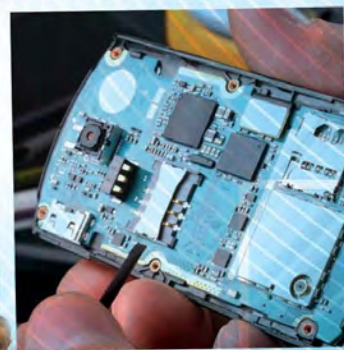


ACADEMIA IN ACTION

THE UWI AT 70: THE NEXT PHASE



- **CAVE HILL CAMPUS**, Barbados
- **MONA CAMPUS**, Jamaica
- **ST AUGUSTINE CAMPUS**, Trinidad and Tobago
- **CENTRE FOR HOTEL AND TOURISM MANAGEMENT**, The Bahamas

- **OPEN CAMPUS**
- Anguilla
- Antigua and Barbuda
- Barbados
- Belize
- Bermuda
- British Virgin Islands
- Cayman Islands
- Dominica
- Grenada
- Jamaica
- Montserrat
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- The Bahamas
- Trinidad and Tobago
- Turks and Caicos



ABOUT THE UWI

For the past 70 years The University of the West Indies (The UWI) has provided service and leadership to the Caribbean region and wider world.

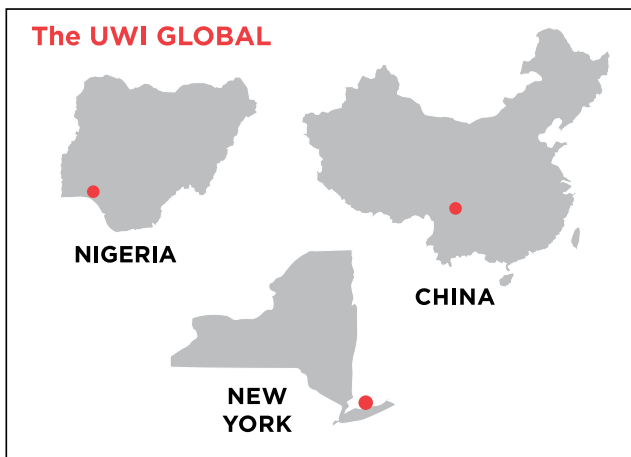
In 2018, The UWI celebrates its evolution from a university college in Jamaica with 33 medical students in 1948 to an internationally respected regional university with near 50,000 students. Today, The UWI is the largest, most longstanding higher education provider in the Commonwealth Caribbean, with four campuses: Mona in Jamaica, St. Augustine in Trinidad and Tobago, Cave Hill in Barbados, and an Open Campus.

As a global university rooted in the Caribbean, The UWI attracts faculty and students from more than 40 countries and has collaborative links with hundreds of universities internationally. Further, as part of its robust globalization agenda, The UWI has established partnering centres with sister universities in North America, Asia, and Africa such as the State University of New York (SUNY)-UWI Center for Leadership and Sustainable Development, the UWI-China Institute of Information Technology, and the University of Lagos (UNILAG)-UWI Institute of African and Diaspora Studies.

The UWI offers over 800 certificate, diploma, undergraduate and postgraduate degree options in Food & Agriculture, Engineering, Humanities & Education, Law, Medical Sciences, Science & Technology, Social Sciences and Sport. Its eight priority areas are linked closely to the priorities identified by CARICOM and take into account overarching areas of concern to the region such as environmental issues, health and wellness, gender equity, research-driven innovation and Caribbean economic sustainability. For these reasons, The UWI's five-year strategic plan 2017-2022, titled Revitalizing Caribbean Development, situates itself around three principal pillars of Access, Alignment and Agility conceptualized as The UWI Triple A Strategy.

The UWI has been and continues to be a pivotal force in every aspect of Caribbean development; residing at the centre of all efforts to improve the well-being of our people. As the regional institution commemorates its 70th anniversary milestone, it focuses on reflection as well as projection for the future with an emphasis on social justice and the economic transformation of the region.

Website: www.uwi.edu



THE UWI AT 70: LOOKING BEYOND



The University of the West Indies (UWI) was established in 1948 to serve and lead the development interests of the Caribbean people. A principal remit was to facilitate the transformative process of detaching the region from the colonial scaffold that held it subordinate for 400 years. Advancing the movement to sovereignty and independence in order to indigenize sustainable nation-building was a top priority.

As we celebrate 70 years of The UWI enterprise, and reflect upon its achievements as an institution within the context of its expected impact, there will be discourses on multiple fronts of the national and regional development agenda. It is an opportunity for the academic community to take stock and reflect on its contribution to economic and social growth, cultural identity and citizenship, public health and governance, professional and skills development, community life and cultural performance, and the general well-being of the region.

The University will undoubtedly rise and proclaim that it has done well within its operational context, and that beyond doubt, it has been value for money. For sure, its positive impact on the development trajectory of the

Professor Sir Hilary Beckles

Vice-Chancellor

The University of the West Indies

region has been recognized and respected. The synergy with the community has been impressive, reflecting the energy it derives from all social sectors.

Reflection calls for a measure of historicism and, inevitably, projection. The governments, The UWI's principal funders, had intended to create a progressive, public academy. Its survival and success should therefore be conceptualized in these terms. The governments must be congratulated and celebrated for their vision and steadfast support.

Academic, administrative, and student leaders over time demonstrated intense and innovative commitment to The UWI's cause, ensuring that the academy remained relevant and resilient. With strategic interventions from the private sector, and ongoing solidarity with the international donor community, and governments, the University moved beyond resilience to thriving.

The University's 70 years of attainment can be seen in the context of the creative contributions of leadership. I wish to make special mention of Vice-Chancellors around whose visions the University took shape along the trajectory – Sir Arthur Lewis, Sir Philip Sherlock, Sir Roy Marshall, Mr A.Z. Preston, Sir Alister McIntyre, Professor The Hon. Rex Nettleford, and Professor E. Nigel Harris. Collectively, they have assured the existence of an excellent academy, international in orientation, but deeply rooted in Caribbean culture and community.

The excellence attained is recognized in many ways, but it is inescapable that mention be made of the University's broad-based impact upon its supportive community. In every area of social and economic development, its contributions resonate in a high fidelity fashion. There is also the persistent winning of academic and professional awards that reflect the respect of the output of scholars, administrators, and students. The global institutional mobility of our students, graduates, and scholars speaks to this recognition of standards and quality. These are the hallmarks of the University on its 70th year, a legacy of distinction and determination.

THE NEXT PHASE

The UWI, as we know it today, is essentially a late 20th century construct designed to serve the pre-globalization era in which the Caribbean sought to compete as national economies, and sought stabilization and security as nation-states.

We are committed to radically reordering this receding concept of The UWI and projecting in its place a more globally agile and engaged regional University, digitally-driven with deeper commitment to science and technology innovation and aligned intimately with Caribbean entrepreneurial strategies. Critically, the 21st century construct being pursued suggests it will not be business as usual.

The broad strategic objectives of this reordering are: (a) enhancing the regional and global reputation of the University; (b) strengthening its revenue base in order to sustain its financial viability; and (c) creating a more resilient, activist, and publicly engaged academy. In effect, we are preparing to create a more globally energetic digital culture within and around the University.

These objectives are already identified in the current five-year strategic plan of the University 2017-2022. Built upon three pillars – **Access, Alignment, and Agility** – this document is already widely known as the **Triple A Strategy**. It is at once simple in concept but deeply profound in its transformative capacity. With the sub-theme, **Revitalizing Caribbean Development**, it is focused around the idea of the 'Activist University' in the trenches with sleeves rolled up partnering in the effort to drive the region out of economic recession.



Triple A Strategy
2017-2022

The University believes that it constitutes the missing link in the strategy to innovate in industry and energize entrepreneurship around new, research-driven industries. As a result, it will seek to position itself more centrally in the commitment to generate a more competitive corporate culture around which the region's economic growth potential is pinned.

Our campuses are committed to the creation of technology parks as a strategy to create new eco-systems in which industry and academia will meet for mutual mentoring, and to convert academic research into production activity and productivity.

Persistent, critical, self-examination will be institutionalized as a culture. The significant reduction of operational costs, increased efficiency, and important transfer of savings to students and governments, are objectives already embedded in the University's modernizing management. This internal re-engineering represents the most profound professionalization of line management and strategic leadership. Critically, it is an indispensable prerequisite for the emergence of the University's entrepreneurial culture. The UWI will give greater support to Caribbean entrepreneurs, and it shall participate on its own account, as an entrepreneurial enterprise dedicated to the reduction of operational financial dependence upon our governments.

Entrepreneurial University

Allied to these innovations is a commitment to revisit and revise the University's funding model as a condition of effective financial sustainability. Income generation, broadly understood, will be redefined in line with corporate best practices within academia. All faculties will be required to establish and manage spin-off companies, designed to generate revenue through the commercialization of research and expertise.

Special Purpose Vehicles (SPVs) will be created in order to take the University into the finance market as an effective player. As an asset manager and finance developer, it will engage governments in creative ways in order to reduce dependence on public revenue as a new finance model is put in place.

Activist Academy

The development challenges facing the region are many and varied. The commitment given to the community is that The UWI will be activist on these big issues, from public health to climate to reparatory justice for historical crimes, producing relevant research and advocacy to inform and shape public policy. Already, there has been considerable activity in areas such as reversing the pandemic in non-communicable diseases, threats to the blue and green economy, renewable energy, cultural industries, industrial diversification and competitiveness, agro-science, and industrialization.

Critically, the University proposes to harness research-driven initiatives into a focused strategy of industry-academic alignment that will enable applied research to migrate from faculties to factories and other ecosystems. To this end, the University has approved a new kind of professorship, considered a universal best practice. Persons with publicly celebrated records of industry achievements may be eligible to receive the title 'Professor of Practice', an honorary status that will enable them to function as a two-way bridge within the knowledge economy. This strategy has been activated and will yield considerable results in the years ahead.

This new approach is already bringing forth benefits. The Government of Trinidad and Tobago, for example, has provided the University with a potentially significant financially performing asset in the form of the new state-of-the-art, Couva Hospital. The Rowley government has shifted the paradigm in this regard, building upon the Kamla Persad-Bissessar regime that had earlier invested in the St. Augustine Campus, 100 acres of land for the creation of an innovation ecosystem campus in the South of Trinidad. Likewise, Sagicor Financial Corporation has leased its Headquarters Building in Bridgetown, Barbados to the Cave Hill Campus in order to create a technology innovation centre in the city as an incubator for digital entrepreneurship. These and such like investments are driving the transformation of The UWI for greater economic growth impact.

