral palsy. The LS group has also commenced research on the integration of Special Needs resources within the Learning Exchange (LE).

APAD also devised a plan to increase and equip competent facilitators, thereby enhancing online delivery. In this case a pilot project to create a cadre of “Course Observers” commenced in January 2014. This innovation was embarked on to aid capacity building through sharing of good online teaching practice and to create a reserved group of trained online facilitators in anticipation of

increased course enrolment and/or need to replace current course facilitators.

The Learning Support Supervisor in the Programme Delivery Department created a more user friendly Learning Exchange (LE) platform. This was achieved through the:

- design, development and implementation of a Knowledge Base and Communication tool (“TLE Tips & Tricks”);
- design, implementation and piloting of a new feature in the LE that would accommodate the Accountability Statement process to a single click agreement recorded on the system;
- design, implementation and piloting of a new editor on the LE that would accommodate math symbols;
- creation of a survey instrument to collect user information on technical capabilities; and,

revision of the online orientation course, Introduction to Learning Exchange to include all new updates from Moodle version 2.5, which was 100% completed by January 2014.





Conferences | Lectures | Seminars | Workshops



PERSPECTIVE 6.

OUTREACH

NATIONAL AND REGIONAL DEVELOPMENT

Become the driving force in assisting with the fulfilment of the economic, social, educational and other critical development needs of the region.

The UWI Open Campus endeavours to impact positively the lives of the students that it serves and the communities in which it is located throughout the Caribbean. To accomplish the foregoing, it has become necessary at times to seek partnerships and collaborations, to empower human capital, to seek creative and alternative ways to manage the enterprise and to raise funds to improve the quality of its business and aid in the development of the communities they serve. All of the above will be done with The UWI's mission, vision and core values in sharp focus, bearing in mind its many stakeholders, including students, staff, governments, alumni, international partners/donors and the private

sector. In so doing, this perspective focuses on outreach activities pertaining to national and regional development, marketing and communications and alumni engagement.

The Open Campus Country Sites made significant contributions to national and regional development as demonstrated by the strategic partnerships formed with various private, government and community entities, especially in the areas of social, educational and cultural development.

Open Campus St Kitts & Nevis

Partnerships with regional and local organisations and institutions increased the visibility of the Open Campus and enabled its support of various community groups. Of note are the partnerships with The UWI St Augustine Faculty of Humanities, the Trinidad and Tobago Film Festival (TFFF) and the Ripple Institute, which have produced tangible benefits for the St Kitts and Nevis communities and the Open Campus.

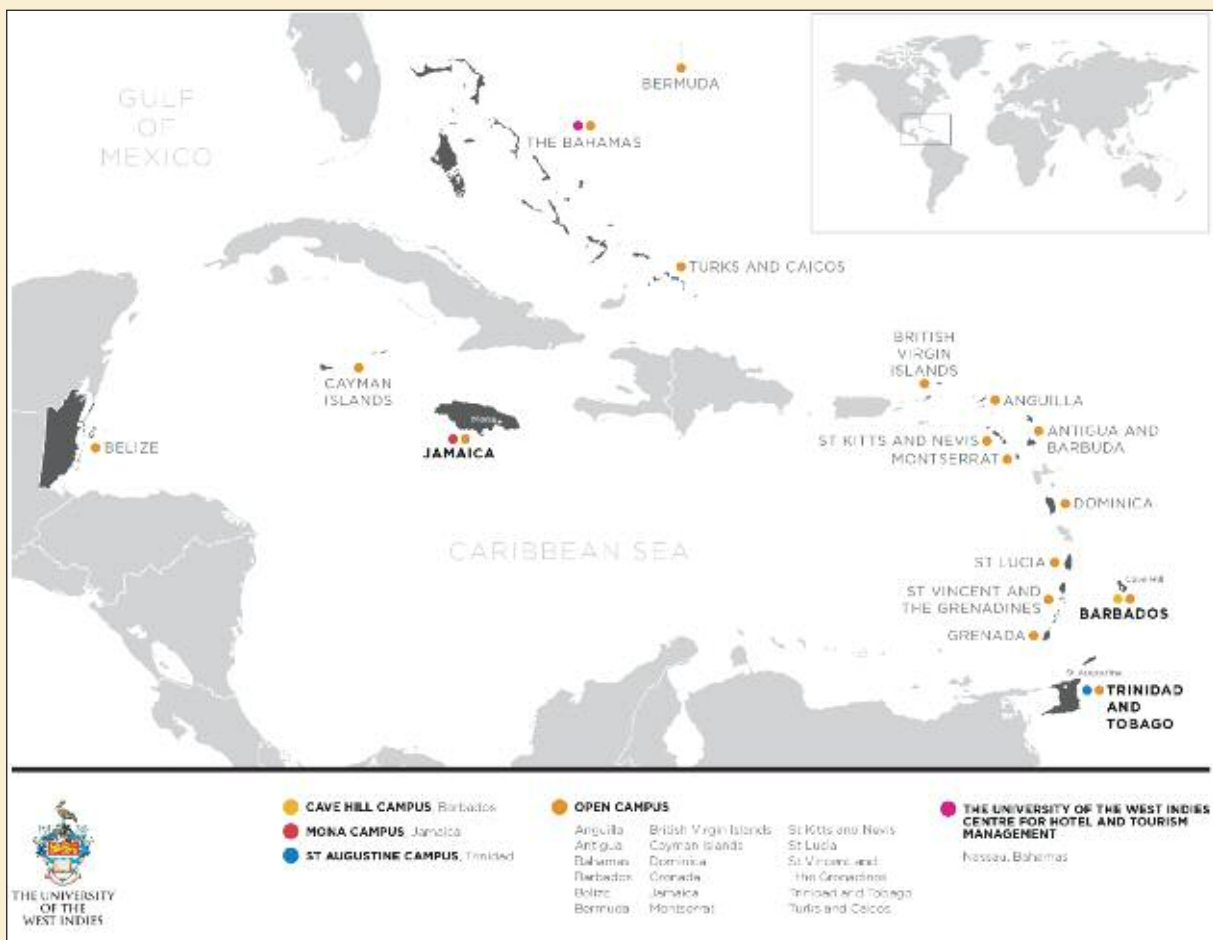
The successful partnership established with The UWI St Augustine Faculty of Humanities and the Trinidad and Tobago Film Festival (TTFF) resulted in the first successful screening of a TTFF film in St Kitts. St Augustine Senior Lecturer and filmmaker, Dr Bruce Paddington, travelled to St Kitts on February 13, 2014 to screen his popular film *Forward Ever: The Killing of a Revolution*. It is the Site's intention to build on this partnership to launch a mini film festival in St Kitts featuring three of the most popular films from the TTFF each year.

As a result of the partnership with local NGO, the Ripple Institute, a new lecture series was added to the Site's outreach programme. The 12-part monthly series entitled 'Issues of Ageing' focused on providing information, creating awareness, establishing an Alzheimer's support group, establishing a national association of retired persons and advocating for a national policy on ageing. The

inaugural lecture, which was broadcast live on radio, took place on July 16, 2014 on the topic "Ageing in the Caribbean: Exploring Some of The Social Issues". Dr Joan Rawlins, former Senior Lecturer at The UWI St Augustine Campus delivered the lecture to a packed audience at The UWI Open Campus in The Gardens, Basseterre.

Open Campus Belize

New partnerships were established with the Ministry of the Public Service, the Chief Justice of Belize and the Supreme Court. In the case of the former, the Open Campus Belize site undertook training and the delivery of basic and advanced certificates in secretarial studies for 72 public servants in their field. Open Campus Belize was also a member of the National Mediation Committee and was involved in developing and implementing training for the Court Annexed Mediation course. This also



spurred an increase in the Site's local course offering "Introduction to Mediation Studies". Other outreach activities included targeting new markets, exploring new collaborations and participating in national initiatives that gave The University of the West Indies (UWI) some much needed visibility in Belize. In this regard, training and information sessions were held with the Belize Electricity Limited (BEL) and the Belize Social Security Board respectively.

Additionally, Mrs Jane Bennett, Head, Open Campus Belize identified and co-ordinated a community development project to raise funds, with the support of other stakeholders, for Urban Gardens Port Loyola initiative. Consequently, US\$50,000.00 was committed by the United Nations Development Fund (UNDP) for the project. The initiative addresses the national issue of nutritious food security, where residents will receive technical and other community-wide support in producing and preparing meals for their families from home-grown nutritious fruits and vegetables. The evolution of this initiative highlighted the need for capacity-building and other areas of community development in Belize. It is intended that the UWI/UWI-OC, through its coordinating role, will participate and benefit from country conferences, symposia, cultural events, customised workshops, seminars, training programmes, youth develop-

ment workshops, community development projects on this and related issues.

Open Campus St Vincent and the Grenadines

The National Reparations Committee partnered with the Open Campus St Vincent and the Grenadines to deliver a series of films, both at the Site and in the communities. Consequently, Open Campus St Vincent & the Grenadines heightened the Reparations debate by inviting Professor Sir Hilary Beckles, Pro Vice-Chancellor and Principal of The UWI Cave Hill Campus, to deliver a lecture entitled "Britain's Black Debt." Other strategic partnerships included those with Youth Business SVG,



Professor Sir Hilary Beckles delivering the Emancipation Lecture in St Vincent & the Grenadines



Dr Lennox Honychurch (far right) and other Reparation Committee Members during Emancipation Lecture in Dominica



Top: Open Campus Children at Heroes Day Outing



Bottom: Literary Fair Launch 2013



Handing over of disaster relief supplies from UWI

the Garifuna Heritage Foundation, the Global Environmental Facility Small Grants Programme (GEF SGP) the National Emergency Management Organisation (NEMO) and the local chapter of the Red Cross. These partnerships have resulted in a number of strategic activities, including the Young Entrepreneurs Session with international speaker and social marketer, Mr Julian Hall of the United Kingdom, held on November 26, 2014 via Skype.

Open Campus Barbados

In keeping with the theme of national development, The UWI Open Campus Barbados collaborated with various organisations, including the Marcus Garvey Resource & Development Centre, the training arm of the Pinelands Creative Workshop, the Central Bank of Barbados and the Business and Professional Women's Club (BPWC) of Barbados. The partnership with the Marcus Garvey Resource

& Development Centre resulted in the Open Campus Barbados hosting the Career & Life Management (CALM) Schools Employment Programme. 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. Additionally, the sustained part-



Edna Nicholls Donation Fat Busters in Barbados

nership with the Central Bank of Barbados since 1999 produced a total of five lectures with an average attendance of 105 persons during the period August 2013 to June 2014. In collaboration with the BPWC, Open Campus Barbados hosted a lecture on the topic “Caribbean Women Live Well: Know Your Heart.” Dr Kay Goring, the lone female Cardiologist in Barbados, delivered the lecture on July 12, 2014. The lecture targeted audiences comprising women’s organisations, NGOs, UWI staff members and interested members of the public and was very well received.

Open Campus Dominica

A variety of outreach activities were undertaken by the Site, which included but were not limited to the following:

- The Sixth Annual Bernard A. Sorhaindo Memorial Lecture: “Universal Health Coverage.” presented by Dr Bernard A. Sorhaindo, Dominica’s first UWI graduate on Tuesday, August 20, 2013.
- The Eighth Annual Dame Eugenia Charles Memorial Lecture: “Men in Skirts: Gendering Democracy and Shaping the Nation: The Unfinished Democratic Agenda,” presented by Ms. Cynthia Barrow-Giles on November 28, 2013.

- The Seventh National Distinguished Lecture: “Universal Health Coverage,” presented by Dr Clarissa Etienne, Director of the Pan-American Health Organization (PAHO) on May 29, 2014 at the Fort Young Hotel. This Lecture was mounted in honour of Dr Bernard A. Sorhaindo, Dominica’s first UWI graduate, who was an advocate of the provision of quality health care for all Dominicans.
- The Second Annual E. O. Le Blanc Memorial Lecture: “E.O Le Blanc and the creation of Nationalist History” presented by Dr Lennox Honychurch on October 3, 2013.

Open Campus Grenada

Resulting from the partnership with The University of the West Indies Alumni Association (UWIAA) Grenada Chapter, Open Campus Grenada hosted the first in a series of Public Conversations held on June 17, 2014. The theme was “Managing Your Personal Finances in the Current Economic Climate”.

Open Campus Saint Lucia

As its contribution to Nobel Laureate Week 2014, The Open Campus Saint Lucia presented an event with a difference dubbed “The UWI Open Campus Peace Forum and Art for Social Change Project”. This initiative formed the first in what is hoped will be part of a year-long Organisation of Eastern Caribbean States (OECS) sponsored “Art for Social Change” project which aims at creating community youth friendly spaces. It is the brainchild of Ms. Kentillia Louis, Curriculum Officer for Theatre Arts at the Curriculum and Materials Development Unit (CAMDU) and Theatre Arts Lecturer at the Open Campus, Saint Lucia. The project aims to utilise the visual arts to help bring about positive social and behavioural change amongst Saint Lucian youth. The week of events began January 20, 2014 and was only possible due to excellent collaboration among several entities, including The 1st National Bank St Lucia Ltd., the Organisation of



Felix Wilson, Dr Lennox Honychurch, Raymond Lawrence and Eral Le Blanc (son of E.O. Le Blanc) during E.O Le Blanc Lecture



Top: Nobel Laureate Week Opening
Bottom: Detail mural from the "Art for Social Change Project"

Top: Local dancers entertain ACLALS attendees
Bottom: Open Week

Eastern Caribbean States Juvenile Reform Programme, Alliance Française, Ambassador and June Soomer. The formal unveiling of the completed mural took place on January 28, 2014.

Noteworthy is the strategic alliance established with the Mona School of Education through the introduction of the Single Virtual University Space (SVUS) Pilot programme. This programme involves the Open Campus's provision of services to support the efforts of the Mona Campus through videoconferencing, proctoring of exams and administrative and marketing services.

Open Campus Antigua & Barbuda

During the period under review the Site focused on outreach activities as well as raising the visibility of the Open Campus and The UWI. The Site staff participated in outreach and marketing events in an

effort to build application numbers for the academic year which resulted in 82 new applications.

Members of staff were engaged in the Elmore Stoutt High School's Career Expo held at the Multipurpose Sports Complex on February 13, 2014. The students were exposed to the world of work and future careers, as well as the academic 'bridges' that colleges and universities provide to realise their goals. Approximately 638 students were in attendance. They were engaged in interactive sessions on the offerings of the UWI Open Campus as well as academic careers in the areas of Medicine, Law, Education and Engineering to name a few. Some of the students were intrigued that they had the opportunity to immediately seek employment while pursuing further studies towards their dream career by studying with the Open Campus on a part-time basis.

The Programme Officer was a guest speaker at the 2014 Right Start Programme on April 15, 2014. This annual professional development seminar for high school seniors prepares them for both the world of work as well as university life. The title of the presentation was “Your University Education: A Tool for Life”. Approximately 400 students participated in this year’s seminar, entitled “Leadership Starts with You”. The Site also facilitated the programme’s breakout sessions for the students, held during the period April 14–16, 2014.

Outreach after Tragedy

In December 2013, several islands in the Eastern Caribbean, in particular Saint Lucia, Dominica and St Vincent and the Grenadines, suffered widespread flooding and landslides on Christmas Eve, resulting in loss of life and damage to homes, businesses, schools and infrastructure. The Open Campus network, led by Principal, Professor Hazel Simmons-McDonald, launched an immediate appeal for food and other basic items and an overwhelming degree of support was received from many of the Country Sites. Items collected included non-perishable food

call for assistance to victims of the Christmas flooding in the Eastern Caribbean. Although it was a tragic situation, these partnerships demonstrate how the UWI seeks to develop and sustain communities and community relations throughout the region with its stakeholders in the private and public sectors. Meeting the immediate needs of communities in crisis is a true standard of care and love for the Caribbean region and the UWI Open Campus is both proud and appreciative of its staff and partners for the commendable community spirit, empathy and generosity they demonstrated.

The entire support effort was done in the true spirit of volunteerism, with quick and efficient collecting, sorting and packaging from the various Open Campus offices across the region. All persons and organisations involved showed their commitment to the task of providing quick assistance to those affected in our sister countries.

Open Campus Saint Lucia, in an effort to provide financial respite to the affected students, adjusted payment plan schedules to accommodate students who were experiencing financial difficulty post-disaster. Apart from assisting affected Open Cam-



Relief supplies for Eastern Caribbean flood victims from Barbados

items, toiletries, baby care products, linens and also some toys to try to brighten the Christmas season for the many children affected by the flooding.

Many corporate and government organisations, as well as private individuals and Open Campus staff, responded very quickly to the UWI Open Campus



Staff of the UWI Open Campus Saint Lucia presents some items to the Bexon Infant School in the south of Saint Lucia, which was badly affected by flooding from the 2013 Christmas storm

pus students, the Site also rendered assistance to alumni-adopted schools (Bexon Infant and Primary), as well as to the badly damaged communities of Anse La Raye and Canaries through collaboration with the Ministry of Education.

In Barbados, a shipment of supplies, collected from staff, corporate and other sponsors and supporters, was sent by the UWI Open Campus to St Vincent and the Grenadines through the services of the Barbados Coast Guard on December 29, 2013, with a second shipment sent on December 31, demonstrating the swift response to the disaster.

A team from the UWI Open Campus Trinidad & Tobago took time off from their holiday celebrations to quickly organise supplies for the National Emergency Management Organisation (NEMO) in St Vincent and the Grenadines. Supplies were transported from Trinidad & Tobago, via the Trinidad Army, on December 31, and also through the Trinidad Red Cross, to the St Vincent and the Grenadines Red Cross.

At The UWI Open Campus St Kitts & Nevis, the Head and staff sourced and procured donations which included food, clothing and school supplies. Transportation of the items to Saint Lucia and St Vincent was made possible through the kind assistance of Saint Lucia and Tropical Shipping who waived their costs. The latter company transported items from Nevis to Saint Lucia, which was a stop that was not on its normal route.

In Jamaica, the Wisynco Group of Companies made a donation of 100 gallons of bottled water, worth an estimated BDS\$2,000.00 to the effort. This donation, as well as other supplies that were collected and packaged through the local efforts of the UWI Open Campus Sites across Jamaica, was sent to a central point at the Camp Road Site. The donations were then transported to Tank-Weld Ltd., a steel company in Jamaica that shipped the donations from Jamaica to the Eastern Caribbean free of cost with their own donations. Additional shipments of food, water and other supplies arrived from other Open Campus Country Sites across the region in the ensuing weeks and months.

MARKETING AND COMMUNICATIONS

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

During 2013/2014, the Open Campus Marketing and Communications Department (OCMAC) focused on the implementation of its 2014–2017 Integrated Marketing and Communications operational plan, which is aligned with the University's newest 2012–2017 Strategic Plan. The department worked at developing and guiding tailor-made campaigns to national and regional markets, segmented by country, study level and discipline.

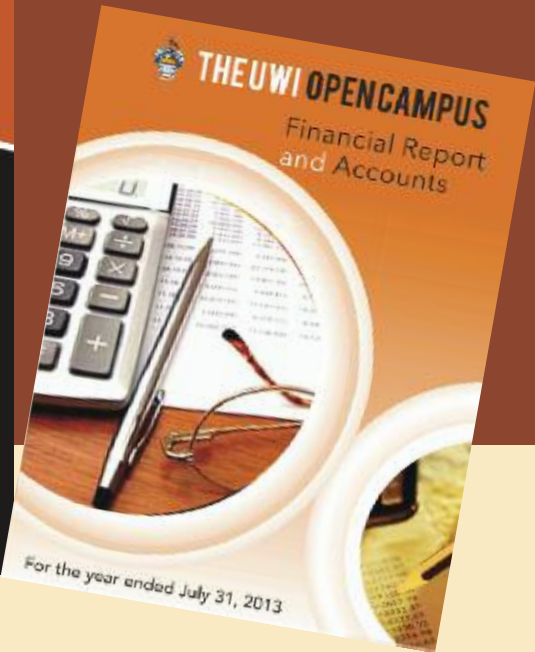
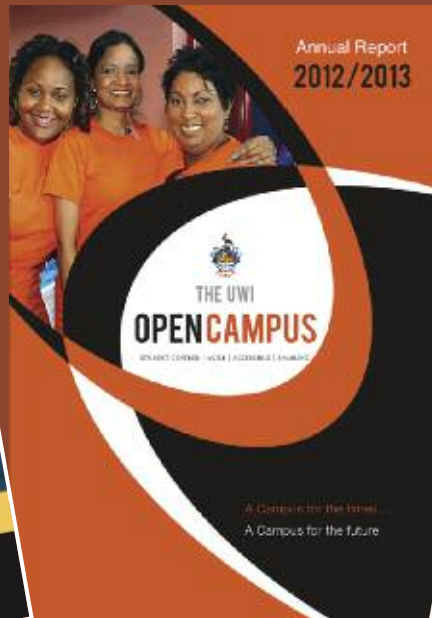
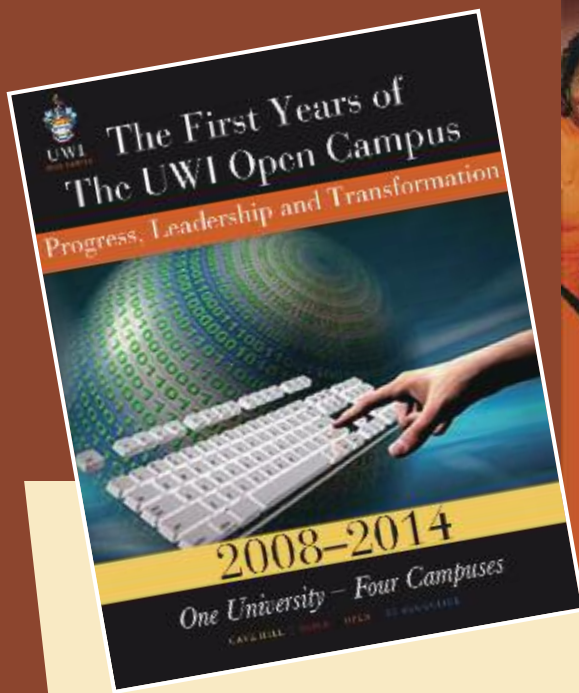
The plan is based on new trends in higher education marketing to carve out new positions in the traditional educational sector, while using the most efficient and effective methods to implement based on limited resources. Primary focus was on using more digital and social media with their huge potential to shape and funnel new recruits to the Campus and to better share information about the Campus's activities, services and people.

Develop a Common UWI Approach to Marketing and Communications

The year under review saw continuous cross-campus collaboration with our sister campuses, which enabled meaningful promotion of Open Campus activities. The Campuses also continued to share important University-wide news and activities, which the OCMAC department, in turn, shared with various stakeholders in the countries which the Open Campus serves across the region.

The UWI Brand Identity Guidelines

With the continued phasing out of The UWI Open Campus orange circle logo, the department has been promoting the UWI Brand and the correct use of our brand across the campus. To ensure compliance, new vertical and horizontal banners



were designed for the Open Campus. The department also assisted marketing and communications functionaries across the Open Campus to understand and correctly use The UWI Brand. There was also special emphasis on the correct use of The UWI crest and wordmark across the Campus to ensure consistency and compliance. Access to the UWI Brand Identity Guidelines may be found on the Universal Resource Locator (URL): http://www.open.uwi.edu/sites/default/files/UWI_Brand_Identity_Guidelines.pdf

Enhance the UWI Presence on the Social Media Network

Social Media

The UWI Open Campus continues to use social media, with limited resources, to develop and monitor its online presence on a regular basis. The Campus now has a Facebook page (3,400 fans), a Twitter profile (300 followers), a shared UWI Flickr and a YouTube (Open TV) Channel. All of the channels are integrated on the main website at www.open.uwi.edu. Integration efforts to ensure that all Open Campus Country Sites and departments join the official OC Facebook page received a boost with the ratification of the UWI's Social

Media Policy during the 2012/2013 academic year. With regard to Facebook, efforts are ongoing with a view of consolidating the Open Campus' commercial/community image. To this end, formal contact with the Facebook company was initiated.

In recognition of the importance of social media to the Campus' communications arsenal, the Marketing & Communications department welcomed the financial support of the DFATD/SDEC Project, which enabled the much needed services of a content manager/writer/editor and photographer. The responsibilities of this person include updating the OC's web content as well as updating and cleaning up the social media online profile. This will enable frequent monitoring of all social media sites, resulting in prompt and accurate responses to the queries and comments of users, especially current and prospective students and alumni.

Website Analytics

The below table shows the Analytics Report for the period August 2013 to July 2014 and reveals an increase in the number of visits, total number of visitors and new visits. Slight decreases in the percentage of returning visits and average duration of visits were recorded.

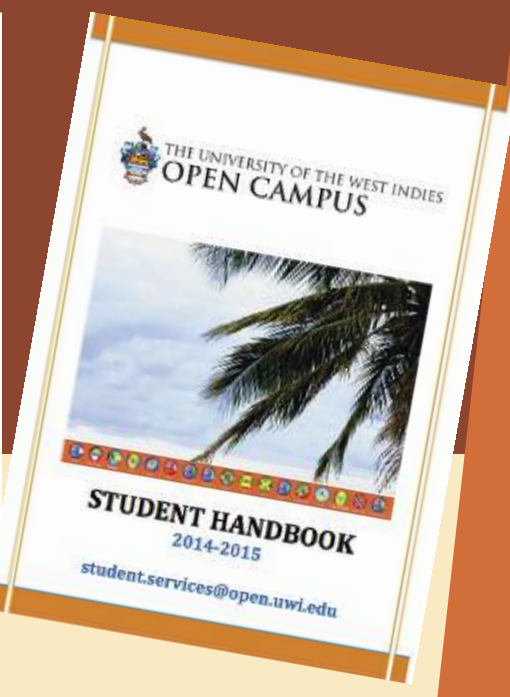
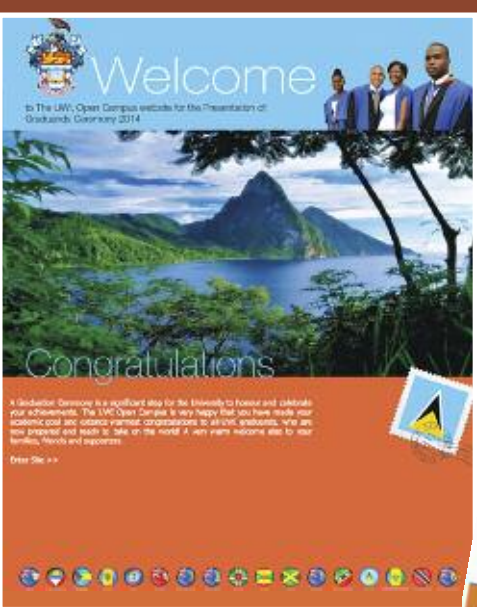


Table 2: Comparison of Web Analytics between 2012/2013 and 2013/2014 academic years

Types of visits	August 2012– July 2013	August 2013– July 2014
Visits	859,438	876,198
Total number of visitors	282,956	304,748
New visits	30.9%	32.7%
Returning visits	69.1%	67.3%
Average visit duration	00:07:46	00:06:41

Open Campus Website Readiness Update

In 2012, the UWI Open Campus started a project entitled ‘Website Readiness’, similar to one undertaken at St Augustine in 2010. The project’s aim was to review and update content on all APAD, OCCS, CSDR, Department and related OC websites. In addition, the project aimed to redevelop the Campus’s internal Intranet design and content to become more user-friendly to Open Campus staff.