This first quarter of the 21st century, then, is the era in which The UWI, once again, will rise and shine. It is the age of research-driven innovation for the fourth industrial revolution. Leveraging The UWI's considerable research legacy for innovation is the prime objective of our times. In this regard, the primary public image of The UWI will be of a public institution with its sleeves rolled up in the effort to push the regional economy into the fast lane of the economic growth highway. In order to do this, it will create the space within the economic growth ecosystem for industry and academia alignment. This relationship, historically turbulent on account of adherence to different growth paradigms, will be effectively unified, suggesting the imperative of singularity of action in the diversity of perspectives.

The aggressive adoption of a digital vision, strategy and culture within the University has begun and will auger well for industry-academic bonding and branding. This is the specificity within which we will promote the region as technologically prepared for the post-industrial knowledge-based economy. The University is already well advanced in the management and manipulation of big data. This culture, largely research and development oriented, will be used to build out the value-added aspect of knowledge. The University will centre itself within the practice of promoting knowledge industries.

To this end, it is acknowledged that much more must be done to impact more deeply the development agenda of the OECS sub-region. Already the work has begun at two levels. The online capacity of the University has been unleashed with the creation of the Office of Online Learning (OOL). The OOL will enable all landed campuses to deliver programmes throughout the archipelago. Second, all community colleges have been invited to become Colleges of The UWI (CUWI). Some have agreed. Third, the University is working with the Government of Antigua and Barbuda to host the fourth landed campus of The UWI. This development will impact the future of the Eastern Caribbean considerably.

Going Global

Digital UWI is a more determined and confident academy than its analog ancestor. Going global is a pinnacle aspect of legacy leveraging. For 70 years, The UWI steadfastly led by Chancellors, Vice-Chancellors, Principals, and Pro Vice-Chancellors, has built up a reputation for promoting its international intent and interests. While internationalization can be found in its institutional DNA, the globalization agenda calls for new and different strategies and modalities. Globalization goes beyond internationalization in that it calls not only for trans-border engagement and movement of students, academics, and administrators, but for the establishment of centres and institutions in countries beyond the region. The UWI has boldly taken its first global steps and will accelerate this strategy in the coming decade.

(1) The UWI-China Institute for Information Technology

In 2016, The UWI, in partnership with the Global Institute for Software Technology in Suzhou, China, established in The UWI, and in China, a teaching and learning facility in order to promote the digital economy culture through software engineering with the community of Caribbean youths.

Taking advantage of the China-CARICOM Agreement subsequent to President of the People's Republic of China, Xi Jinping's visit to the Caribbean, the University built upon commitments made for practical, innovative action. From the summer of 2018, students of The UWI will be travelling in large numbers to The UWI Centre in Suzhou to complete their software engineering degrees and to be exposed to internships in the Suzhou Technology Park, one of the finest in China.

(2) The UWI-SUNY Center for Leadership and Sustainable Development (CLSD)

Located since early 2017 on the Empire State campus of the State University of New York (SUNY), in Manhattan, is The SUNY-UWI CLSD. For several decades, SUNY has been a principal research partner of The UWI in multiple

disciplinary areas, from climate change and blue economy resilience, to non-communicable diseases. In 2017, the two universities created a jointly owned and managed research, teaching and advocacy centre dedicated to advancing and monitoring CARICOM's agenda around the United Nations Sustainable Development Goals (SDGs). The SUNY-UWI CLSD Centre has already established a performance record around finding solutions to challenges facing CARICOM. The UWI presence in New York, the heart of corporate and diplomatic policy-making in the USA, can only serve to promote the global interest of CARICOM in the years ahead.

(3) The UNILAG-UWI Institute of African and Diaspora Studies

The UWI, in 2017, took the bold and long overdue initiative to establish a faculty-based facility in Africa. Partnering with the University of Lagos (UNILAG), it created the UNILAG-UWI Institute in order to build a strong and effective bridge between West Africa and the Caribbean. From September 2018, the Institute will be offering in Africa, the UNILAG-UWI joint Master's degree in Global Africa Affairs. Not only does this institute position The UWI on the African continent, but it provides a bridge for Caribbean students and faculty, entrepreneurs, diplomats, and government officials to access the global knowledge relevant to Africa's role in the digital world economy.



Vice-Chancellor, Professor Sir Hilary Beckles with Congresswoman Yvette D. Clarke, Ninth Congressional District of New York, and SUNY Chairman, H. Carl McCall at the SUNY-UWI CLSD in New York.

- (4) Similar facilities are being planned for establishment in Brussels (the European Union), Canada, Britain, Central and South America, and India. They are intended to promote the Caribbean globally as it seeks deeper engagement in building competitiveness and resilience. Critically, the global initiatives of The UWI will have a profound local impact, reflecting the University's commitment to service and leadership in the region.



Principal of the Global Institute of Software Technology (GIST) in Suzhou, China Dr. Zhu Xiulin, (6th from left), accompanied by Director of International Programmes, Mr. Lu Ning (4th from left), and Jamaica's Minister of Education, Senator The Hon. Ruel Reid (5th from left) visited The UWI to meet with the students, parents and University administrators as students prepare to leave for Suzhou, China later this year as part of The UWI-China Institute of Information Technology (UWICIIT) BSc Software Engineering programme.



Vice-Chancellor, Professor Sir Hilary Beckles (second left), and Vice-Chancellor of the University of Lagos (UNILAG), Professor Rahamon Bello (second right) with colleagues from both universities following the signing of the Memorandum to establish the UNILAG-UWI Institute of African and Diaspora Studies.

The UWI, then, in preparing to reinvent itself, and to push forward with a student enrolment of 65,000 in 2022, has gone global. Building its brand reputation and leveraging its legacy for Caribbean development, it has taken residence in all corners of planet Earth. It will, in short term, be recognized as one of the best, global universities in the world.

This next phase of The UWI, 2018-2038, is at once humbling and exhilarating. To position the regional university on the horizon of our collective imagination, there to serve our people in the future, is a task requiring considerable courage and commitment.

The UWI at 70 is well prepared, thanks to generations of givers whose existential reality was bent so completely around no other institution. In showing respect to these icons, stalwarts and governments, all within its pedagogical walls are agreed that it is time, once again, for their university to rise and shine at a new level of service and

leadership. At the centre of this service and leadership will be the making of the 21st century climate-resilient Caribbean world. Provision is already being made to situate the University on the cutting-edge of action relevant to the economics and technology of the post-traumatic Irma-Maria Caribbean. The blue economy transition, a critical part of the 2038 Caribbean economy we imagine, will be built around these University innovations in regional development thinking and planning. This much is reflected in the universal support for the goals and objectives of the Triple A Strategy 2017-2022: Revitalizing Caribbean Development.

As the University looks to its centenary, these initiatives will constitute the best next step in the journey of this primary academic enterprise of the West Indies. It will all be captured and communicated regionally and globally by *UWI tv*, the University's worldwide media institution established to secure our brand as a digital, determined, global, 21st century university.

CAVE HILL CAMPUS

The origin of The University of the West Indies (UWI) in 1948, and its reaffirmation of its commitment to the Caribbean, inscribed in the 1989 Grand Anse Declaration, centre The UWI as an indefinite regional institution with a pivotal, continuous role to play in the human resources development of the Caribbean. Since its founding 70 years ago, The UWI has laid the foundation for the modernization of the post-independent Caribbean. Through its teaching, research, intellectual leadership and public service, The UWI has been at the forefront of the search for solutions to Caribbean challenges, and has been continuously and consistently doing so for the well-being of Caribbean countries and citizens for seven decades. The University

By 2038 The UWI Cave Hill Campus will...

- Be a smart campus.
- Be internationalized.
- Have renewed educational delivery.
- Have renewed facilities.
- Have renewed curriculum for relevance, innovation and entrepreneurship.
- Have a revitalized and relevant research agenda.
- Have revitalized internal operating processes.

Confucius Institute – Asian-influenced



Administration Building – African-influenced



A GLOBAL LANDSCAPE: The UWI Cave Hill Campus is consciously designed to reflect an international ecology.

of the West Indies has been there, is here, and will be in this region indefinitely. Whether it is criticized or commended, there is no Anglophone Caribbean country which has not been positively impacted by The UWI and in which The UWI does not continue to make its mark. In Barbados and the Eastern Caribbean, that mandate expanded with the establishment, in 1963, of the Cave Hill Campus, (first as the College of Arts and Sciences until 1970). The Cave Hill Campus revolutionized the tertiary educational landscape in Barbados and the Eastern Caribbean.

The UWI Triple A Strategy 2017-2022, Revitalizing Caribbean Development, is the University's latest approach to operationalizing its 70-year commitment to transforming Caribbean societies. As the third pillar of The UWI, the Cave Hill Campus has reconceptualized its educational model, not only to operationalize The UWI's fifth strategic plan and its goals of **Access, Alignment and Agility**, but to create a long term, sustainable model for the provision of university education. In the short to medium term the Campus is propelled by existing opportunities and threats to maintain financial viability and sustainability. The Campus seeks to simultaneously enhance its relevance while charting its long term vision of a fully digitized, student-friendly, cutting-edge, research-driven university. In the short to medium term, we examined the features in our external environment and addressed the challenge of campus sustainability and relevance. By paying attention to our political economy, the Campus laid the groundwork and is repositioning itself as a unique provider of higher education.



**Professor
V. Eudine Barriteau**
*Pro Vice-Chancellor and Principal
The University of the West Indies
Cave Hill Campus*

In the context of the Triple A Strategy, Cave Hill accepts its responsibility to continue as a leader in providing high quality education, cutting-edge research, problem-solving consultancies and influencing social cohesion and Caribbean progress and well-being. Our model focuses on renewal, revitalization and relevance; that is, the renewal of curriculum and facilities, and the revitalization and relevance of the research agenda, and services to clients and core constituencies. As part of its long term vision the Campus has introduced two essential vehicles for the delivery of the goals of the Triple A Strategy and to advance our transformation of the Campus. These are **the Smart Campus Initiative and Internationalization.**

THE SMART CAMPUS INITIATIVE (SCI)

At the 2017 meeting of Council, the Campus announced the implementation of its new *Smart Campus model* for reconceptualizing and delivering education to its constituencies and communities. This initiative fully embraces the global digital revolution, and advances efforts to transform educational offerings and services in support of 21st century, sophisticated human resource development and changing labour market needs. The Campus is transforming itself into a Smart Campus. This applies to every facet of Cave Hill's operations and every faculty, centre, institute and unit. The Smart Campus model seeks to harness the advances in IT with a focus of revolutionizing the education system through diversification of content. The model emphasizes smart learning, using technology to enhance the student experience, improve our internal operating processes, transform our teaching and learning environment; deploys our blended learning policy; and promotes innovation and entrepreneurial enterprise across all operations. The Smart Campus

Initiative expands accessibility for all including students who are differently-abled and for those whose careers or lives do not permit easy access to the physical classroom. We have been creating smart classrooms installing, amongst other things, interactive projectors enabling real time communication and input between students and lecturers using smart devices. The goal is to outfit all teaching spaces with smart technology. The SCI also provides a model for integration into the neighbouring Warrens business community and to the capital Bridgetown with the long term goal of a seamless integration of the smart campus/smart community/smart city. The Smart Campus Initiative advances the strategic goal of *Access*, increases and improves academic/industry partnerships, *Alignment*, and restores the financial health of The UWI, *Agility*.