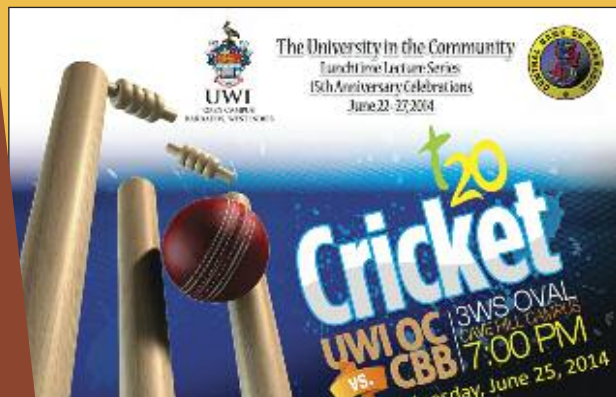
There has been some development in the updating of the website, but further progress is required given the four-year-old UWI-wide Web Redesign Project, whereby all UWI Campuses will have to comply with the new design of the University by the end of calendar year 2014. Consequently, another web-readiness project is in development, supported by the DFATD/SDEC Project, and championed by the new leadership in the new academic year 2014/2015.

Website Development & Management

For the year under review, a number of web development and management projects were initiated. Some were brought to the point of completion while others are on-going. These activities are outlined as follows:

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

The Open Campus Marketing and Communications team worked together with UWI cross-campus web and marketing teams to redesign The University of the West Indies website template, which had its last design in 2007. The agreed goals of the University’s web presence were outlined as:



1. Recruitment of the very best students, staff and researchers from the Caribbean region and around the world (tied to Teaching, Learning & Student Development, Employee Engagement and Development and Research & Innovation objectives of the Strategic Plan).
2. Promotion of the University's research (*tied to Research & Innovation and Outreach objectives of the Strategic Plan*).
3. Marketing/promotion of the UWI brand internationally and regionally and enhancing UWI's global presence (*tied to Outreach objective of the Strategic Plan*) by showcasing the services (teaching, research/innovation, public service, intellectual leadership, outreach) that UWI offers.
4. Cultivation and strengthening of links with business, community and alumni (*tied to Financial and Outreach objectives of the Strategic Plan*).

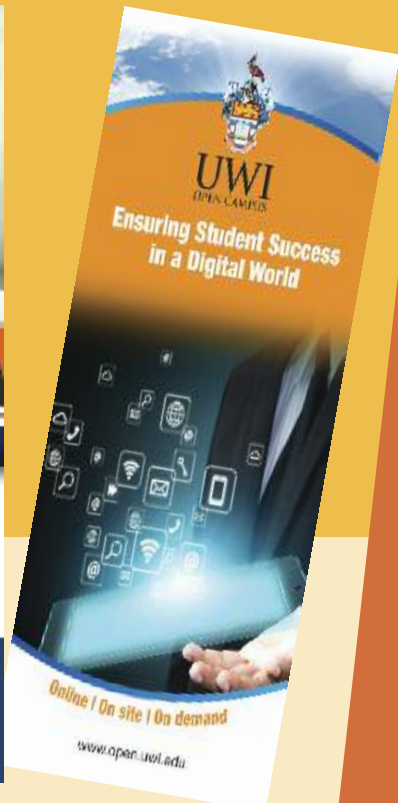
The Open Campus Marketing and Communications Team also made significant strides in developing and updating a number of Open Campus websites during the 2013/2014 academic year.

Development of the Prior Learning Assessment Website

The current Open Campus Prior Learning Assessment website was launched on August 12, 2014 as part of the awareness campaign for the new Prior Learning Assessment initiative. The website offers information to include admissions requirements, available programmes and courses, PLA policy and regulations and FAQs. See the PLA Website <http://www.open.uwi.edu/pla>.



The Open Campus Marketing and
and updating a number of

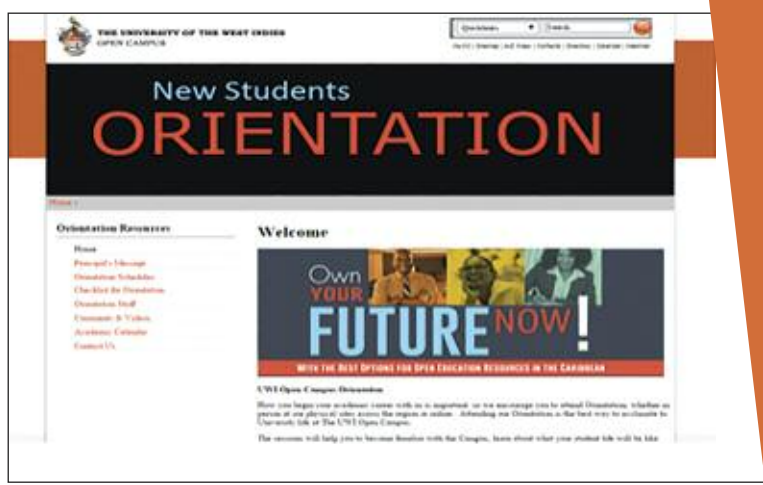


Development of the Early Childhood Development and Family Studies (ECDFS) Website

The website serves to supplement information available on the ECDFS programme description page by providing more in-depth information to help prospective students make informed choices when choosing early childhood education as a career. The ECDFS website was launched on September 23, 2014. See the ECDFS website at <http://www.open.uwi.edu/ecdfs>

Development of the official 2014 Open Campus Student Orientation Website

The website was developed to complement planned orientation sessions across the region. It provides a dedicated centralised space for students to receive information regarding orientation schedules, programme advising and academic calendars. The website also ensures accuracy, consistency and timeliness of information disseminated to students, which is critical to the orientation process. The



The Communications Team also made significant strides in developing Open Campus websites during the 2013/2014 academic year.

website, located at <http://www.open.uwi.edu/orientation>, was designed and developed in July 2014.

Updates were also completed for the Graduation 2013, ScholarShip Cruise & Learn Adventure 2014 and the Human Resource Management Department websites.

Development of the Promotional Website: Forward Ever: The Killing of a Revolution Film

The promotional website located at <http://www.open.uwi.edu/forward-ever> was developed to promote the screenings across the Caribbean as a fundraising opportunity for the Open Campus and to offer some historic background to the documentary.

Human Resource Management Department Website

The Human Resource Department (HR) website is located at <http://www.open.uwi.edu/hrmd/human-resources> and provides information to Open Campus staff members and the general public about staff changes, services offered, organisational structures, employment opportunities and other related matters. The information provided on this site is for public consumption; however, information related to staff resources can only be accessed privately by members of the Open Campus community on the company's Intranet site located at <http://www.open.uwi.edu/open-connection/home>.

The Graduation 2013 Website and the ScholarShip Cruise & Learn Adventure 2014 Website were also updated. The Graduation website is updated on an annual basis. It provides students with a one-stop shop service, where all the information surrounding attendance to the graduation ceremony is provided in a simple layout. This project is done in collaboration with the Registrar's office. The 2014 ScholarShip cruise website was updated from the last voyage. It provides functionality, which allows for the online processing of credit cards. This facility is offered in collaboration with the Royal Bank of Canada.

Cooperate with Internal Stakeholders to Enhance UWI's Global Presence

The Marketing and Communication Department also worked closely with other OC divisions and departments, including the Registry, the Office of Finance, Office of the Principal, APAD, OCCS, CSDR, HR and CATS, to guide and provide high-quality information, advice and guidance to students and other stakeholders on a range of higher and continuing education topics and options, including fees.



Principal and Pro Vice-Chancellor Professor V. Eudine Barribeau and current APAD Director, Dr Joel Warrican at a press conference in Barbados

The year also saw the Marketing and Communication department continue its collaboration with colleagues to sensitise internal and external stakeholders to the DFATD/SDEC project, the status of the current Strategic Plan of the UWI, the updated UWI Brand Identity Guidelines, the Social Media Policy, the Advertising Policy and the Employee Engagement Strategy. A new website dedicated to OCMAC was developed as a resource for OC staff and may be found at <http://www.open.uwi.edu/marketing/about-ocmac>.

Advertising and Sales Promotion

For the year under review, the department continued the advertising and promotion of the UWI Open Campus through print, online and broadcast advertising and direct marketing. Some examples include:

- Special advertising of Open Campus special events and the regional programmes were published in leading Caribbean Magazines, such as MACO Caribbean Living, Caribbean Beat and ZiNG Caribbean.
- General advertising for all Open Campus regional programmes was also published with local print and online media, including the *Trinidad Guardian* and *Newsday*, the *Barbados Nation*, *Jamaica Observer*, *The Voice* (SLU), and *Caribbean 360*.
- Collaboration with the PLA Unit to plan and develop the promotional materials for the PLA Initiative.
- Collaboration and organisation for the promotional materials for local sites in preparation for their open days, fairs, expos, and conferences.
- Organisation and preparation of advertisements for sites in the Cayman Islands, Grenada, Jamaica and Trinidad & Tobago for publication with national and regional media houses.
- Facilitation of the preparation and circulation of newsletters, events posters and notices for sites and offices across the Campus.

Design, Production and Distribution

Arrangements for the design, production and distribution of promotional and advertising materials for Open Campus Sites and Open Campus special events were undertaken as follows:

- General 2014/2015 Programme Information Guide
- Rectangular and skyscraper advertisements for online newspaper promotion
- Production and distribution of bookmarks, pens, brochures, cups, pens, website cards and branded T-shirts to OC Sites and offices
- Production and reviews of advertisements for Camp Road, Jamaica, Grenada, I.T Academy, Gordon Street, and San Fernando Sites in Trinidad

- Promotional flyers for the Social Welfare Training Centre
- Billboards, tickets, website, and flyers for the advertising and promotion of the Open Campus screening of Bruce Paddington's critically acclaimed film, *Forward Ever: The Killing of a Revolution*
- Flyers, booklets and advertisements for the promotion of the Open Campus Scholarship Cruise and Learn Adventure

The OCMAC department also continued to share internal and external news through its *eNews* messaging service via marketing@open.uwi.edu. Over the course of the year, the department also reached out to the Human Resource (HR) department to collaborate on creating more incentives to use the OC Intranet as an online staff space to ensure that personnel have easy access to all HR and other critical information for staff development and reference. The Intranet portal can be accessed via <http://intra.open.uwi.edu>.

Market UWI Brand Regionally and Internationally

The OCMAC department also worked to produce regionally- and locally-oriented advertisements (for television, radio and print), relying on talent outside of the department for technical/production assistance and organised and promoted various conferences, media launches functions and workshops over the period under review.

Events Planning and Management

The OCMAC department planned and promoted several major Open Campus events. Of note is the department's collaboration with the University Marketing and Communications team and the Open Campus's marketing functionary in Trinidad and Tobago on arrangements for the Sod-Turning Ceremony at the site of the construction of The UWI Open Campus, Esmond D. Ramesar Centre in Chaguanas, Trinidad on May 6, 2014.



The head table at the Turning of the Sod and Plaque Unveiling Ceremony before the construction begins on the complex to house the new UWI Open Campus Esmond. D. Ramesar Centre in Changuanas, Trinidad & Tobago. From left to right: Mrs Angela Sinaswee-Gervais, Permanent Secretary, Ministry of Tertiary Education and Skills Training; Senator, The Honourable Fazal Karim, Minister of Tertiary Education and Skills Training; Professor E. Nigel Harris, Vice-Chancellor, and Professor Hazel Simmons-McDonald, Pro Vice-Chancellor and Principal, UWI Open Campus

Publications

The department continued the publication of the Open Letter with the kind assistance from the Open Campus editorial committee, Sites and offices across the Campus. In collaboration with the Principal's Office the department arranged the following publications:

- The Open Campus Annual Report 2012/2013
- The First Years of The UWI Open Campus 2008–2014

In collaboration with Open Campus Sites and offices, the OCMAC department arranged for the design, production and distribution of newsletters and reports. Other publications may be found on the Open Campus website, www.open.uwi.edu.

Marketing and Communications (in-house projects)

During the course of the academic year, work continued on writing accurate and reputable features and articles for electronic and traditional publications, including brochures, web pages, newsletters, newspapers, advertisements, prospectuses, directo-

ries, catalogues, flyers, banners, posters and reports. These were all conceptualised and designed to engage emotionally, practically and logically with all our specific target audiences, as well as with the general public across the region and outside of the region.

Open Campus St Kitts & Nevis

Continuing partnerships with Nevis Television (NTV) in Nevis and West Indies News Network (WINN FM) in St Kitts resulted in two aired interviews on NTV and the continuation of the radio programme “UWI on the Air”. These programmes featured UWI-related activities and academic offerings at the Sites.



ALUMNI ENGAGEMENT

Facilitate alumni involvement in teaching, research, programme development, internship/employment and mentorship

THE 2014 UWI OPEN CAMPUS SCHOLARSHIP CRUISE & LEARN ADVENTURE, APRIL 6–17, 2014

The UWI Open Campus ScholarShip cruise was held under the distinguished patronage of The UWI Chancellor, Sir George Alleyne and Lady Alleyne, as well as our UWI Vice-Chancellor, Professor E. Nigel Harris and Dr Yvette Williams-Harris. This second cruise in the series featured two highly respected educators in the region as Facilitators/Tour Leaders for its educational component. The first was the distinguished Dominican scholar and UWI Honorary Graduate, Dr Lennox Honychurch and the second was Mrs Annette Insanally, Head of the UWI's Latin American and Caribbean Centre (LACC).

The ScholarShip cruise initiative was designed specifically to target most heavily all retired and

current UWI alumni, faculty, staff and overseas students who are looking for a different kind of vacation with a learning component. The main goal has always been to promote Caribbean education and knowledge, and to present our regional heritage and culture in a unique way while featuring UWI professors, researchers, historians, linguists, archaeologists, naturalists, to name a few, as guest lecturers. This initiative supports the UWI Open Campus's mandate to offer innovative learning experiences and continuing education to the region and the Caribbean diaspora.

In total, 30 persons participated in the Open Campus ScholarShip Cruise. The final group included both UWI alumni and non-alumni from the USA, Belize, Jamaica, Barbados, Antigua & Barbuda, St Vincent and the Grenadines, Saint Lucia, and Trinidad & Tobago. This group learned interesting



2014 Open Campus ScholarShip Cruise group

facts and features about the Caribbean linkages with Central and South America, including the history, cultural and sustainable development of the region, trade, and other areas. One of the main ports-of-call focused on one of the engineering wonders of the world, the Panama Canal, which celebrated 100 years of constant use in 2014.

The success of the 2014 UWI Open Campus Scholarship Cruise & Learn Adventure is summed up in the following online comment of one of the cruise passengers:

“This ‘cruise and learn’ experience was excellent. I look forward to the next one and hope that not only the OC but other parts of the University will be encouraged to provide similar experiences to the wider public. The lectures and excursions organised by the Open Campus contribution added so much to the cruise experience that I feel I don’t want to take a regular cruise ever again without that added learning element – incredible value for money.”

Future Inter-UWI Partnerships for the Scholarship Cruise & Learn Adventure

The International Office at the St Augustine Campus as well as the Association of Caribbean Librarians and the Mona School of Business has expressed interest in partnering with the UWI Open Campus for the next Scholarship cruise. Looking ahead, the former Principal of the Open Campus suggested that a segment of the next cruise activity should include a presentation entitled, “Cruising with Caribbean Nobel Laureates”, since a member of the UWI Cave Hill Faculty has already expressed interest in designing a BUS-approved series of courses on Caribbean Nobel Laureates.

Efforts to revitalise the Alumni Association in St Vincent and the Grenadines commenced in earnest with the establishment of a Steering Committee, comprising staff and other alumni. The Open Campus Antigua & Barbuda Site also engaged in alumni activities which included hosting of a booth in collaboration with The UWIAA (Antigua Chapter) at the Independence Food Fair on November 1, 2013.

Highlights of the 2014

OCHO RIOS, JAMAICA; LIMON, COSTA RICA;



ScholarShip Cruise and Learn Adventure

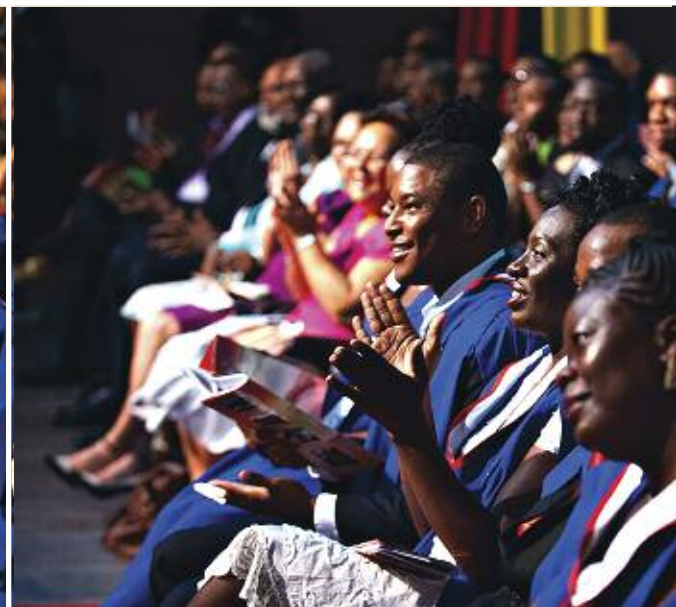
PANAMA CANAL, COLÓN; PANAMA; CARTEGENA, COLOMBIA; ARUBA





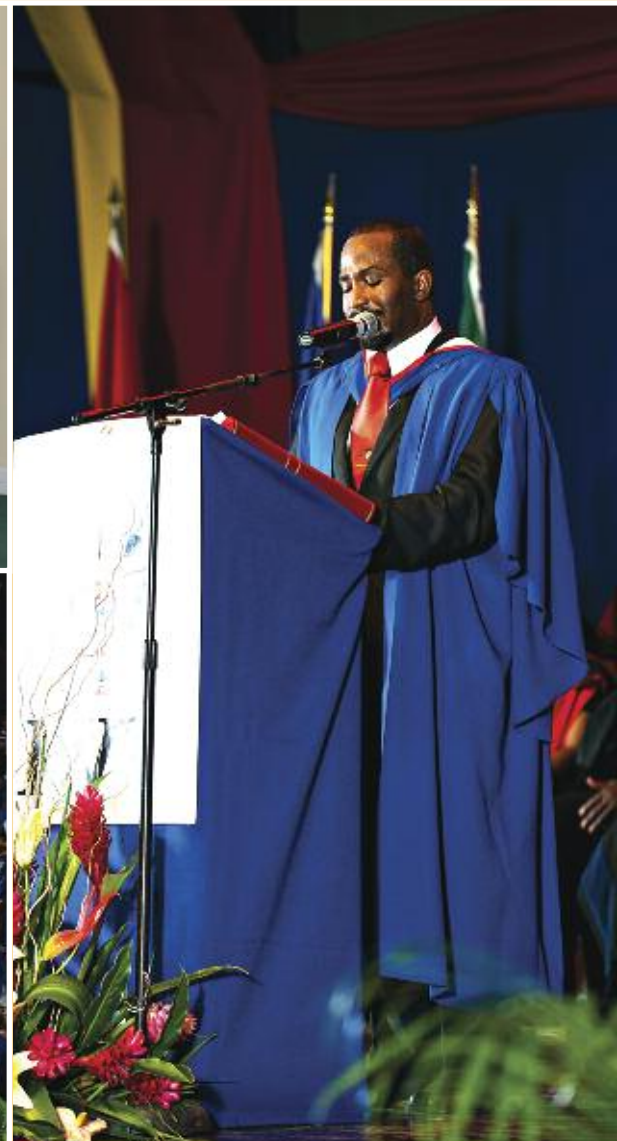
UWI OPEN CAMPUS

CASTRIES, SAINT LUCIA



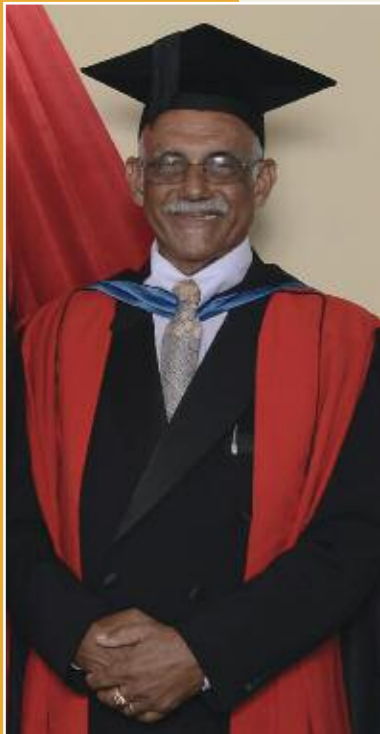
GRADUATION 2014

OCTOBER 11, 2014 > GRADUATES 773





THE UWI OPEN CAMPUS 2014 HONORARY GRADUATES



Sir Brian George Keith Alleyne entered politics and served 16 years in the Parliament of the Commonwealth of Dominica. He was variously Senator, Attorney General and Minister of Legal Affairs, Minister of Home Affairs, and Minister of External Affairs. A renowned Queen's Council, he also served as Attorney General of the Windward Islands, and acting Judge of the Windward and Leeward Islands High Court. For his outstanding diplomacy, the Republic of China in 1990 awarded him the Order of the Brilliant Star. His elevation to Senior Counsel (SC) of the Commonwealth of Dominica Bar followed in 1991. On July 1, 1996 Justice Brian Alleyne was appointed High Court Judge of the Eastern Caribbean Supreme Court. He was later elevated to Justice of Appeal on September 1, 2003, and subsequently Acting Chief Justice on March 1, 2005, a position which he held until his retirement on April 28, 2008. Throughout his career, Justice Alleyne has consistently shown outstanding political and legal leadership, integrity, selflessness and a generous spirit. Fittingly, Justice Alleyne was knighted in July 2007, for his distinguished service to the OECS region and to the Law.



In 1990, **Dr Earl Long** published the first description of the tropical intestinal parasite, *Cyclospora cayetanensis* and documented its diagnostic characteristics. A native of Saint Lucia, he developed systems for disease diagnosis in three developing countries – Vietnam, Congo and Malaysia, and these systems were adopted in 14 other countries. Dr Long is an Advisor to the World Health Organisation and a Technical Advisor to the US Agency for International Development. In 1990, he published the first description and diagnosis characteristics of a pathogenic specimen from an AIDS patient suffering from diarrhoea that would later become known as *Cyclospora cayetanensis*. While in the Congo, Dr Long conducted research on malaria, tuberculosis, AIDS and gastroenterology, working under conditions in which there was no cable-transmitted electricity. With the help of an engineer, he designed the battery-powered “E.A.R.L light” – the External Autonomous Repositionable Lightweight Light, which became a valuable resource for field use.

In 1996, Dr Long established collaborative research and training activities between The University of the West Indies School of Medicine, the Morehouse School of Medicine and the Centres for Disease Control (CDC). He left the CDC in 2004. Dr Long currently works at the Division of Parasitic Diseases in the National Centre for Infectious Diseases (NCID), where he conducts training activities and research on parasitic and other infectious diseases. He is also a dedicated author of fiction, who counts West Indian authors like Vidya Naipaul and Derek Walcott as his inspirations. He has written four novels set in the West Indies: *Consolation*, *Voices from a Drum*, *Leaves in a River* and *Slicer*.

Principal's Dinner for 2014 Honourees of The UWI Open Campus



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2013/2014

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SAR, Assessment, Awards & Records

MS DANIELLA HICKLING
AR, Student Support

MRS MARLENE SAUNDERS-SOBERS
AR, Recruitment, Admissions & Registration



APPENDICES

- ▶ *Graduation & Enrolment Statistics 2013/2014*
- ▶ *Staff Matters*
 - Publications*
 - Staff Activities*

APPENDIX 1: Graduation & Enrolment Statistics 2013/2014

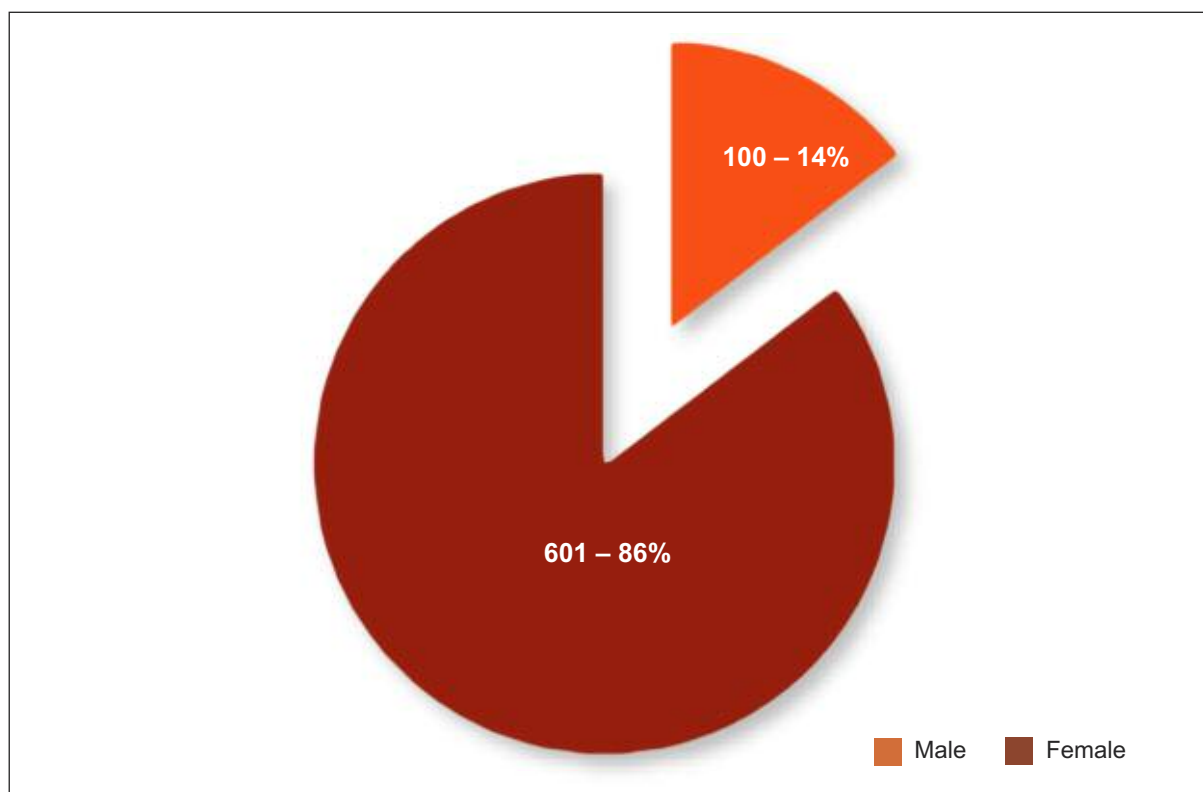


Figure 1: Graduates by Gender, 2013/2014

Table 1: Graduates by Level of Award, 2013/2014

Award Class	Female	Male	Total No. of Graduates	Percentage
First Class Honours	71	8	79	11.3
Second Class Honours (Upper Division)	141	18	159	22.7
Second Class Honours (Lower Division)	161	33	194	27.7
Pass	158	34	192	27.4
Credit (ASc. & Diploma)	24	3	27	3.8
Honours (Diploma)	1	1	2	0.3
Distinction (Asc., Grad Diploma; MEd)	44	3	47	6.7
Aegrotat	1	0	1	0.1
Total	601	100	701	100.0