INTERNATIONALIZATION

Cave Hill's reconceptualization of educational delivery in the short term and into coming decades supports the growing emphasis on the centrality of learning as the heart of the educational experience. It acknowledges the need for internationalization both in terms of attracting students and in curriculum revision. We take note of CARICOM's stated Human Resource Development (HRD) 2030 Strategy, and Caribbean realities of joblessness, underemployment and the need for actions and programmes which capture the imagination of young people and support their enhanced participation in meaningful economic activity and social development. It is anchored in the philosophy of access for all and the wisdom of lifelong learning. This re-envisioning brings renewed emphasis on applied research, innovation and entrepreneurship for Caribbean development.

The focus on internationalization leverages the considerable strengths of the Cave Hill Campus to

position it and Barbados as a hub for higher educational goods and services in the Caribbean. National features such as easily accessible regional and international connections, agreeable climate, social cohesion, strong tripartite relations with governments, corporate sector and civil society, and readiness for technological change, combine with campus features such as institutional accreditation, strong and demonstrable commitment to quality assurance and student centredness, double programme accreditation for Medical Sciences, and highly committed and engaged faculty and staff. We have introduced programmes and facilities to attract regional and international students to the Cave Hill Campus.

RENEWAL OF EDUCATIONAL DELIVERY Faculty of Medical Sciences

Since the Faculty of Medical Sciences earned accreditation by the United States' Department of Education through its National Committee on Foreign Medical Education and Accreditation (NCFMEA), Cave Hill has sought to leverage its double accreditation status (The Caribbean Accreditation Authority for Medicine and other Health Professions (CAAM-HP) is the other). The Campus has strategically targeted markets in the United States and Ghana. A Memorandum of Understanding was signed with the University of Miami through which the two institutions agreed to collaborate, amongst other things, in student exchanges, and joint research. The Ghana initiative proposes a programme in which Ghanaian students would complete a three-year BSc Medical Sciences degree at Cave Hill which would satisfy the requirements for fully accredited pre-clinical medical training at the University of Ghana. Similar initiatives will be extensively pursued in the future as capacity allows.

The Confucius Institute

The work of the Confucius Institute is an important plank in the Campus' internationalization strategy. Cave Hill is dedicated to preparing Caribbean people to compete in a global world and a number of programmes have been mounted from the Institute in support of that goal both at the campus and in the wider community. Projects have also been undertaken with the Caribbean Examination Council (CXC) towards developing a curriculum for a secondary school certificate in Chinese. The Cave Hill Campus is approved as an HSK and ICT official testing site, the only such facility in the Eastern Caribbean for certified proficiency in the Chinese language. So outstanding has been the Institute's work at Cave Hill that at the annual international conference of 500 Confucius Institutes and 1,000 classrooms in Xian, China in December 2017, Cave Hill won the Confucius Institute of the Year award, the youngest institute to have done so. During a recent successful mission to China the Campus received support for the establishment of a Teacher Training Centre in the teaching of Mandarin. During this visit the Cave Hill Campus' Debating Team of law students won the Moot Court Competition with The China University of Political Science and Law taking top prizes in all categories of the competition. His Excellency Ambassador Francois Jackman provided excellent support to the Cave Hill delegation.

Relations with Japanese Universities

The Campus has also made significant progress in building academic relations with Japanese universities and is continuing to mount faculty and student exchanges as well as joint symposia. In September 2017, the Campus hosted three very relevant activities by Japanese academics. On September 5, Mr Mitsuteru Takashi, Associate Professor at Japanese Digital Hollywood University delivered a lecture on anime at the Errol Barrow Centre for Creative Imagination (EBCCI) and

by mid-month, the Centre for Resource Management and Environmental Studies (CERMES), hosted two workshops by colleagues from Sophia University on issues of sustainable development and environmental challenges. For the third year, selected Cave Hill students have enjoyed one-month visits to Japanese universities.

Centre for English Language Learning

Towards strengthening and expanding the capacity of the English as a Second Language (ESL) programme to attract more students, the Campus streamlined its operations into a Centre for Language Learning located within the Faculty of Humanities and Education. This ensures quality assurance oversight, pulls on resources in the Linguistics and Literatures in English programme and begins the groundwork for developing full degree programmes in the teaching of English as a Second Language. The Faculty of Humanities and Education is developing a BA in the Teaching of English as a Second Language, and a BA in Chinese and Asian Studies. The Campus envisages this internationalization thrust as one which will be deepened in the long term.

RENEWAL OF FACILITIES

The Faculty of Science and Technology

The Smart Campus model has high applicability to the global knowledge industry and the emphasis on STEM subjects. Growth in this area – science, technology, mathematics and innovation – is indeed fundamental to the advancement of Caribbean societies, and the Faculty of Science and Technology is critical to building a smart campus. This Faculty is envisioned as the nerve centre for the long term transformation of the learning, delivery, and full integration of investment in science and technology at Cave Hill. The Campus is relatively advanced in its commitment to completely renew the ageing infrastructure of the Faculty of Science

and Technology, critical to transforming teaching and learning resources in the STEM disciplines, and advancing the Smart Campus Initiative. This is in keeping with the needs of a 21st century university science facility. The Caribbean Development Bank (CDB) has provided grant funding to produce the design brief which will inform the construction of a state-of-the art, modern facility capable of supporting teaching, research, innovation and industry-university partnerships. Strengthening competencies in mathematics, information technologies, science and engineering and improving the quality of scientific research are important to Cave Hill's long term delivery strategies.

Renewable Energy Initiative

The SCI prioritizes the use of ICT technologies, focuses on energy efficiency, is green and sustainable. The SCI integrates with the Barbados Government's Division of Energy's mandate to reduce Barbados' reliance on fossil fuels and to be fully sustainable by 2020. The Campus will be a leader in the use of sustainable and renewable energy to enable Barbados to be the model of the region and globally. As part



INCUBATOR FOR DIGITAL ENTREPRENEURSHIP: Sagcor's old Mutual Building on Broad Street, Bridgetown, Barbados will be transformed into a technology innovation centre in the city.

of its renewable energy strategy, within the Smart Campus framework, a pilot project was launched to place sensors in heavily used spaces across the campus to automatically switch off lights and air-conditioning systems in unoccupied rooms. Cave Hill is also partnering with the Government of Barbados' Ministry of Energy towards transforming some campus structures to smart buildings. The Bursary also introduced a number of online features through Touchnet's Marketplace programme.

RENEWAL OF CURRICULUM FOR RELEVANCE, INNOVATION AND ENTREPRENEURSHIP

New Curricula

The new global economy is characterized by the impact of artificial intelligence which is daily changing Caribbean workplaces. The Cave Hill Campus recognizes its role in providing the skills and expertise which would help to support national and regional goals in this area. The UWI BSc in Software Engineering was

therefore an important introduction. The Faculty of Science and Technology also recently introduced the MSc in Information Technology with specializations in Mobile Applications, Web Development or Enterprise Systems and a new Postgraduate Diploma in Information Technology.

The Campus is extending every effort to ensure the delivery of modern relevant programmes. Other recent offerings brought on stream include the MSc Nursing Education, the MSc Nursing Administration, the BSc Environmental Sciences and minors in Creative Writing and Chinese (Mandarin). The Bachelor of Education in Early Childhood Care and Education represents an important programme in which the Campus seeks to positively influence learning at an early stage and to significantly impact lifelong outcomes.

BSc Software Engineering

As part of the University's thrust to be an excellent global university rooted in the Caribbean and the Campus' emphasis on becoming a smart campus for

RENEWABLE ENERGY INITIATIVE: The UWI Cave Hill Campus will be a leader in the use of sustainable and renewable energy enabling Barbados to be a model for the region and world.



the 21st century, The UWI has emphasized the offering of innovative degree programmes. The Campus recognized the need to provide access to education for students in Barbados and the region in areas that are rapidly developing and would be of benefit, such as developments in software engineering. The University has partnered with the Global Institute for Software Technology in Suzhou, China to provide a four-year BSc degree in Software Engineering (Mobile Technologies). Students spend the first two years at Cave Hill, completing courses by different modalities. The following two years are spent in Suzhou, China completing the software engineering degree. Our first cohort of students will begin studies in China in August 2018. This specialized skill set provides graduates with a competitive advantage.

Faculty of Sport

The Campus has been building the academic discipline of Sport Sciences to ensure Barbadian and Caribbean coaches and athletes can gain professional certification to manage and grow the athletic talent for which the Caribbean is known, and to support careers in these areas. The BSc and MSc in Sport Sciences degrees fill a void for specialized qualifications in new areas, internationalizes the Campus' and The UWI's reach, and are projected to become a significant revenue earner for the Campus. Two new Sports Science labs have been outfitted – one for strength and conditioning and the other for bio mechanics. State-of-the-art 3D motion capture cameras enable coaches to analyze the range of motion of athletes. As we seek to earn revenue, educate our students in non-traditional areas, and offer our programmes regionally and internationally, we are creating a proven sporting model. We have also designed a curriculum which would allow for coaching certification in association with the Union of European Football Associations (UEFA). These programmes

have been developed as self-financing initiatives and aim to educate and train Caribbean young women and men in new areas for personal, national and regional development.

Centre for Lifelong Learning

The recently established Centre for Professional Development and Lifelong Learning (CPDLL) at the Campus is an open-enrolment facility exclusively devoted to the provision of professional development opportunities. It aims to align the expertise of some of the most qualified regional and international academics and professionals with the needs of stakeholders, while giving a wider and more diverse audience access to UWI scholarship. The CPDLL is dedicated to providing an extensive range of educational programmes for a cross-section of professionals seeking to take their careers to the next level. In addition, the Centre will offer a number of personal enrichment activities, including short courses and workshops to appeal to all adult learners who are in continuous pursuit of knowledge.

Faculty of Caribbean Creative Arts and Culture (In Development)

The UWI Strategic Objective AC2 of the Triple A Strategy states the University should be the first choice for all things Caribbean. A Faculty of Caribbean Creative Arts advances both access and internationalization.

As the Campus maintains an outward reach using internationalization to attract extra-regional students, it also looks within to reveal what is exceptional about our global university rooted in the Caribbean. It ponders the question, “What indigenous sources of knowledge do we have that are unique to the Caribbean, and for which persons would leave their respective countries and come to The UWI to study with us?” In seeking to address that question, it became very apparent that

our distinctive, rich Caribbean culture was a most obvious answer. The accretive syntheses of indigenous, African, European, Asian and Indian influences have created a distinctive, fascinating Caribbean culture, with Caribbean music accounting for one of its many dimensions. Caribbean musical genres, which include calypso, reggae, spouge, mento, zouk, salsa, merengue, ska, cadence, chutney, punta, tuk, soca and so much more, make the region unique. An analysis of the region's inimitability in music, dance, film, carnivals and festivals, religious belief systems and practices, the fine arts, and cuisine fascinates. A Faculty of Caribbean Creative Arts and Culture represents a very attractive concept and a proposal for such is being developed.

REVITALIZATION AND RELEVANCE OF THE RESEARCH AGENDA

Applied Research, Innovation and Entrepreneurship for Caribbean Development

As part of its operationalizing of the current strategic plan, and its long term vision of the transformation of educational delivery, the Campus is committed to putting knowledge in the service of solving Caribbean problems. The Cave Hill Campus is reenergizing research for the Caribbean development agenda. The Campus mounted the first multidisciplinary regional symposium on the threat posed to tourism, fisheries and ecosystems by the Sargassum seaweed. Under the leadership of the Centre for Resource Management and Environmental Studies (CERMES), the Campus brought together Campus researchers, CARICOM ministers and representatives of key economic and social sectors and entrepreneurs to brainstorm on how the region should respond to the Sargassum threat. An important output was the production and dissemination of a Sargassum Management Brief produced by CERMES

in collaboration with colleagues from the Gulf and Caribbean Fisheries Institute (GCFI) and the Caribbean Specially Protected Areas and Wildlife of the Wider Caribbean Regional Activities Centre (CARSPAW-RAC). It focused on best practices for dealing with influxes. The Campus distributed the brief to all regional ministries of Agriculture, Fisheries and Hotel and Tourism Associations. We continue to undertake widespread public education and advocacy by mounting lectures, seminars and workshops underscoring our commitment to sharing knowledge and expertise and stimulating the search for solutions.

Through the Centre for Food Security and Entrepreneurship (CFSE), the Campus is advancing the strategic goals of Alignment and Agility with its successful efforts of increasing academic/industry research partnerships. The proposed agri-businesses park being developed on donated lands at Dukes Plantation include capacity building for artisan chocolate manufacturers, a programme of support for the genetic improvement of sea island cotton, a collaboration with Eden Herbs of St. Lucia to research and develop the medicinal herb sector, partnership with the Government of St. Vincent and the Grenadines to halt the decline of the arrowroot industry, development of marine biodiversity for the development of drugs and personal care products, and a Caribbean sail cargo initiative which would facilitate the movement of agricultural produce primarily from Eastern Caribbean suppliers. The Campus has secured funding for the project from China Aid, in the context of a bilateral agreement between the Government of the People's Republic of China and the Government of Barbados. The Ministry of Education and the CFSE have successfully launched the prototypes of luxury leather products based on the development of the leather industry using the leather of the black belly sheep. Its commercial production should begin next year and

given the quality of the goods and the public's reception this will be a very successful academic/agricultural entrepreneurial partnership.

Centre for Biosecurity Studies

The UWI Strategic Objective AL2 of the Triple A Strategy aims to increase and improve academic/industry research partnerships. The creation of a Centre for Biosecurity Studies advances this goal. The 2017 swathe of hurricanes that devastated the north-eastern Caribbean produced myriad economic, social and health challenges. Such natural disasters engender geographical degradation, heighten health challenges and exacerbate socio-economic conditions of poverty due to massive dislocations and loss of resources and livelihoods. These adversities create both geopolitical and biosecurity concerns to which the Cave Hill Campus has responded. The first activity involves a one-day symposium on biosecurity issues in the Caribbean scheduled for August 2, 2018. It will examine the implications of biosecurity challenges focusing on building resilience to biosecurity threats. The second, more long term response is the creation of an interdisciplinary Centre for Biosecurity Studies located in the Faculty of Social Sciences. The Centre integrates the fields of law, medical research, international relations, public health, and is dedicated to building capacity to deal with threats arising from biosecurity issues. The main activities will include training, expert advice to governments and agencies, policy briefs, and consultant research. The Centre will offer professional fee-paying courses in areas such as Global Biosecurity Treaties and Local Implications, Cyber and Data Sovereignty and Security, Emerging Infectious Diseases and Bio Intelligence, Bio Safety and Public Disasters, and the Anthropology of Biosecurity. The Centre will also provide advice to government and agencies via consultant research and policy briefs.

One-Day Symposium on Assessing 10 Years of World Economic Recession

The UWI Strategic Objective AC4 aims to improve the quality, quantity and impact of research, innovation and publication. Again the activities of the Campus position it to achieve this goal and advance meeting key performance initiatives of the Triple A Strategy. The global financial crisis, which pushed the world economy into the deepest and longest recessions since the Great Depression of the 1930s, was one of the most significant economic events of the 21st century and has had a deeply negative effect on Caribbean countries. Ten years later, under the leadership of the Department of Economics, Cave Hill in September 2018, will host a one-day symposium interrogating the effects of this crisis examining such issues as the impact on the countries of the Eastern Caribbean, resilience and future responses in the event of similar global crises. The event will bring together business persons as well as leading academics to investigate and provide insights which can positively serve the region going forward.

One-Day Symposium on the China Belt and Road Initiative

Members of the research and teaching faculty of the Cave Hill Campus continue to produce knowledge and policies to assist Caribbean governments, businesses and civil society, given contemporary development challenges and opportunities. Climate change, international trade, uneven and combined development, sustainable livelihoods, health and well-being, social justice and international relations constitute some of the lively areas of concentration. Of particular interest is China's "New Silk Route Initiatives", and more specifically, its *Belt and Road Initiative* which President of the People's Republic of China, President Xi Jinping has advanced. These initiatives feature commitments and actions to deepen international development cooperation and investment

across the Global South at a time of great uncertainty, with respect to border and trade protectionism, and sovereign indebtedness. During our recent visit to China, The China Academy of the Social Sciences, The China University of Political Science and Law and the China Law Society agreed to partner with the Cave Hill Campus under the leadership of the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) to mount a one-day symposium in January 2019, to examine the China Belt and Road Initiative and the implications for the Caribbean. The aim is to encourage a multidisciplinary conversation about Chinese Foreign Direct Investment (FDI). This activity advances the already articulated UWI Strategic Objectives AC4 and AL2.

Cave Hill Office of Research and Innovation (CHORI)

The Campus recently established an Office of Research and Innovation as part of the School for Graduate Studies and Research. It is expected that CHORI will organize regular and routinized Campus Research Days, attract major research grants, assist in facilitating awards of more patents, and create commercial and entrepreneurial ventures.

REVITALIZATION OF INTERNAL OPERATING PROCESSES

The UWI Strategic Objective AC3 of the Triple A Strategy advises improving the quality of teaching, learning and student development. The Cave Hill Campus has been introducing changes in its internal operating processes in order to exceed rapidly changing student and stakeholder needs. Within this context, a Student Enrolment and Retention Unit (SERU) was established, effectively streamlining a number of disparate functions into a dedicated office engaging issues related to the student experience from the expression of interest through enrolment to graduation.

The Unit incorporates international recruitment and has been placing much emphasis on penetrating new markets as well as enhancing our presence and profile in more traditional ones. It is expected that SERU's work will positively impact enrolment from our local, regional and international markets.

THE WAY FORWARD

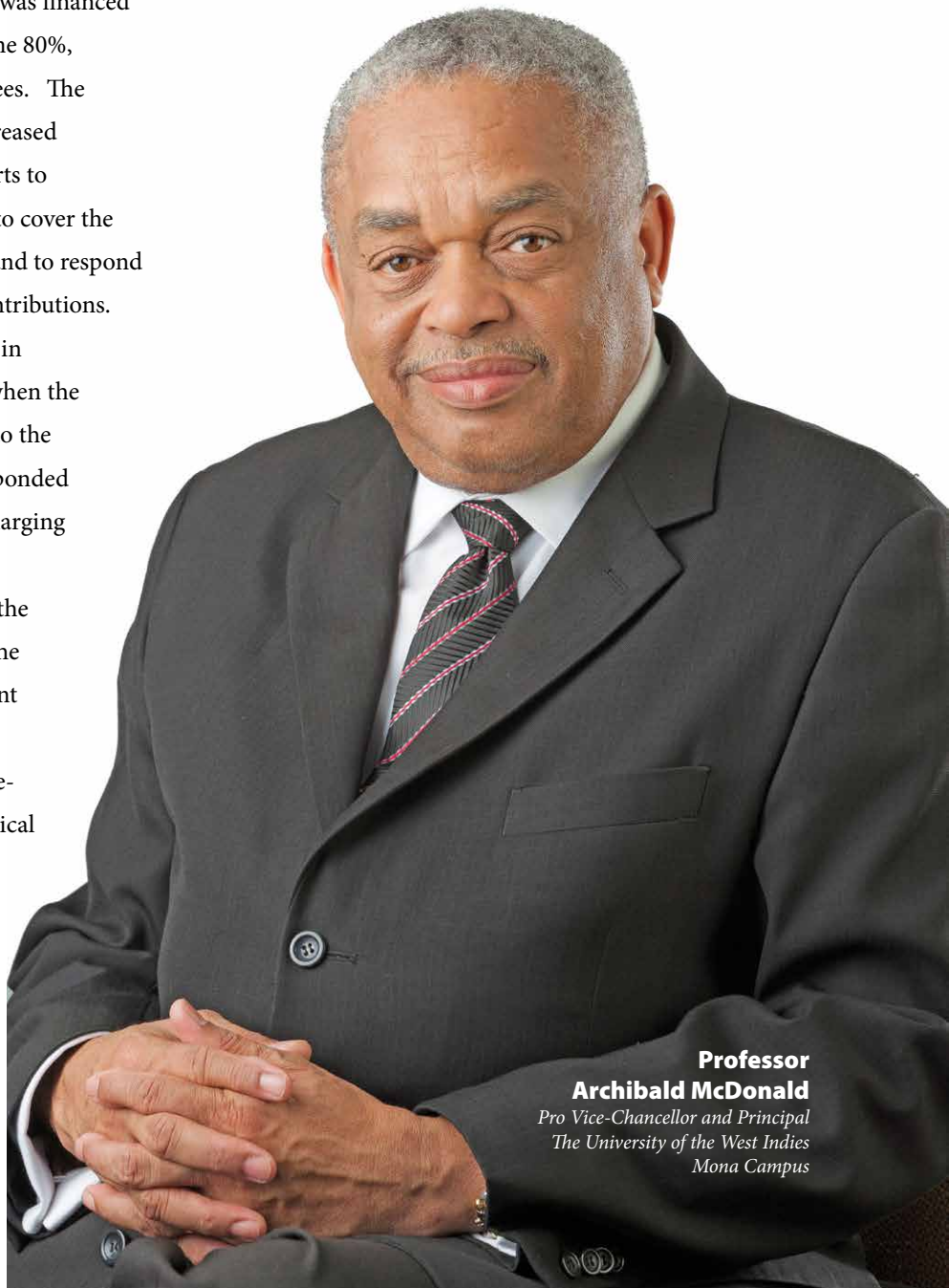
The Cave Hill Campus has reconceptualized its educational model to manage and move beyond temporary challenges even as it aggressively implements the goals of the Triple A Strategy 2017-2022. The Cave Hill Campus is confident, resolute, resilient and committed to the revitalization of Barbados and Caribbean development. We are using internationalization and the Smart Campus Initiative as the primary vehicles to pursue the Triple A strategic goals. The internal reorganizations we have undertaken introduced increased levels of efficiency and predispose the Campus to respond more nimbly to our external environment. We are dedicated to expanded access, transforming the skilled labour force and growing applied research and innovation to advance Caribbean societies. We are working towards greater financial self-sufficiency and the promotion of an entrepreneurial and innovative culture. We are building strong, international partnerships and engaging in constant curriculum renewal for relevance. In 20 years' time we envision the Campus as fully digitized, seamlessly integrated in the urban communities and playing a pivotal role in creating smart Caribbean societies driven by harnessing artificial intelligence for learning and research. Student satisfaction will continue to be great, as international students and researchers flock to the Campus for a unique learning and research experience. The Cave Hill Campus is and will be the higher education place to be, a Smart Campus deep into the 21st century.