Table 2: History of graduates by **Award Class** (Bachelor's degrees only) 2008–2013

Award Type	2008	2009	2010	2011	2012	2013
First Class Honours	13	61	35	66	83	79
Second Class Honours (Upper)	39	259	130	170	187	159
Second Class Honours (Lower)	34	430	217	266	234	194
Pass	42	107	90	131	165	192
Total	128	857	472	633	669	624

Table 3: Graduates by **Country** and **Gender** 2013/2014

UWI-12 +2	Number of Graduates		
	Female	Male	Total
Anguilla	7	3	10
Antigua	23	1	24
Bahamas	13	1	14
Belize	12	4	16
Bermuda	0	0	0
British Virgin Islands	1	0	1
Cayman Islands	5	0	5
Dominica	30	5	35
Grenada	35	9	44
Montserrat	4	0	4
St Kitts & Nevis	17	5	22
Saint Lucia	82	14	96
St Vincent and the Grenadines	25	2	27
Turks and Caicos	1	0	1
Total	255	44	299
Barbados	11	3	14
Jamaica	143	29	172
Trinidad and Tobago	192	24	216
Total	346	56	402
Grand Total	601	100	701

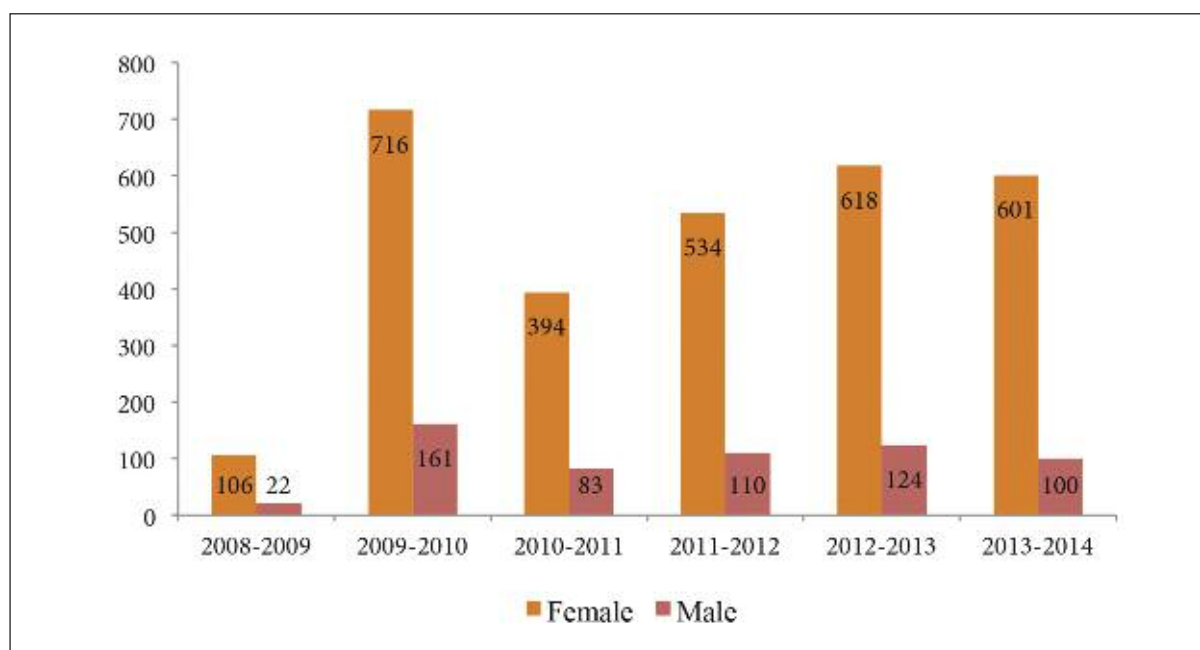


Figure 2: History of Graduates by Gender 2008–2009/2013–2014

Table 4: Level of Degrees for Graduates of 2013/2014

Degree Awarded	First Class Honours	Second Class Honours Upper Division	Second Class Honours Lower Division	Pass	Credit	Honours	Distinction	Aegrotat	Total
Associate of Science	0	0	3	14	21	0	3	0	41
Bachelor of Education	47	90	79	20	0	0	0	1	237
Bachelor of Science	32	69	112	54	0	0	0	0	267
Certificate	0	0	0	23	0	0	0	0	23
Diploma	0	0	0	21	6	2	0	0	29
Graduate Diploma	0	0	0	13	0	0	15	0	28
Master of Education	0	0	0	47	0	0	29	0	76
Total	79	159	194	192	27	2	47	1	701

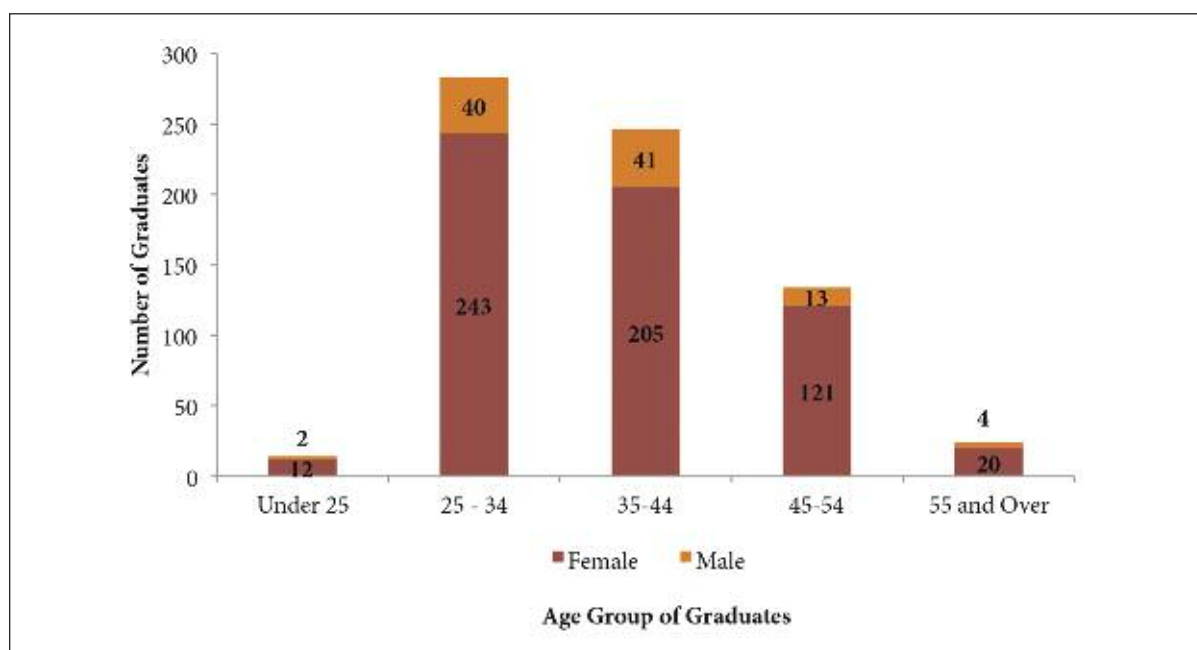


Figure 3: History of Graduates by Age Group and Gender 2013/2014

Table 5: Enrolment by Programme Type and Gender 2013/2014

Programmes	Female	Male	Total
ASc in Administrative Professional Office Management	70	1	71
ASc in Business Management	161	35	196
ASc in Paralegal Studies	150	36	186
ASc in Social Work	208	23	231
BEd Early Childhood Development and Family Studies	513	5	518
BEd Educational Administration	3	0	3
BEd Educational Leadership and Management (Major)	98	22	120
BEd Educational Leadership and Management (Special)	48	8	56
BEd Literacy Studies	4	1	5
BEd Literacy Studies Model A	226	13	239
BEd Literacy Studies Model B	33	3	36
BEd Primary Education Language Arts	33	5	38
BEd Secondary Computer Science Education (A)	2	1	3
BEd Secondary Computer Science Education (B)	1	0	1
BEd Secondary English/Literature Education (A)	63	7	70

Table 5 continues on next page

Table 5: Enrolment by Programme Type and Gender 2013/2014

Programmes	Female	Male	Total
BEd Secondary English/Literature Education (B)	52	0	52
BEd Secondary History Education (A)		2	2
BEd Secondary History Education (B)	1	0	1
BEd Secondary Mathematics Education (A)	81	34	115
BEd Secondary Mathematics Education (B)	47	22	69
BEd Secondary Spanish Education (A)	1	0	1
BEd Secondary Spanish Education (B)	2	0	2
BEd The Teaching of Primary School Mathematics and Science	1	0	1
BSc Accounting	546	92	638
BSc Agribusiness Management	1	1	2
BSc Management Studies (Major)	234	45	279
BSc Nursing – Post RN	7	0	7
BSc Youth Development Work	111	22	133
Certificate in Climate Change	14	5	19
Certificate in Criminology	20	12	32
Certificate in Early Childhood Development and Family Studies	20	0	20
Certificate in Entrepreneurship	1	1	2
Certificate in Entrepreneurship (Original)	1	0	1
Certificate in Human Resource Management	38	4	42
Certificate in Social Work	3	0	3
Certificate in Tourism and Hospitality Management in the Caribbean	12	3	15
Cross Campus	221	49	270
Diploma in Business Administration	30	8	38
Diploma in Early Childhood Development and Family Studies	21	0	21
Diploma in Health and Family Life Education Instruction	33	2	35
Diploma in Management Accounting	2	2	4
Diploma in Public Sector Administration	36	14	50
Diploma in Social Services	41	5	46
Diploma in Social Work	17	0	17
Diploma in Youth Development Work	6	0	6
Specially Admitted	95	24	119
Grand Total	5341	962	6303

Table 6: Enrolment in Online Open Campus **Undergraduate** Programmes by **Country of Residence** and **Gender** 2013/2014 (inclusive of non-Caribbean countries)

Country of Residence	Female	Male	Total
Afghanistan	8	1	9
Anguilla	74	10	84
Antigua	167	18	185
Bahamas	84	17	101
Barbados	153	29	182
Belize	130	41	171
Bermuda	1	0	1
British Virgin Islands	50	12	62
Canada	1	0	1
Cayman Islands	50	15	65
Dominica	306	40	346
Grenada	292	58	350
Guyana	5	0	5
Jamaica	1103	219	1323
Montserrat	47	6	53
Netherlands Antilles	1	1	2
S. Georgia and S. Sandwich Islands	6	0	6
St Kitts & Nevis	180	26	206
Saint Lucia	537	99	636
St Martin/St Maarten	11	1	12
St Vincent and the Grenadines	288	57	345
Trinidad & Tobago	1680	271	1951
Turks and Caicos	6	1	7
United Kingdom	1	0	1
United States	3	1	4
Not Identified	156	39	195
Grand Total	5341	962	6303

Table 7: Enrolment in Online Open Campus **Undergraduate** Programmes by **Country of Residence** and **Gender** 2013/2014

UWI-12 +2	Female	Male	Total
Anguilla	74	10	84
Antigua	167	18	185
Bahamas	84	17	101
Barbados	153	29	182
Belize	130	41	171
Bermuda	1	0	1
British Virgin Islands	50	12	62
Canada	1	0	1
Cayman Islands	50	15	65
Dominica	306	40	346
Grenada	292	58	350
Guyana	5	0	5
Jamaica	1103	219	1323
Montserrat	47	6	53
Netherlands Antilles	1	1	2
S. Georgia and S. Sandwich Islands	6	0	6
St Kitts & Nevis	180	26	206
Saint Lucia	537	99	636
St Martin/St Maarten	11	1	12
St Vincent and the Grenadines	288	57	345
Trinidad & Tobago	1680	271	1951
Turks and Caicos	6	1	7
Total	2212	400	2612
Barbados	153	29	182
Jamaica	1104	219	1323
Trinidad and Tobago	1680	271	1951
Total	2937	519	3456
Grand Total	5149	919	6068