MONA CAMPUS

The University of the West Indies (UWI) was founded in 1948 by the British Colonial Government as a single tertiary institution for the region. It began operations with 33 undergraduate students in the Faculty of Medical Sciences. At inception, the economic cost of The UWI was financed by regional governments contributing some 80%, and the remaining 20% through student fees. The next 50 years witnessed exponentially increased student intake and, with it, concerted efforts to diversify the University's income streams to cover the commensurately rising operational costs and to respond to consistent reduction in government contributions.

Perhaps the most dramatic reduction in government contributions came in 2004 when the Jamaican Government cut its subvention to the University by \$1 billion. The Campus responded by increasing its programme offerings, enlarging its commercial operations, developing its infrastructure and IT support to enhance the teaching and learning experience within the academy and pointedly targeting enrolment growth.

The Mona Campus introduced full fee-paying programmes in the Faculty of Medical Sciences. Other faculties soon followed. The efforts to align new full-fee paying programmes to industry and global demands, have generated income in excess of \$3.6 billion. The Campus continues to add new full-fee paying



**Professor
Archibald McDonald**
*Pro Vice-Chancellor and Principal
The University of the West Indies
Mona Campus*



RESEARCH AT THE CENTRE OF TRANSFORMATION: The UWI Mona's Cardiac Simulator goes into commercial production.

programmes including, in 2017, the Bachelor of Arts in Librarianship, Bachelor of Arts in Information Studies, and Master of Arts in Archives and Record Management and a suite of programmes in Engineering.

By academic year 2006/2007, with more than 15,000 students, the University had so diversified its financing streams that “donor income and other projects accounted for 32% of the academy’s income and 55%, government contributions. In the 2017 financial year, government contributions stood at 37%, student fees at 15%, and donor funds, special projects, commercial and other sources, 48%.

Acknowledging that increased access to a university education is a development priority, The UWI’s strategic plans have consistently targeted increasing access. Over the decades, the Mona Campus has created a raft of new academic programmes and entities. Recently, the Faculty of Sports, the Mona Academy of Sports, Mona Entrepreneurial and Commercialization Centre and The Centre for Entrepreneurship Thinking and Practice were created.

By 2038 The UWI Mona Campus will...

- Have satisfied the national enrolment goal of 33% of the targeted population.
- Have generated income and reduced cost through innovations that align to the region’s developmental needs.
- Have widened its income base through private-public sector partnerships and commercial enterprises.
- Have increased its self-financing programmes for the local, regional and international markets.

During the 2013-2018 period, there was a 25% cumulative increase in student intake, including a 56% increase in disabled students. It is no accident that the largest areas of growth were programmes in the Faculty of Medical Sciences (FMS).

FACILITIES **Medical Sciences Complex**

One of the most impressive buildings on the Mona Campus is the Faculty of Medical Sciences' Teaching and Research Complex. This 30,000 square metres state-of-the-art facility is home to students pursuing professional degrees in the various Health and Basic Medical Science disciplines. The J\$3.5 billion complex was conceptualized to meet the need for a proper facility for the Basic Medical Sciences. The facilities cater to an annual intake of 280 medical students, and the Faculty has also been able to operate training programmes for other disciplines in this building. These include

physical therapy, diagnostic imaging, basic medical and applied sciences, clinical pharmacy and dentistry. There are five large lecture theatres, 25 tutorial rooms, 45 small research labs for staff, and 12 larger research laboratories equipped with modern multimedia technologies. The facility is the home of CARIGEN and CARITOX, a Forensic DNA laboratory and Forensic Toxicology testing laboratories, respectively.

The multimedia technology allows for streaming of lectures to students based at the Western Jamaica Campus thereby extending the capacity and reach of training initiatives. Within the anatomy lab, there is technology such as a digital microscope which has the capability of creating a bank of electronic slides for student use. The facility also has a well-equipped computer lab which allows not only for delivery of classes, but also for the conduct of examinations online using the University's virtual learning platform.

Indeed, Information Technology (IT) was critical



The Faculty of Medical Sciences Teaching and Research Complex.

to the Campus' thrust to increase student enrolment while responding to national development imperatives. In addition to those in the FMS, web/video conferencing facilities were installed in all faculties. Web technologies were deployed and integrated with Our Virtual Learning Environment (OURVLE), and digital signage indoor screen systems enable immediate communication across the Western Jamaica and Mona campuses. In the immediate future, Digicel will install a new cabling infrastructure on the Mona Campus and, with strengthened human resource capacity, the IT division will continue its efforts to improve the IT infrastructure on all halls of residence.

Campus Water Supply

The Campus also took radical action in addressing its inadequate and unreliable water supply. The UWI partnered initially with United States-based company, North Star Development Jamaica Ltd and Industry Capital to finance the development of the first of two wells to supply the Mona Campus with its own potable water. World famous hydrologist Dr. Skip Hoagg was hired to conduct the exploration, mapping and supervision of the drilling of the well. After months of geological surveys using some of the most modern technology available a potential site for drilling was identified.

In December 2016, the Campus switched its source of potable water supply from the National Water Commission to the Campus' own well. The well has saved the Campus some \$16 million, or 40% monthly on water bills and provides the community with a consistent and reliable supply of water. The financial management of the well is now controlled by local conglomerate Eppley Limited who acquired major shares in the Public-Private Partnership (PPP) agreement. The maintenance and operation of the well is carried out by Jamaica Wells who were engaged by North Star Development Jamaica Ltd.

Energy Conservation

In 2015, the Mona School of Engineering's (MSE's) Energy Management Unit (EMU) assumed all the roles of the disbanded Energy Conservation Project Office (ECPO). Its aims are to ensure that all campus buildings and spaces function at high energy performance. Hence, the EMU assumes the responsibility for leading the development of findings and recommendations regarding campus buildings and facilities. In the last academic year, the EMU worked with the Office of the Campus Principal in the development of a campus-wide Light Emitting Diode (LED) lighting upgrade project.

Co-Generation Plant

Similar to our agreement with North Star Development for the construction and management of our well, we entered into another PPP arrangement for our co-generation plant which will realize annual savings in excess of J\$350 million per year for the first three years after completion. The Mona Technology Unit (Mona-Tech), the commercial arm of the Mona School of Engineering, redeveloped a proposal to complete the development of the Combined Heat and Power (CHP) plant (Co-Gen plant). Seven Megawatts (7 MW) of electrical generators will be installed to provide for all the Campus' electrical energy needs. The exhaust and hot water from these engines will be used to power the absorption and hot water chillers to provide 2200 tonnes of refrigeration cooling. The plant will be commissioned in November 2018. The Campus will realize the following benefits:

- The Campus will be completely off Jamaica Public Service Company (JPS)
- Cost per kWh reduction to US\$0.1283
- Savings for one to three years of J\$350 million per year with savings to the Campus expected to increase further after the handover
- **Total Savings over three years = J\$1 billion**

QUALITY

The UWI's capacity to expand is a function of its ability to ensure maintenance of quality, not only in the facilities, but in all aspects of the training and educational processes. The UWI Mona Campus is the only tertiary level institution to achieve institutional accreditation. The University Council of Jamaica's (UCJ) accreditation status guarantees that all academic programmes administered by the University meet the required academic quality standards. In addition to this institutional accreditation status, a number of programmes have received regional and international accreditation, among them:

- Bachelor of Medicine,
Bachelor of Surgery (MBBS) Programme
- Doctor of Dental Surgery (DDS) Programme
- Executive Management Programme (EMBA)
- Master in Business Administration (MBA) Programme
- The Microbiology Laboratory

The BSc Electronic Engineering has undergone all relevant activities for accreditation status and now awaits the relevant international accrediting body's decision.

With its development of an extensive strategic plan and its focus on institutional reform, the Caribbean Institute of Media and Communication (CARIMAC) was officially designated a School by The UWI's Finance and General Purposes Committee (F&GPC) with effect from August 1, 2017. Its designation as a School will enable CARIMAC to pursue institutional and programmatic accreditation.

STUDENT HOUSING

Only last year, the Mona Campus was granted approval to participate in the Title IV Direct Loan

Programme of the United States' Department of Education until 2020. Through this programme, US students will be able to access federal grants to attend the Mona Campus. With rising student numbers, and the renewed thrust to attract international students to not only diversify and, so, enrich the student population, but also to grow the academy's income, increased student housing through private-public partnership agreements were sought. The emphasis on student housing is, therefore, strategic as the 2012-2017 strategic plan period saw an impressive 57% increase in the number of students residing on campus as a result of the aggressive effort made to construct and redesign halls of residence through these arrangements. New halls of residence built over the last 10 years include the Marlene Hamilton Hall, the Elsa Leo-Rhynie Hall, the Leslie Robinson Hall, and the reconstructed Irvine Hall which, last year, added 432 beds to the Campus' housing stock.