Table 8: Enrolment in Online Open Campus **Graduate** Programmes by **Country of Residence** and **Gender** 2013/2014

Country of Residence	Female	Male	Grand Total
Afghanistan	4	0	4
Anguilla	2	0	2
Antigua	2	0	2
Bahamas	31	5	36
Barbados	10	3	13
Belize	5	3	8
British Virgin Islands	1	0	1
Cayman Islands	5	2	7
Dominica	6	2	8
Grenada	3	1	4
Guyana	2	0	2
Jamaica	101	15	115
Japan	1	0	1
St Kitts & Nevis	2	0	2
Saint Lucia	18	4	22
St Martin/St Maarten	1	0	1
St Vincent and the Grenadines	5	1	6
Trinidad & Tobago	97	14	110
Turks and Caicos	2	0	2
United Kingdom	0	1	1
Not Identified	30	2	32
Grand Total	328	53	381

Table 9: Graduate Enrolment by Programmes, Country and Gender 2013/2014

UWI-12+2	Female	Male	Grand Total
Anguilla	4	0	4
Antigua	2	0	2
Bahamas	31	5	36
Belize	5	3	8
Bermuda	0	0	0
British Virgin Islands	1	0	1
Cayman Islands	5	2	7
Dominica	8	3	11
Grenada	3	1	4
Montserrat	0	0	0
St Kitts & Nevis	2	0	2
Saint Lucia	28	4	32
St Vincent and the Grenadines	9	2	11
Turks and Caicos	2	0	2
Total	100	20	120
Barbados	12	3	15
Jamaica	111	15	126
Trinidad & Tobago	103	15	118
Total	226	33	259
Grand Total	326	53	379

Table 10: Undergraduate Enrolment by Age Bands and Gender 2013/2014

Undergraduate Programmes	Females	Males	Total
Associate of Science	589	95	684
24 and under	96	22	118
25-34	245	37	282
35-44	150	24	174
45-54	82	11	93
55 and over	16	1	17
Bachelor of Education	1209	123	1332
24 and under	108	9	117
25-34	590	55	645
35-44	368	43	411
45-54	128	16	144
55 and over	15		15
Bachelor of Science	2932	615	3547
24 and under	500	102	602
25-34	1397	283	1680
35-44	736	154	890
45-54	271	64	335
55 and over	28	12	40
Certificate	95	20	115
24 and under	17	4	21
25-34	46	7	53
35-44	20	5	25
45-54	12	3	15
55 and over		1	1
Continuing Education	14	5	19
24 and under	2		2
25-34	4	1	5
35-44	5	2	7
45-54	3	2	5
Diploma	186	31	217
24 and under	25	5	30
25-34	76	11	87
35-44	61	13	74
45-54	23	2	25
55 and over	1		1
Not Applicable	316	73	389
24 and under	81	30	111
25-34	137	29	166
35-44	72	9	81
45-54	22	3	25
55 and over	4	2	6
Grand Total	5341	962	6303

Table 11: Graduate Age Bands by Gender 2013/2014

Age Bands and Graduate Programmes	Females	Males	Total
24 and Under	5	0	5
Graduate Diploma	1	0	1
Master of Arts	2	0	2
Master of Education	2	0	2
25-34			
Graduate Diploma	17	3	20
Master of Arts	24	5	29
Master of Education	76	9	85
35-44			
Graduate Diploma	23	6	29
Master of Arts	21	2	23
Master of Education	98	17	115
Not Applicable	2	0	2
45-54			
Graduate Diploma	6	2	8
Master of Arts	12	2	14
Master of Education	33	5	38
55 and Under			
Graduate Diploma	1	0	1
Master of Arts	2	0	2
Master of Education	8	2	10
Grand Total	328	53	381

Table 12: Enrolment by Programme Type, Programme Major and Gender 2013/2014

Programme Type	Major	Female	Male	Total
Associate of Science	Admin Professional Office	70	1	71
	Business Management	161	35	196
	Paralegal Studies	150	36	186
	Social Work	208	23	231
Associate of Science Total		589	95	684
Bachelor of Education	Comp Sci Education Secondary	3	1	4
	Education	513	5	518
	Education – Leadership	48	8	56
	Educational Administration	3		3
	Educational Leadership	98	22	120
	English/Lit Education Secondary	115	7	122
	History Education Secondary	1	2	3
	Literacy Studies	263	17	280
	Maths Education Secondary	128	56	184
	Primary Education	34	5	39
	Spanish Education Secondary	3		3
Bachelor of Education Total		1209	123	1332
Bachelor of Science	Accounting	546	92	638
	Agribusiness Management	1	1	2
	Banking & Finance	55	17	72
	Banking & Finance (Special)	159	41	200
	Management Studies	1904	425	2329
	Nursing - Post Rn	7		7
	Social Sciences	111	22	133
	Social Work	149	17	166
Bachelor of Science Total		2932	615	3547
Certificate	Criminology	20	12	32
	Early Childhood Care & Develop	20		20
	Entrepreneurship	2	1	3
	Human Resource Management	38	4	42
	Social Work	3		3
	Tourism & Hospitality Mgmt	12	3	15
Certificate Total		95	20	115
Continuing Education	Climate Change	14	5	19
Continuing Education Total		14	5	19
Diploma	Business Administration	30	8	38
	Development Studies	6		6
	Early Childhood Care Education	21		21
	Health Ed/Health Promotion	33	2	35
	Management Studies	2	2	4
	Public Administration	36	14	50
	Social Services	41	5	46
	Social Work	17		17
Diploma Total		186	31	217
Graduate Diploma	Adult Education	8	3	11
	Instructional Design	39	8	47
	Literacy Studies	1		1
Graduate Diploma Total		48	11	59
Master of Arts	Linguistics	61	9	70
Master of Arts Total		61	9	70
Master of Education	Adult Education	87	28	115
	Literacy Studies	130	5	135
Master of Education Total		217	33	250
Not Applicable	Not Applicable	221	49	270
	Specially Admitted	97	24	121
Not Applicable Total		318	73	391
Grand Total		5669	1015	6684

Table 13: Enrolment in CPE/Face-to-Face Courses at the Open Campus Country Sites 2013/2014

UWI-12 Countries	Male	Female	Total
Anguilla	–	–	–
Antigua and Barbuda	14	35	49
Bahamas	67	163	230
Belize	211	758	969
British Virgin islands	28	85	113
Cayman Islands	33	31	64
Dominica	57	253	310
Grenada	62	186	248
Montserrat	23	69	92
St Kitts & Nevis	57	120	177
Saint Lucia	43	113	156
St Vincent and the Grenadines	89	356	445
Total UWI-12 Countries	684	2,169	2853
IT Academy	148	203	351
Barbados	218	656	874
Jamaica Eastern	1,194	2,637	3,831
Jamaica Western	188	554	742
Montego Bay	84	208	292
Trinidad & Tobago	3488	4845	8333
Total Residential Campus Countries	5,320	9,103	14,423
Grand Total	6,004	11,272	17,276

APPENDIX 2: STAFF MATTERS

Resignations

MR GARVIN JAMES

Treasury Manager, October 1, 2013
Office of Finance, Trinidad & Tobago

PROFESSOR GARY HEPBURN

Director APAD, June 30, 2014
APAD, Trinidad & Tobago

MRS PAULETTE BELL-KERR

Curriculum Development Specialist,
July 31, 2014
APAD, Jamaica

Non-Renewal of Contract

DR CURTIS JACOBS, Head of Site,
Grenada, July 31, 2014
OCCS Grenada

Retirements

MRS BUFORD THOMAS

Clerical Assistant, September 3, 2013
OCCS, St Vincent and the Grenadines

MRS GILLIAN GLEAN-WALKER

Head Jamaica Eastern Region, July 31, 2014
OCCS, Jamaica

Ms RHONA BURGESS

Programme Officer, July 31, 2014
OCCS, Jamaica

MR VINCENT CHIN

Software Architect, July 31, 2014
CATS, Trinidad & Tobago

MR ROBERT GEOFROY

Head of Site, Cayman Islands, July 31, 2014
OCCS, Cayman Islands

Promotions

Ms DAISY ST ROSE

From Library Assistant to Librarian
OCCS, Saint Lucia
Effective August 1, 2013

Ms MELISSA ALLEYNE

From Research Assistant to Planning Officer,
Office of the Principal, Barbados
Effective August 1, 2013

MRS CAROLYN THOMAS

From Research Assistant to Junior Research Fellow
SWTC, Jamaica
Effective February 8, 2014

MRS MARLENE FRANCIS

Promoted to Administrative Officer
Effective December 1, 2013

Ms SHANNA DANIEL

Promoted to Administrative Assistant
Effective January 1, 2014

Ms SIGUTHANI JOSEPH

Promoted to Administrative Secretary
Effective January 1, 2014

Temporary Appointments (1 year or more)

Ms JOAN CUFFIE, Tutor/Coordinator (Ag.)

WAND, Barbados
August 1, 2013 to July 31, 2014

MRS CECELIA BATSON-ROLLOCK

From Stenographer Clerk I to Research Officer
WAND, Barbados
August 1, 2013 to July 31, 2014

MRS CHERYL McDONALD-SOLEY

Deputy Director (Commercial Operations)
August 1, 2013 to July 31, 2016

Ms ROMANA YEARWOOD
 Audit Manager I
 Audit Management Division, Barbados
 October 1, 2013 to September 30, 2014

DR IAN AUSTIN
 Deputy Director, Continuing and
 Professional Education
 OCCS Barbados
 November 1, 2013 to July 31, 2016

Ms JUNE CASTELLO
 Curriculum Development Specialist
 APAD, Jamaica
 May 1, 2014 to April 30, 2015

MR GARVIN JAMES
 Finance Officer (Civil Works)
 Trinidad & Tobago
 June 1, 2014 to May 31, 2016

Reassignments/Transfers

MRS JENNIFER WHITE CLARK
 From Office of the Director OCCS to Human
 Resource Department as a Human Resource Officer
 Effective April 7, 2014

New Appointments

DR JOEL WARRICAN
 Planning and Development Officer,
 Office of the Principal, Barbados
 Effective August, 2013

MRS JANET STODDART-ALLEN
 Treasury Manager
 Office of Finance, Jamaica
 Effective October 1, 2013

MRS ANGELA MILLS, SITE COORDINATOR
 OCCS, Trinidad & Tobago
 Effective September 1, 2013

MRS AVE MANN CROSS
 Programme Coordinator
 APAD, Trinidad & Tobago
 Effective December 1, 2013

DR LORA WOODALL
 Curriculum Development Specialist
 APAD, Barbados
 Effective December 1, 2013

Ms VIVIENNE HARDING
 Programme Coordinator
 APAD, Jamaica
 Effective January 1, 2014

MRS ARLENE ALLEYNE-REGIS
 Librarian II
 LIS, Trinidad & Tobago
 Effective April 1, 2014

MRS AVANELLE JOSEPH-EDWARDS
 Curriculum Development Specialist
 Course Dev. Dept, APAD, Trinidad & Tobago
 Effective July 1, 2014

DFATD-SDEC Project

MRS MITRA KNIGHT
 Project Director (SDEC Project)
 Barbados, June 24, 2013

MR ALAN ROBINSON
 Project Manager General (SDEC Project)
 Barbados, March 1, 2014

MR BERNARD THOMAS
 Project Finance Officer (SDEC Project)
 Barbados, March 1, 2014

Ms SHIRLEY CAMPBELL
 Gender Equality Advisor (SDEC Project)
 Barbados, June 1, 2014

Ms TRACEY EDWARDS
 Project Manager (SDEC Project)
 Barbados, July 1, 2014

Awards, Honours and Distinctions

DR SHARMAYNE SAUNDERS
 Belize Woman of the Year Award, March 2014
 Alumni of the Year Award – Murray State University,
 Murray, Kentucky, USA

Ms LAUREN MARSH
 Nominated for the Governor's General Outstanding
 Award for Youth, June 2014
 Appointed Justice of the Peace, St Andrew,
 July 2014

Staff Developments

Richard Wallen

Completed course in PC Support and Maintenance

Completed course in Networking

January–March, 2014

MRS IMOGENE WILLIAMS

Awarded the Masters in Theology

MISS DOROTHY MILES

Awarded the BSc in Sociology

DR BENITA THOMPSON

Awarded the Graduate Certificate in Institutional Research

Florida State University, USA, May 2014

MRS SOUZANNE FANOVICH

Completed course for Senior University Administrators, University of Manitoba, July 2013

PUBLICATIONS

Book

Simmons-McDonald, H. & Robertson, I. (Eds.).

Samovar, L. A., & Porter, R. E. (Eds.). (1997).

Intercultural communication: A reader (8th ed.).

Belmont, CA: Wadsworth. Indies Press.

Leacock, C. J., Warrican, S. J. & Rose, G. S. (2015).

Research methods for inexperienced researchers:

Guidelines for investigating the social world (Revised Edition). Kingston, Jamaica: Ian Randle.

Book Chapters

Buchanan, C., & Rock, L. (2014). Social Work Education in the Caribbean: Charting pathways to Growth and Globalisation. In C. Noble, H. Strauss, & B. Littlechild (Eds.), *Global social work education-crossing borders blurring boundaries* (pp. 129–140). Sydney, Australia: Sydney University Press.

Dalrymple, D., & Thomas, Y. (2014). St Vincent and the Grenadines. Educational Partnerships for Development. In E. Thomas (Ed.), *Education in the Commonwealth Caribbean and Netherlands Antilles*.