STRENGTHENED RESEARCH CAPACITY

Acknowledging that research is the foundation for social, cultural, economic and environmental innovations that drive society forward, The UWI Mona Campus, in its effort to broaden and solidify its research value, continued in its tradition of maintaining and establishing both local and international research partners. Of particular note are those which the Faculty of Medical Sciences formalized in the reporting year:

- Research collaboration with Colgate (Dentistry).
- Formalization of research collaboration with the University of Pennsylvania, School of Dental Medicine.
- Initiation of research collaboration with the Zahnmedizinische Fakultät of the Freie Universität Berlin, Germany (Dentistry).
- Establishment of a MOU between the Harvard/MGH Centre on Genomics, Vulnerable Populations and

Health Disparities and The University of West Indies Medical School, to develop cancer genomics research and other areas of cancer research. This will provide opportunities for collaboration on international research projects.

The Medical Sciences facility has enhanced The UWI's reputation not only for high quality teaching but also first-class research. Currently, a wide range of research is being pursued by faculty in areas such as forensic sciences, molecular biology, microbiology, new-drug development and cannabis genetics. The research agenda for the Faculty has been strengthened by collaboration with the SUNY University Systems which was forged principally with the University of Buffalo Campus of SUNY and includes five main areas of research development – Centre for Infectious Diseases Research, Antimicrobial Resistance and Stewardship, Liver and Metabolic Disease, Cannabinoid Sciences Clinical Applications Research Programme and Cancer Research in Natural products and Nanomedicine.

The Campus' research activities are wide-ranging, affecting all aspects of national and regional development. A few recent projects are illustrative of the point:

- **Net-Zero Energy Building**

The Centre for Advanced Research in Renewable Energy (CARRE) located on the campus, is the result of a research project called the 'Low Greenhouse Gas Emissions: Promoting Energy Efficiency & Renewable Energy Building in Jamaica (LGGE) Project'. This research project was devised by Professors Anthony Clayton, CD and Tara Dasgupta, CD and funded by the Global Environmental Facility (GEF). Technical assistance was provided by the United Nations Environment Programme (UNEP). The project resulted in the design, procurement and construction of the Caribbean region's first Net-Zero Energy Building (NZEB) with assistance from the Mona School of Engineering Energy Management Unit (EMU).



Artist's impression of the Net Zero Energy building at The UWI Mona Campus.

The long term benefits of the NZEB are reduced environmental impacts, lower operating and maintenance costs, better resilience to power outages and natural disasters and improved energy security. The building will save approximately 50,000 kilowatts of energy annually, which translates to a reduction in carbon dioxide emission of 34.5 metric tonnes per year. The building also serves as a prototype for Zero Energy Building principles and strategies that respond to climatic conditions and will serve as an emergency shelter.

- **Campus Energy Awareness Programme**

The EMU also implemented a Campus Energy Awareness Programme (EAP) that seeks to achieve improvement in all areas of energy efficiency and conservation; manage energy as a controllable expense; improve campus energy productivity by requiring less or a constant amount of energy to produce more graduates and realize increased revenues; and galvanize the involvement of the campus community into being more energy conscious and to practise energy conservation and efficiency in the workplace.

- **Retrofitting of the National Housing Trust (NHT) Headquarters**

As part of the research project, the EMU conducted an energy audit which led to the retrofitting of the National Housing Trust (NHT) headquarters in Kingston, the adjoining car park and the Emancipation Park for improved energy efficiency. A Memorandum of Understanding was signed between the NHT and The UWI in 2016 to cover the assessment of the most advanced retrofit solutions to increase energy efficiency

and performance of existing buildings. The NHT headquarters complex is now a demonstration project under the LGGE programme. It is designed to show how energy-efficient building technology can be used as a model in both retrofit and new construction for the region's contractors and builders.

- **Innovation Committee**

The Public Sector Organization of Jamaica (PSOJ) and The UWI signed a MOU establishing an innovation committee of PSOJ and UWI members to collaborate on research to drive innovation within the private sector.

- **Environmental Management**

The Grace Kennedy Foundation renewed funding for the Carlton S. Alexander Chair in Management Studies and the James Moss-Solomon Senior Chair in Environmental Management (Chairs held by Professors Ian Boxill since 2010 and Mona Webber, appointed in October 2017). Each chair is funded at a value of \$5.5 million per annum.

- **Hurricane Preparedness**

Mona Geo Informatics, headed by Dr. Parris-Lyew Ayee is at the forefront of preparations for hurricane impact.

- **Seismic Resilience**

The Earthquake Unit implemented a seismic resilience project in Westmoreland, increasing the number of seismic stations to 13, putting Jamaica in a safer position against the ravages of earthquakes.

- **Fire Research**

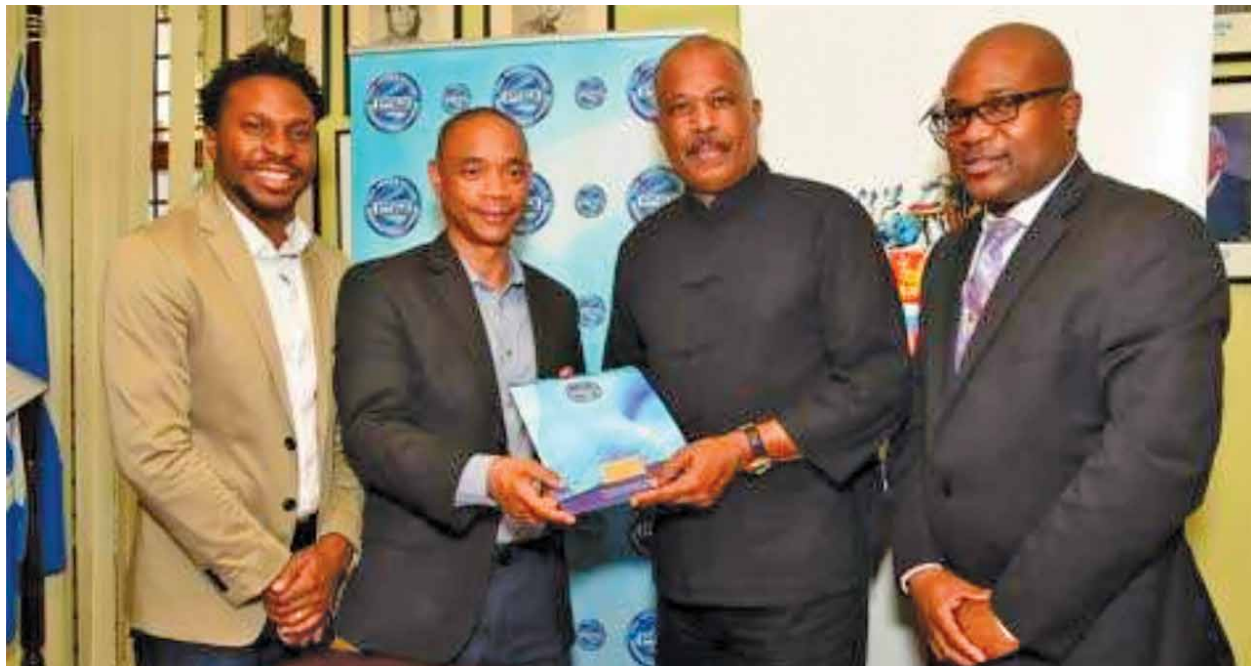
The Physics Department launched the Mona Fire Research Group (MFRG), a multidisciplinary group engaged in studying the science of fires. MFRG fills a void in the Caribbean in terms of fire research and fire protection engineering and will ensure that our region plays its part in terms of fire safety issues and policy development.

RESPONDING TO NATIONAL DEVELOPMENT IMPERATIVES

The Mona Campus also adapts its curriculum to target specific areas of the nation's and region's growth imperatives. In the last academic year, the Mona Campus entered into a MOU with the Ministry of National Security facilitating the training of 3,000 police recruits over three years to strengthen the capacity of the nation's police force that is currently operating at 70% of its strength. The UWI/Jamaica Constabulary

Force (JCF) Recruitment Training Partnership will see up to 14,000 members of the police force benefitting from soft skills and technology for cyber criminals training over three years.

Acknowledging that a critical mass of engineers is required to grow any economy, and the Government of Jamaica's expressed interest in increasing the number of engineers in the country, the Campus renewed its focus on engineering. There were some 1,200 applications for engineering programmes for the 2017/2018 academic year. The MSE was granted approval to offer the BSc Biomedical Engineering Programme and the MPhil and PhD degrees in Electronics and Computer Systems Engineering, Electrical Power Engineering, and Civil Engineering. To enable more students to access engineering programmes, MSE rolled out its preliminary engineering programme which will serve as a qualifying year for students seeking to access the BSc programmes in Civil, Computer Systems, Software, Electrical Power, Electronic Systems and Biomedical Engineering.



CEO, Private Sector Organization of Jamaica (PSOJ), Dennis Chung (second left) and Vice-Chancellor, Professor Sir Hilary Beckles (second right) following the signing of a Memorandum of Understanding establishing the joint innovation committee to drive research and innovation. They are flanked by PSOJ member, Twain Richardson (left) and Pro Vice-Chancellor, Planning, The UWI, Professor Densil Williams.

ADDRESSING THE NEEDS OF VULNERABLE COMMUNITIES

The UWI Mona Campus continues to deliver on its mandate to harness the society's human capital, including that of our underserved communities, towards participation in nation building and economic activity. Formerly, the Greater August Town Film Festival (GATTFEST), the UWI Community Film Project, an initiative of the Centre for Tourism and Policy Research (CTPR) under the direction of Professor Ian Boxill, has been encouraging young people from underserved communities to get directly involved with innovation, storytelling and filmmaking around important community and national issues. Since its inception, the project has been providing new opportunities and experiences for these youths, while simultaneously contributing to the education, social development and economic empowerment of the community members through filmmaking. The primary objective is to showcase the talent and culture of the community, changing the negative perceptions of the community and, through tourism, attract people to the community to experience this transformation for themselves.

Officially launched in October 2012, the film project has been recognized as an inspiring model of excellence. Its impact has motivated numerous groups and leaders to request implementation of the project in communities across Jamaica. It is currently the biggest community film festival in the Caribbean, involving not only local communities, but also other Caribbean creative minds as well as international filmmakers who participate to tell their stories and be recognized for their talent and creativity.

In the reporting academic year, The UWI Community Film Project graduated 44 participants.

To date, some 224 participants, recruited from the communities of Greater August Town, Mona Common, Trench Town, Jones Town, Nannyville/Mountain View, Whitehall, Maxfield Park, Denham Town, Hannah Town, Tivoli, Vineyard Town, Granville, Pitfour, Anchovy, Canterbury, Norwood, Salt Spring, Flankers, Catadupa and Portland Cottage, have graduated from the project.