Roberts, Danny (2014). The PNP in the forefront of the workers' struggle. In Delano Franklyn (Ed.), *PNP at 75 – The Party for the People*: Wilson, Franklin & Barnes Publishers.

Simmons-McDonald, H. (2014). Revisiting Notions of “Deficiency” and “Inadequacy” in Creoles from an Applied Linguistics Perspective. In Robertson and Simmons-McDonald (2014) *Education Issues in Creole and Creole-Influenced Vernacular Contexts*. (pp. 43–62). The University of the West Indies Press.

Simmons-McDonald, H. (2014). Instructional Models for a Creole-Influenced Vernacular Context: The Case of Saint Lucia. In Robertson and Simmons-McDonald (2014) *Education Issues in Creole and Creole-Influenced Vernacular Contexts*. (pp. 119–150). The University of the West Indies Press.

Leacock, C. J., Warrican, S. J. & Veira, A. K. (2013). Knowledge and Practices Relating to Netbook Use: The Voices of Primary School Children in St Vincent and the Grenadines. In L. Leping, D. Gibson & C. Maddux (Eds.). *Research Highlights in Technology and Teacher Education* (pp. 33–40). Chesapeake, VA: AACE Publishing.

Monograph

Warrican, S. J., Spencer-Ernandez, J. & Miller, E.

(2013). *Monitoring reading progress in the Caribbean Centre of Excellence for Teacher Training: Developing the performance instruments and measuring the impact over the first two years of implementation in schools* (A Monograph). Mona Jamaica: School of Education, The University of the West Indies. (83 pages)

Journal articles

Chipere, N. (2014). Sex differences in phonological awareness and reading ability. *Language Awareness* 23 (3), pp. 275–289.

Dick-Forde, E. (2013). Integrating education on climate change in the UWI Open Campus: Promoting sustainable development in CARICOM. *Caribbean Quarterly*, Volume 59, Nos. 3 & 4 September–December 2013.

Gilzene Cheese, F. (2013). Keeping step with the times: The culture of quality at the University of the West Indies, Open Campus. Seventh Pan-Commonwealth Forum on Open Learning (PCF) <http://pcfpapers.colfinder.org/handle/5678/71>

Gordon S., Minott C., Williams-Brown S., Whyte H, Mullings J., & Anglin-Brown B. (2014). *Counselling Jamaica's millennial generation*. University & College Counselling, pp. 20–21.

Hunte, S. (2013). Managing Education at a Distance: An Interim Review of Instructional Project Management at the University of West Indies Open Campus. *Journal of Distance Education*, 27(2), pp 1–15.

Masino, M. (2014). Perceptions of multicultural education as perceived by educators in the Caribbean. *Journal of Intercultural Disciplines*. National Association of African American Studies (NAAAS).

Masino, M. (2013). The use of ICT's in teaching and e-Learning. *Journal of Instructional Pedagogies*. Academic and Business Research Institute (AABRI), Volume 12.

Ramsoobhag, K. (2013). UWI Open Campus Technology: Seamless integration for effective online deliver. Seventh Pan-Commonwealth Forum on Open Learning (PCF) <http://pcfpapers.colfinder.org/handle/5678/228>

Soares, J. (2013). Contending with literalism and dogma: Caribbean theology in the public sphere. *International Journal of Public Theology*, Special Issue on Public Theology in the Caribbean, 7(4), pp. 377–388.

Veira, A., Leacock, C. J. & Warrican, S. J. (2014). Learning Outside the Walls of the Classroom: Engaging the Digital Natives. *Australasian Journal of Educational Technology* 30 (2), pp. 227-244.

Walters-Archie, A. (2013). The use of technology in online orientation: Bridging the gap. Seventh Pan-Commonwealth Forum on Open Learning (PCF) <http://pcfpapers.colfinder.org/handle/5678/223>

Woodall, L. & Marius, M. (2013). Free and open source Software, open data and open standards in the Caribbean: Situation review and recommendations. United Nations Educational and Scientific Organization. Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/ifap/open_solutions_report_en.pdf

Yusuf-Khalil, Y. (2013). Coaching for change management and institutional development: The case of the Programme Delivery Department (PDD) in The University of the West Indies, Open Campus. Seventh Pan-Commonwealth Forum on Open Learning

(PCF) <http://pcfpapers.colfinder.org/handle/5678/74>

Booklets

Cassell, G & Handscombe, J. (Eds.) (2013). Montserrat: 2013 Alliouagana Festival of the Word: Souvenir Booklet and Business Guide 2012/2013.

Simon, V. & Osborne, S. (2014). *Communication Studies for CAPE Examinations (Second Edition)*. Macmillan Publishers.

Manuals

Sawyers, K. (2014). *Disaster Preparedness And Mitigation: A manual for the staff at The Caribbean Child Development Centre, University of the West Indies, Open Campus CCDC/UWIOC and the Kids on Campus (KOC)*.

Sawyers, K. (2014). "Child Rights in the Caribbean: An annotated bibliography of online resources."

Gallimore H., (2013). *Child Rights and Responsibilities Training Guidelines – Building the capacity of police officers to support the best interests of children*.

Newsletters

Sawyers, K. (2013). Caribbean Child Development Centre. *Socio-Economic Information Network (SECIN) News*, 28, (3).

Newspaper Articles

Roberts, D. (2013, October 13). At 75, trade union movement has a lot to thank Norman Manley for. *Jamaica Observer*.

Roberts, D. (2013, November 3). IMF and Growth Strategy: Contradictions in Crisis. *Sunday Gleaner*.

Roberts, D. (2013, December 29). Jamaica Teaching Council Bill: Creating a Leviathan. *Sunday Gleaner*.

Roberts, D. (2014, January 1). Richard Hart – Repairer of the Breach. *Sunday Gleaner*.

Roberts, D. (2014, January 5). Richard Hart toiled for working class. *Jamaica Observer*.

Roberts, D. (2014, April 27). The missing plank in the great debate. *Jamaica Observer*.

Research and Technical Reports

- Minott C, Whyte H, Williams-Brown S, Gordon Stair A, Mullings J, Anglin-Brown B. (2013). *Using technology to offer student support in a university setting in Jamaica*. Unpublished report.
- Thomas, C., Williams L., Thomas, C., Hull, D., Powell, M., Tindigarukayo, J., & Atkinson, U. (2014). *Impact evaluation of the career advancement programme in Jamaica*. Unpublished report.
- Thomas, C., Williams L., Thomas, C., Hull, D., Powell, M., Tindigarukayo, J., & Atkinson, U. (2014). *Impact evaluation of the national youth service of Jamaica non-residential corps programme*. Unpublished report.
- Warrican, S. J. (2013). *Building a Quality Institution of Higher Learning in a Small State: Issues, Considerations and Challenges*. A report to the Board of Governors on the amalgamation of the four independent post-secondary institutions into the St Vincent and the Grenadines Community College. (38 pages)
- Warrican, S. J. & Thompson, B. P. (November 2013). *Framework for a UWI Presence in New York: A Concept Paper*. Prepared on behalf of the Planning and Development Office within the Office of the Principal, UWI Open Campus.
- Warrican, S. J. (February 2014). *The University of the West Indies in New York Initiative: A Grant Proposal*. Prepared on behalf of the UWI.
- Warrican, S. J. (May 2014). *Training for Teaching of ICT in Secondary Schools in Dominica: A Continuing and Professional Education Programme Project Proposal*. Prepared to secure a contract to provide services to the Dominica Ministry of Education.
- Warrican, S. J. (June-July 2014). *MSc in Management and Educational Leadership: A Concept Paper for Commonwealth of Dominica, Ministry of Education*. Prepared to secure a contract to provide services to the Dominica Ministry of Education.

STAFF ACTIVITIES

Media Presentations (Television)

- Buchanan, C. (2014). Social work as a profession and practice. *Smile Jamaica* [Social Work Month]

Conference Presentations

- Brown, S., & Caste, V. (2004, May). Integrated obstacle detection framework. Paper presented at the IEEE Intelligent Vehicles Symposium, Detroit, MI.
- Anaokar, P. (2013, November). Responding to implementation barriers to health and family life education in the Caribbean. Caribbean Child Research Conference, Kingston, Jamaica.
- Anaokar, P. (2014, May). Engaging families to promote child development. Paper presented at the 2014 World Forum on Early Care and Education, San Juan, Puerto Rico.
- Bennett, J. (2013). Social and economic equity and stability: Achievable for most if not for all. Paper presented at UWI, Open Campus, Belize 2010 Country Conference under the theme "Building our Nation's Sustainability". *Caribbean Quarterly*, Volume 59, Nos. 3 & 4, September-December 2013.
- Campbell, M. (2013, November). Developing a systematic framework to respond to children and violence: A comparative analysis. Paper presented at the CSDR Research Teleconference, Mona Campus, Jamaica.
- Cuffie, J. (2013, November). The La Pointe Project – Empowering the community through social action: Rural women at the centre of development and change." Paper presented at the Consortium for Social Development and Research Teleconference, Open Campus Learning Centre, Barbados.
- Dick-Forde, E. (2014, January). Strategic engagement between the Open Campus and the faculties of social sciences: The Open Campus adding value to the UWI. Paper presented at the Faculty of Social Sciences Cross Campus Conference.
- Figaro-Henry, S., Grant-Fraser, E., Sambucharran, M., & Byron, M. (2014, May). Teacher development with ICT: A case study of regional collaboration. Paper presented at the 2nd Virtual Educa OAS

- Caribbean Conference, Hyatt Regency Hotel, Trinidad.
- Gallimore, H. (2013, November). Education for child rights. Paper presented at the Caribbean Child Research Conference, Kingston, Jamaica.
- Gaspard-Richards, D. (2013, December). Positioning for use of OERs in online course development: Best practice and quality assurance. Paper presented at Seventh Pan-Commonwealth Forum on Open Learning (PCF7), Commonwealth of Learning, Abuja, Nigeria.
- Gilzene-Cheese, Florence. (2013). Keeping step with the times: The culture of quality at the University of the West Indies, Open Campus. Retrieved from <http://pcfpapers.colfinder.org/handle/5678/71>
- Gilzene-Cheese, F. (2014, May). Poster: Creating authentic spaces for literacy development: A multi-media approach for the secondary school. School of Education UWI Mona, Jamaica - Graduate Awards Ceremony.
- Hickling, D. (2014, July). Student experience, engagement and success: Why risk them. Paper presented at the Association of Caribbean Higher Education Administrators (ACHEA) Conference, Barbados.
- Hickling, D. (2014, June). What exactly is student support? Student experience, engagement and success in action. Paper presented at the Caribbean Tertiary Level Personnel Association (CTLPA) Conference, Bahamas.
- Long, J. & Woodall, L. (2014, July). Prior learning assessment at the University of the West Indies Open Campus. Paper presented at the Association of Caribbean Higher Education Administrators Conference, UWI Cave Hill Campus, Barbados.
- Marsh, L. (2013, November). Gender and trade union development in the Anglophone Caribbean. Paper presented at the Annual CSDR Research Teleconference at the Open Learning Centre, Mona Campus, Jamaica.
- Masino, M. (2014). Leadership for improved performance. Paper presented at the 6th International Conference on Education and New Learning Technologies, [Virtual Conference]. Barcelona, Spain.
- Minott, C. (2014, April). Promoting biodiversity in Jamaican early childhood institutions. Poster presentation at the Global Summit on Childhood, Vancouver, BC, Canada.
- Minott, C. (2014, April). Engaging families to promote child development. Paper presented at the 2014 World Forum on Early Care and Education. San Juan, Puerto Rico.
- Osbourne, P., Walters-Archie, A., Sinclair, E., & Gilzene, S. (2014, March). ICTs reinventing the classroom: New systems, infrastructure, services, and “apps”. Paper presented at EDUVISION Conference, Montego Bay, Jamaica.
- Ramsoobhag, K. (2013). UWI Open Campus technology: Seamless integration for effective online delivery. Retrieved from <http://pcfpapers.colfinder.org/handle/5678/228>
- Roberts, D. (2013, September). The PNP and the Jamaican economy: From labour’s vantage point. Paper presented at the PNP’s 75th Anniversary Conference on the Economy, Jamaica Conference Centre, Kingston, Jamaica.
- Roberts, D. (2013, November). Minimum wage in Jamaica: Perspectives from private sector management and trade unions. Paper presented at the Annual CSDR Research Teleconference at the Open Learning Centre, Mona Campus, Jamaica.
- Roberts, D. (2013, December). The importance of labour market reform to national development- The tripartite perspective. Paper presented at the PIOJ, MLSS, IDB Labour Market Forum 2013 at the PIOJ Office, Kingston, Jamaica.
- Roberts, D. (2014, May). Improving labour-management co-operation and enhancing productivity: Some critical legal provisions. Paper presented at the National Youth Service’s (NYS) Annual Planning and Staff Capacity Building Retreat at the Cardiff Hotel, Runaway Bay, Jamaica.
- Sawyers, K. (2014, January). Harnessing information for national development. Paper presented at the Library and Information Association of Jamaica (LIAJA) 2014 – Terra Nova Hotel, Kingston, Jamaica.
- Sawyers, K. (2014, June). Libraries, archives and museums: Gateway to information literacy & cultural heritage. Associations of College, University, Research, Institutional Libraries (ACURIL) 2014. Nassau, The Bahamas.

Thomas, J. (2013, November). Perceptions of stakeholders on developing a Caribbean HFLE website. Paper presented at Caribbean Child Research Conference, Jamaica.