In academic year 2016/2017, the Mona Social Services (MSS), a non-governmental organization, continued its programme of community transformation through its socio-educational and other initiatives. Relying on voluntary services and private- and public-sector partnerships, it works in six communities within the Mona Valley – African Gardens, August Town, Bedward Gardens, Hermitage, Goldsmith Villa and Mona Common. The MSS continued to collaborate with the Child Development Agency, Lions Club of Mona, UWI Student Emergency Response Team (UWISERT), Guild of Students, Greater August Town community-based organizations, Mona Common Steering Community, the Citizen Security and Justice Programme, as well as other private partners and the general UWI community departments and units to facilitate community engagement activities and to assist with various social intervention programmes. The MSS's portfolio of activities include literacy training, community beautification, summer youth programmes, recycling projects, healthcare, youth motivation and empowerment projects.

Through widespread social intervention initiatives, MSS continues to engage peace builders and at-risk youth within The UWI Township and the wider community to promote peace across borders. The unit's research work on transference and football as an intervention tool in community development aims at assisting related national policy formulation.

PLANS FOR THE FUTURE

The UWI Mona Campus will continue to aggressively seek ways to increase enrolment to satisfy the national enrolment goal of 33% of the targeted population; generate income and reduce costs; through innovations that align to the region's developmental needs, widen its income base through private-public sector partnerships and commercial enterprises; and increase its self-financing programmes for the local, regional and international markets. There are extensive plans, through the tried and tested PPPs, to upgrade the physical facilities to achieve the aims mentioned above.

Social Sciences Building

Plans are already afoot to construct a new seven-storey building to ease the chronic shortage of classrooms and offices for academic staff in the Faculty of Social Sciences. This is made possible through a partnership with the National Commercial Bank (NCB) under the project "Applied Research in Corporate Transformation", valuing US\$503,000.

The Health Centre

Not least among the needed facility improvements is a Health Centre that holistically addresses the health and wellness needs of the campus community. Similarly, in an academy where a large percentage of our faculty are recruited outside of Jamaica, the Campus' residential accommodation requires attention. Therefore, plans are in progress to redevelop the College Commons to afford our faculty and senior administrative staff modern accommodation.

Nursing Facility

The growing demand for nurses in the region also requires expansion of the existing School of Nursing facility to accommodate additional teaching and staff spaces such as classrooms, offices, bathrooms, lounges and conference rooms.

Entryway

The Campus Master Plan proposes that campus boundaries and edges be strengthened. Plans are afoot to reconfigure the 'Post Office' entryway to handle the present and anticipated pedestrian/traffic volume and pattern as the main point of entry for visitors to the campus, and to enhance its attractiveness to users.

The Students Union

The Students Union has long outlived its usefulness to students of this 70-year-old institution. The Campus plans to develop a Student Centre that will cater to all student needs, with a strong focus on student centredness, including unhindered access for the physically challenged, internationalization and cultural diversity within the student population. The facility will integrate and encourage educational, social, recreational and cultural interactions. The development will include eateries and a supermarket, meeting rooms, access to internet, commuting students lounge, general students lounge, administrative offices, a multipurpose amphitheatre, satellite location for essential student services, parking and circulation for buses.

Campus Centre

For some years, we have been proposing the development of a Campus Centre. Currently the Campus is in discussions with private sector partners to develop this critically needed centre. The Campus Centre will be centrally located and is geared towards providing approximately 10,000 square metres of centralized, flexible common spaces, offering a mix of cultural, recreational and civic experiences to students, faculty, staff and visitors. The major features of this project are:

- Grand Foyer/Hall
- Administrative Offices
- Multipurpose Centre for Convocations/ Graduations/Conventions /Conferences/Sporting Events
- Concession Spaces

- Multipurpose Rooms
- Changing/Dressing Rooms for Teams/ Entertainment Events
- VIP Rooms
- Venue Operating Centre
- General amenities – restrooms, parking, landscaping, security post

Western Jamaica Campuses

With the fallout in the partnership arrangement to construct state-of-the-art campus sites at the Barnett estate and Hartmont property in Montego Bay to revolutionize tertiary education service delivery in the Western region, The UWI Mona Campus continues to aggressively negotiate with prospective investors to ensure commencement of this initiative in the current academic year.



POWERING DEVELOPMENT THROUGH PARTNERSHIPS IN RESEARCH AND INNOVATION: The UWI Mona Campus Research Days

Mona Bowl

In keeping with our plans to serve the region's dynamic Sports sector, the Campus plans to develop the Mona Bowl into a first-class sporting facility that will be renamed "the Mona Bowl for Sporting Excellence". It will cater to high-performance and student athletes, and external clients. It is envisioned that this centre will incorporate a multipurpose stadium to support the running track, along with other developments which would include the construction of an Indoor Sports Arena, Sports Medicine Unit and the complete refurbishment of the Sir Frank Worrell Cricket Ground to include a new pavilion and seating, and the swimming pool.



Professor Dale Webber, Pro Vice-Chancellor, Graduate Studies and Research, an Environmental Manager and former Director of the Centre for Marine Sciences, will take on leadership of the Mona Campus as Principal effective August 1, 2018.

Confucius Building

The Campus is the beneficiary of an agreement between the Government of Jamaica and People's Republic of China whereby our existing Confucius Institute will be relocated and expanded to facilitate increased demand for learning Chinese language and culture.

THE WAY FORWARD

As the Prime Minister of Jamaica and other members of Government have advocated, the University is the pillar on which social and economic development rests, and there is need for a new financing model for this pillar in which private and public sector partnerships play a key role. The UWI Mona Campus, has demonstrated how this development model redounds to the benefit of all partners and stakeholders. In the immediate years ahead, the Campus will be working towards cultivating more of these partnerships towards strengthening our University's brand across the region, and indeed, globally.

OPEN CAMPUS

This year, 2018, The University of the West Indies (UWI) family can be doubly proud as we celebrate The UWI's 70th year of service and leadership and The UWI Open Campus' 10th year of establishment. Having reached this ten-year milestone, there is cause for reflection and projection. Thus, the question is asked: "What will be the status of The UWI Open Campus within the next 20 years?" To look ahead we first must look back to record the purpose for the establishment of the campus, review briefly the present status and then project into the future.

While we celebrate 10 years of the Open Campus, the campus' ancestry and antecedents are as old as The UWI itself. The fact that the Extra Mural Department of the University College of the West Indies was established at the same time as the Faculty of Medical Sciences at Mona in 1947-1948, is testimony to the ethos of a University of service to all its constituents. The founders of our University were visionary in recognizing the need for our University to reach out to the wider region and that lifelong learning was the corollary of a university education.

This "outreach" sector of The UWI was entrenched in our Statutes and Ordinances in a way not seen in the other British universities from which we modelled our various faculties. This innovation of the founders of our University has been little acknowledged, but with the coming of the knowledge economy, their tremendous foresight has put The UWI ahead of the game in fashioning a 21st century response to the education needs of the region.

By 2038 The UWI Open Campus will...

- Be regionally and internationally acclaimed.
- Have innovations shaping the new teaching and learning environment.
- Be the global face of The UWI in online education.
- Have a sustainable funding model.
- Have multiple access paths/structures.
- Have reduced the boundaries to accessing quality higher education.



INCUBATOR FOR INNOVATION & TECHNOLOGICAL GROWTH:
The success of the Open Campus' online programming is now being mainstreamed into landed campuses.

The innovations that have come from this outreach sector have for the 70 years of The UWI's existence been a somewhat well-hidden secret. For example, it is little known that the Creative Arts Centre (now called the Phillip Sherlock Centre for the Creative Arts), the Radio Education Unit, Gender Studies, Trade Union Education, Social Work, Media Studies (now CARIMAC) all had their genesis in the Extra Mural Department, later School of Continuing Education. The UWI Distance Teaching Experiment (UWIDITE, later UWIDEC) offered students in the far-flung parts of the region an opportunity to register for diplomas, certificates and degrees and receive synchronous lectures via an audio system which, as imperfect as it may have been, produced hundreds of regional graduates resulting from a cost-effective modality.

Hence, when these units along with the Tertiary Level Institutions Unit, which linked The UWI campuses to the colleges of the region, were merged in 2008 to form a stronger and more formidable organization to serve the region, this culture of innovation, agility and outward reach was already bred in the bone. The Open Campus was given a new technological mandate to widen access through innovative online and continuing education programmes, increase the University's linkages to the communities that it served outside of the three landed campuses, and to become sites of development for each of our countries.



Dr. Luz Longworth

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THE ESTABLISHMENT OF THE OPEN CAMPUS 2008-2018

In the 10 years of fulfilling yet another phase of The UWI's mandate, the Open Campus has developed a remarkable organization based on technology but also based on people development.

Currently, the Campus offers over 50 degree programmes fully online with hundreds of associated courses. In addition, our 44 sites in 16 countries provide support for students as well as serve as ambassadorial points of contact for The UWI throughout the region.

Once again, The UWI has utilized the Open Campus as an incubator for innovation and technological growth and the success of the online programming is now being mainstreamed into the landed campuses as a part of their own growth and 21st century development. The Open Campus has also led the adoption of new pathways to learning such as Prior Learning Assessment (PLA), Programme Laddering and Continuing Education Units (CEUs) for Professional and Continuing Education courses and programmes.

The Open Campus from the time of its antecedents has always been on the frontier for lifelong learning and new technology adoption. For 2038 therefore the question must be – “What is the next frontier for the Open Campus?”

THE NEXT 20 YEARS Regionally and Internationally Acclaimed University

In 2038, the Open Campus will be a campus for the time; progressive, technologically advanced and equipped, fully open, as a full service higher education institution epitomizing the values, ideals, spirit and recommendations of the CARICOM Human Resource Development (HRD) 2030 Strategy. Further, the Open

Campus will be lauded for its research rigour that will guide and govern the development of policy in the region, and lead to commercialization of products for the advancement of its people. In this regard, the Open Campus will be widely accepted and affirmed by the region and the world as having remained faithful to its true mission of empowering the undeserved via education and training and by liberating access. As a result, the Open Campus will be recognized as:

- The campus of choice for online and distance education in the region and a worthy contender on the global scene that thrives on the value of service.
- The academic leader in an extensive range of Continuing and Professional Education (CPE) courses that are customer/student-driven
- The leading choice for non-traditional Caribbean students for undergraduate and postgraduate programmes.
- A campus that is deeply connected to the communities it serves and promotes civic consciousness through staff and student outreach activities.
- A model workplace: A campus that will attract committed and competent staff through its staff-friendly work policies that promote holistic well-being.

To accomplish the above, the Open Campus will be technologically advanced and innovative.