Thomas, J. (2013, November). The Caribbean's response to the 2006 UN study on violence against children: An overview. Paper presented at Consortium for Social Development and Research Teleconference.

Walters-Archie, A. (2013, December). The use of technology in online orientation: Bridging the gap. Paper presented at the Seventh Pan-Commonwealth Forum on Open Learning (PCF7), Abuja, Nigeria Africa.

Yusuf-Khalil, Y. (2013, December). Coaching for change management and institutional development: The case of the Programme Delivery Department in The University of the West Indies, Open Campus. Paper presented at the Seventh Pan-Commonwealth Forum on Open Learning (PCF7), Abuja, Nigeria Africa.

Invited Presentations

Gallimore, H. (2013, August). Child Rights Education of Families and Communities – Innovative, generative and unconventional thinking and 'participation'. 19th Annual International Democratic Education Conference, The University of Colorado, Boulder, CO: August 4-8, 2013

Gallimore, H. (2013, November). Child Rights & Responsibilities – A fi wi mission. National Child Month Committee's Annual Youth Forum Keynote Address: Kingston, JA.

Meeks, J. (2013, October). Influencia en la calidad de vida: Desarrollo en al niñez temprana. Childwatch International Latin American and Caribbean network annual meeting. Buenos Aires.

Meeks, J. (2013, November). An Overview of Early Childhood Development. WHO Meeting on Violence Prevention, Mexico City.

Minott, C. (2014, May). Development of common terminologies in early childhood development in the Caribbean. CARICOM Fourteenth Meeting of the Working Group on Early Childhood Development (An ECD Roundtable). The Courtleigh Hotel and Suites, Kingston, Jamaica: May 29–30, 2014.

Minott, C. (2014, April). Understanding a Baby's Development. Ministry of Education Health and Family Life Education (HFLE) Teacher Training Workshop.

Seminar Presentations

Cumberbatch, J., Sinclair, E., & Alleyne-Whittington, M. (2014). "Climate Change – demystifying the science to facilitate adaptation". The Caribbean Region: Adaptation and Resilience to Global Change International, The University of the West Indies, Mona Campus, Jamaica, June 24–27.

Conference Attendance

Arjoonsingh, A. (2013). "The Rules of the Game Have Changed: Responding to the New Dynamics in Higher Education" 12th Annual ACHEA Conference, Barbados.

Batson-Rollock, C. (2013). Institute of Gender and Development Studies 20th Anniversary Conference, The UWI, Trinidad and Tobago.

Bennett J. (2014). Consortium for Belize Education Cooperation (COBEC) Conference: Celebrating Collaborations: Past, Present, and Future. Pelican Beach Resort, February 6.

Bennett J. (2014). Consortium for Belize Education Cooperation (COBEC) Summer Conference at University of Indianapolis, Indiana, USA, July 15-18.

De Souza, J. (2014). 15th Annual Administrative Professional, Canada, April 27-30.

De Souza, J. (2014). 11th Annual ACHEA – Jamaica Fanovich, S. Centre for Higher Education Research and Development, (CHERD), Manitoba, Canada web course entitled "Powerful Communications through Writing" from January 20th to February 10th, 2014.

Ford-Warner, K. (2013). AACRAO 23rd Annual Strategic Enrollment Management Conference in Chicago, USA from November 9–13, 2013

Gabb, D. (2014). Belize Research and Education Network Conference, Belmopan, Belize, 16–17.

Hickling D. (2014, May). 2nd Caribbean Higher Education Conference (II CCHE), at The UWI Regional Headquarters.

- Hickling, D. (2014). 2nd Caribbean Higher Education Conference (II CCHE), UWI Regional Headquarters.
- Rodgers-Newbold, B. (2014). Caribbean Conference on International Financial Services, Nassau, Bahamas.
- Rodgers-Newbold, B. (2014). Caribbean Tertiary Level Personnel Association (CTLPA), Nassau, Bahamas.
- Saunders-Sobers, M. (2013). AACRAO 23rd Annual Strategic Enrollment Management Conference in Chicago, USA.
- Saunders-Sobers, M. (2014). Caribbean Confederation of Credit Unions (CCCU) International Convention, Bahamas.
- Saunders, S. (2014). Belize Research and Education Network Conference in Belmopan, Belize September 16 and 17.
- Saunders, S. (2014). Consortium for Belize Education Cooperation (COBEC) Cafe Workshop on EBSCO-HOST, February 5.
- Saunders-Sobers, M. (2014). Anti-Money Laundering and Counter Financing of Terrorism (AML/CFT) Compliance Forum, Carlton Savannah Hotel, Trinidad.
- Saunders, S. (2014). Consortium for Belize Education Cooperation (COBEC) Conference: Celebrating Collaborations: Past, Present, and Future. Pelican Beach Resort, February 6.
- Saunders, S. (2014). Consortium for Belize Education Cooperation (COBEC) Summer Conference at University of Indianapolis, Indiana, USA, July 15–18.
- St Rose, D. (2014). “The state of libraries and archives in St Lucia today: What is to be done? St Lucia Librarian Association Symposium on Information Management.
- Workshop/Seminar Attendance**
- Browne, M. (2013). “Leadership Seminar for Women – The Success Showcase.” Cave Hill School of Business, Barbados, September 17.
- Cassell, G. (2014). Twenty-Fifth Meeting of CARICOM Heads of Social Security Organisations, Kingstown, St Vincent and the Grenadines, July 24–25.
- Cuffie, Joan. (2014). “Female Entrepreneurs – Inspiring Change to Navigate this Business Space in Contemporary Times,” Higher Heights, St Joseph, Barbados, March 23.
- Dalrymple, D. (2014). Training and certification Programme. National prevention core trainers, CICAD/OAS, Miami, February 9.
- Dalrymple, D. (2014). Regional Workshop for the Review of the Draft CARICOM Open and Distance Learning (ODL) Policy Framework. Trinidad and Tobago, March 24–25.
- Dalrymple, D. (2014). Developing a Draft Action Plan / Policy for Mental Health Rehabilitation, Kingston, Jamaica, March 25.
- Drakes-Morris, H. (2013). CETL Symposium 2013 – Towards Best Practices in Teaching and Learning: Discourse and Evidence.
- Gaspard-Richards, D. (2014). The Age of Sustainable Development. MOOC. Columbia University/ Coursera. January to April.
- Gaspard-Richards, D. (2014). Assessment and Teaching of 21st Century Skills. MOOC. The University of Melbourne/ Coursera. July 34.
- Grant-Fraser, E. (2013). Learning by Design. Pre-conference Workshop. DevLearn Adobe Learning Summit, Conference and Expo, Las Vegas. October 21–25.
- Grant-Fraser, E. (2014). Mixed Methods Research. Continuing Professional Development and Outreach Unit, School of Education, UWI St Augustine, April 14–16.
- Hickling, D. (2013). Executive Overview of ISO 31000, Enterprise Risk Management, Certified Information Security.
- Lashley, K. (2014). Making the Most of your Lectures- Effective Lecturing Strategies, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (May 2014).
- Lashley, K. (2014). Engaging Your Students with Community: Service Learning Pedagogy with a SoTL Approach, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (April 2014).
- Lashley, K. (2014). Enhancing Learning through Cooperative Learning Groups, Centre for Excellence

- in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (April 2014).
- Lashley, K. (2014). Making Your Courses Learning-Centered for all Students: Universal Design for Learning (UDL), Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (March 2014).
- Lashley, K. (2014). Effective discussion-based teaching, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (March 2014).
- Lashley, K. (2014). Engaged Reading: Getting Students to Read Effectively for Class, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (Feb. 2014).
- Lashley, K. (2014). Enhancing Student Learning Through Effective Use of PowerPoint, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (Feb. 2014).
- Lashley, K. (2014). Active Learning Strategies: Engaging Students Through Informal Writing, Speaking and Other Activities, Centre for Excellence in Teaching & Learning, The UWI Cave Hill Campus Workshop Series (Feb. 2014).
- LaPlace, G. (2014). OECS Export Development Unit national workshop for St Kitts on Development of Human Capacity in the OECS Cultural Industries: Entrepreneurship, Strategic Development, and Management Training Platform, June 13–14.
- Marsh, L. (2014). 'Flexi-work in Jamaica: A Practical Guide for Employers, Employees' Montego Bay Open Campus Site, July 23–24.
- Minott, C. (2013). 'Defining gender socialisation' Regional Workshop on 'Gender Socialisation for Early Childhood Development Practitioners'. Dominica, December 9–10.
- Osbourne, P. (2013). Teach Elements: Project-based Approaches, Virtual Tutor Training OAS/INTEL, August
- Rodgers-Newbold, B. (2014). Skill Building for Human Rights Monitoring of State Action on Gender-Based Violence", Department of Public Health, Nassau, Bahamas, April 25.
- Rodgers-Newbold, B. (2013). "Advancing the Population's Health: Shifting the Curve," UWI School of Clinical Medicine and Research, Bahamas, Nassau, Bahamas, September 19.
- Sawyers, K. (2014). USAID/Jamaica's - "Bringing Your Success Story to Life" Writing Workshop. US Embassy, Kingston. July 9.
- Sawyers, K. (2014). Pathways to Prosperity" A Hugh Lawson Shearer Trade Union Education Institute (HLSTUEI) Open Campus Forum. June 26.
- Welsh, A. (2014). Resource Mobilisation. University Regional Headquarters, June 23–25.
- Welsh, A. (2014). Caribbean Commercial Law. Miami, Florida.
- Woodall, L. (2014). Summer Institute. American Evaluation Association, Atlanta Georgia USA, June 1-4.
- Woodall, L. (2014). Distance Education Leadership Academy. Instructional Technology Council, Prince Edward Island, Canada, July 29–31.
- Whiteman, Leslie-Ann. (2014). World Forum on Early Care and Education, May 6-9.

ACRONYMNS

APAD	–	Academic Programming and Delivery
BEL	–	Belize Electricity Limited
BGSR	–	Board of Graduate Studies and Research
BPWC	–	Business and Professional Women’s Club
BUS	–	Board of Undergraduate Studies
BvLF	–	Bernard van Leer Foundation
CAMDU	–	Curriculum and Materials Development Unit
CAP	–	Career Advancement Programme
CARICOM	–	Community and Common Market
CARPHA	–	Caribbean Public Health Agency
CATS	–	Computer and Technical Services Department
CBTF	–	Competency-Based Training Fund
CCDC	–	Caribbean Child Development Centre
CEU	–	Continuing Education Units
DFID	–	Department for International Development
CC	–	Course Coordinator
CDA	–	Course Delivery Assistant
CDD	–	Course development Department
CETL	–	Centre for Excellence in Teaching and Learning
CIDA	–	Canadian International Development Agency
CPE	–	Continuing and Professional Education
CSDR	–	Consortium for Social Development and Research
CVQS	–	Caribbean Vocational Qualifications
CXC-CSEC	–	Caribbean Examinations Council–Caribbean Secondary Education Certificate
DFATD	–	Department of Foreign Affairs, Trade and Development
DFATD-SDEC	–	Department of Foreign Affairs, Trade and Development/Strengthening Distance Education in the Caribbean Project
EPOC	–	Economic Programme Oversight Committee
FES	–	Frederich Ebert Stiftung
HACCP	–	Hazard Analysis and Critical Control Points
HLSTUEI	–	Hugh Lawson Shearer Trade Union Education Institute

IBB	–	Interest Based Bargaining
ICT	–	Information and Communication Technology
IDB	–	Inter-American Development Bank
IDC	–	Instructional Development Coordinator
IDC	–	Instructional Development Coordinator
ILS	–	Introduction to Labour Studies
JIS	–	Jamaica Information Service
LE	–	Learning Exchange
LSS	–	Learning Support Specialist
MLSS	–	Ministry of Labour and Social Security
MOU	–	Memorandum of Understanding
MSBM	–	Mona School of Business and Management
NEB	–	National Employment Bureau
NBD	–	National Bank of Dominica
NCB	–	National Commercial Bank
NGO	–	Non-Government Organisation
NTA	–	National Training Agency
NYS	–	National Youth Service
OCCS	–	Open Campus Country Sites
OECS	–	Organization of Eastern Caribbean States
OLC	–	Open Learning Centre
PHPP	–	Pre-Health Professional Programme
PAHO	–	Pan American Health Organisation
PDD	–	Programme Delivery Department
PIOJ	–	Planning Institute of Jamaica
PM	–	Programme Manager
PNP	–	People's National Party
QAU	–	Quality Assurance Unit
QMS	–	Quality Management System
SAR	–	Self Assessment Report
SME's	–	Subject Matter Experts
SVUS	–	Single Virtual University Space
SWTC	–	Social Welfare Training Centre
TAC	–	Technical Advisory Committee
TTFF	–	Trinidad and Tobago Film Festival
TVET	–	Technical and Vocational Education and Training
TVJ	–	Television Jamaica

UCF	–	University of Central Florida
UNICEF	–	United Nations
USAID	–	United States Agency for International Development
UTASA	–	UTech Academic Staff Association
UTech	–	University of Technology, Jamaica
UWI-CHART	–	University of the West Indies-Caribbean HIV/AIDS Regional Training Network
UWI STAT	–	The University of the West Indies Students Today, Alumni Tomorrow
UWIAA	–	University of the West Indies Alumni Association
VTDI	–	Vocational Training Development Institute
WAND	–	Women and Development Unit
WHO	–	World Health Organisation
WIGUT	–	West Indies Group of University Teachers



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