Technologies

It is envisioned that in 2038, the Open Campus will be the regional learning hub for technological innovation, robotics and IT certification. The Campus will have top of the line equipment and technology to facilitate online learning and meetings, thereby replacing and reducing intra-regional travel and per diem costs and enhancing online learning in all

Caribbean countries. With mobile technology, cloud computing, artificial intelligence, open source resources and future technology capabilities, the Open Campus will be the major player in technology development. This advanced technology will also facilitate the restructuring of the Open Campus, thus enabling the offering of regional and international online programmes with exceptional student services and top-of-the-line technological support.

Innovations Shaping the New Teaching and Learning Environment

With the dawning of the year 2038, The University of the West Indies Open Campus will truly be “the light rising from the West”. The UWI Open Campus will provide a richer and more interactive classroom, allowing students to develop a set of sophisticated virtual communication skills. There will be virtual and physical, student centred, collaborative learning spaces or learning commons which will provide spaces for dialogue that have been transformed to fit the learning needs of the 21st century student. In addition, the Campus would have embraced free delivery of Open Education Resources (OERs).

Also, by 2038, the Open Campus would have been reconfigured, resulting in a ‘leaner’ campus, with remaining sites managing programme delivery and student services, and Academic Programming and Delivery (APAD) focusing on programme development. The new teaching and learning environment would also provide more programmes that facilitate laddering as well as programmes geared towards capacity building and packaged for the various education levels in the workforce.

The Global Face of The UWI in Online Learning

By 2038, the demand for online and blended courses would have increased significantly. To meet the demand, it is proposed that the Open Campus will be the sole delivery agent of all online offerings of The UWI. To achieve this goal, The UWI as a regional institution would have:

- Consolidated duplicate programmes across campuses to create a UWI programme offered by all campuses.
- Created a UWI consolidated programme brochure where students regardless of their location in the region, or outside the region, can apply at any time.
- Facilitated student registration through a central portal which links all campuses. The portal will be managed by a team of staff located at the various campuses (Cave Hill, Mona, St. Augustine and Open).

Sustainable Funding Model

Like the Samaan tree, the Open Campus will be a solid viable entity, recognized for the true purpose of reaching out to all people to provide innovative learning experiences under the canopy of quality education. In 2038, the funding for the Open Campus will have been resolved with the Open Campus acting both as a service arm of the University for virtual streaming of The UWI’s programmes and delivery of online University programmes. It is envisaged that funding will be more centralized as it relates to government contributions, staff remuneration and payroll processing as well as the allocation of tuition fees. All student fees would be paid to the campus through which the student registers and all fees would go to a central pool and allocated based on the campus to which the student is assigned. Finally, with online as the main modality of delivery, this should reduce administrative costs for the Open Campus and The UWI.

Access Path/Structure

In 2038 The UWI Open Campus as the leading campus in lifelong learning throughout the region, will be guided by a revised definition of the term 'learners' to expand beyond Senate-approved programmes to include adult learners at all levels, catered to by The UWI. With these adjustments the Campus in 2038 will be regarded as the home of leading research in the field. Having played a significant role in Revitalizing Caribbean Development as required by The UWI Triple A Strategy 2017-2022, The UWI Open Campus in 2038 will be positioned as having played a lead role in the implementation of the CARICOM HRD 2030 Strategy.

As such the goal of the HRD 2030 Strategy reflects the achieved goal of The UWI Open Campus namely, "to eliminate wastage of resources for planning, management and delivery of education and training and produce citizens at all levels, who are equipped

to function effectively in 21st century Economy and Society" (CARICOM HRD 2030 Strategy, p.2). This achievement has also reflected a much-needed adjustment to the gender-balance in enrolment, through which The UWI Open Campus has championed success among male learners throughout the region. Through a firm commitment to the institution's core values of integrity, excellence, gender justice, diversity and student centredness, The UWI Open Campus in 2038 will join with its sister campuses in leading a revolution in our approach to higher education as framed by the articulation of the ideal UWI graduate and the ideal CARICOM citizen.

Moreover, access to higher education will be simple and fluid. Depending on learners' current needs and stage, they may pursue formal or informal learning in virtual, physical or blended environments, which are customized for their individual needs.



THE GLOBAL FACE OF THE UWI IN ONLINE LEARNING: By 2038, the Open Campus will be the campus of choice for online and distance education in the region and a worthy contender on the global scene that thrives on the value of service.

Reducing the Boundaries to Facilitate Access to Quality Higher Education

The library services of The UWI Open Campus will also play a pivotal role in the future of the University.

The Open Campus is the only campus of the four campuses of The University of the West Indies with its user communities distributed over 12 islands scattered in the Caribbean Sea, one in the Atlantic Ocean, and one continental state. The area is characterized by small towns and populations with poor but increasing Internet penetration and broadband communication, and widespread deployment of cellular phones. Library services in the region are widely different in their presentation and for the majority, few countries have up-to-date Acts establishing their national and public library services.

The Open Campus and therefore, The UWI, will radically change this presentation. The proposal for Joint-Use Libraries offers:

1. A means to provide our users with appropriate resources and services.
2. An opportunity to improve the level and quality of the public/community college/university library services in Open Campus countries and the Caribbean region.

It is therefore envisioned that by 2038, the libraries of the Open Campus would have stayed ahead of the changing times providing users with the latest online resources and technologies, providing both virtual and physical spaces. This model will be adopted internationally as a best practice for small and distributed communities.

THE WAY FORWARD

In conclusion, by 2038, The UWI Open Campus with its online experience and expertise will be the largest of The UWI campuses. In keeping with its mandate, it will continue to enable Caribbean nationals to reside at home to build nations and keep families together, while pursuing educational goals. The Open Campus will also provide the platform for all The UWI campuses to deliver their programmes and research to the region and internationally. Moreover, The Open Campus will be financially secure as we progress in our mission to provide quality and relevant education programmes for people of the Caribbean and the wider world. Hence, when the history of that epoch is written, the Open Campus will figure prominently in the discourse which speaks to the Caribbean being a region which is leading (and certainly *vis-a-vis* Latin America, the most frequent standard or benchmark) in having the appropriate age-cohort and proportion of its population enrolled in Higher Education Institutions (HEIs), and as graduates. At the same time, the Open Campus will be a place where employees are fully engaged, happy and healthy because they are treated justly and equitably, and appropriately rewarded. Furthermore, as the pioneer in the concept and practice of distance and digital learning in the region, the Open Campus in 2038 will be an integral part, if not the “glue” that makes The UWI One UWI.

ST. AUGUSTINE CAMPUS

In Biblical terms three score and ten signals the end of a person's natural lifespan. For The University of the West Indies (UWI), a 70th anniversary is a milestone that marks a re-committal to service and leadership in and for the Caribbean.

Our first generation of scholars and statesmen had a dream of a better life for the people of this region. Then Barbados Prime Minister Errol Barrow cogently captured this sentiment at the 1968 graduation ceremony at Cave Hill by declaring that *the citizens of the region should be encouraged to regard the University as their most important asset... the efficient growth of this University is almost their only path to prosperity.*

By 2038 The UWI St. Augustine Campus will...

- Have reformed core education processes to become much more efficient and more relevant to society and the workplace.
- Have increased access to a wider range of individuals, significantly the underserved.
- Have realized the "Innovation Imperative", i.e. the creation of an innovation ecosystem for expeditiously moving potentially viable original ideas and concepts to commercial reality.



INNOVATION IMPERATIVE: Some of the coating products developed by staff at The UWI St Augustine Campus include a primer, marine coatings and plastic cement, some asphalt-based and all with short drying times, and lower costs than comparable items.

That mission remains true for The UWI and the St. Augustine Campus in Trinidad and Tobago is ready, eager, and able to do its part.

For the most part, and against the odds, the dream of these pioneer scholars and statesmen has become a reality. Twenty-six of our graduates have been Heads of Government or Presidents; one is a Nobel Laureate. Moreover, The UWI remains a major source for research, advice and consultancy on Caribbean issues.

The very existence of The University of the West Indies is symbolic of Caribbean independence and our resurgence as arbiters of our own destiny. For those of us in a leadership capacity at this institution, the struggle to keep the dream alive and vibrant for the benefit of thousands of Caribbean citizens is very real and often challenging. We persist because we are true to our mandate to be a University for the people.

At a time when our regional societies, ecologies, and economies are delicately poised, the question now is “What next? How does The UWI up its game to ensure that the Caribbean is placed on a robust trajectory, one that leads to sustainable development?” Achieving this goal is at the very essence of The UWI Triple A Strategy (strategic plan for the quinquennium 2017-2022).

The contribution of the St. Augustine Campus to the Triple A Strategy is based on The UWI’s supportive role in preparing Caribbean citizens for a spectrum of future realities. This spectrum is bounded at one extreme by a worst-case scenario that is undeniably total societal collapse, caused by catastrophic natural disasters or by man-made disasters such as over-population, escalating crime, or even



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economic stratification. Of note is the fact that history has shown that the divide between rich and poor, if left unchecked, ultimately results in societal collapse.

I suggest that at the other extreme lies the best-case, almost Utopian, scenario in which our 'Caribbea' would have achieved the United Nations Sustainable Development Goals. These goals are pegged on initiatives that build sustainability in the societal, ecological, and economic domains of society. In that future state, governance and culture would have evolved to all but eliminate the possibility of the kind of man-made disasters seen in Venezuela or in the crime-stricken countries of the Caribbean.

In the aftermath of natural disasters, such as those we faced from the super hurricanes of 2017, our citizens would be able to survive, on their own in the worst-case, and go on to rebuild and maintain resilient communities that will grow into flourishing societies. Citizens would understand, respect, and protect the ecology for future generations. Our economies would be strong and robust, buoyed by foreign exchange earned by a mix of large companies and an extremely wide and robust network of innovation-driven, export-oriented Small and Medium Enterprises (SMEs). As alluded to below, we cherish the thought of our graduates creating these new SMEs, thus growing what many consider to be an important sector for the development of Caribbean economies.

SUPPORTING THE TRIPLE A STRATEGY

On the St. Augustine Campus, we have identified two major initiatives for immediate implementation in support of the Triple A Strategy.

The first seeks to reform our core education processes to become more efficient and more relevant to society and the workplace, and to increase access to a wider range of individuals, significantly the underserved. The target is a holistically trained



Orange Peeler



Coconut Water Extractor



Cocoa Bean Grinder

THE UWI - A MAJOR CATALYST IN DIVERSIFICATION: Students are designing and building equipment that adds value to agricultural produce.

graduate who is a model citizen of the 'Caribbea', as characterized by the best-case scenario, but who is also prepared for the eventuality of society falling far short of the ideal. This graduate must be civic-minded and community-engaged.

The second initiative seeks to address what our St. Augustine team calls the "Innovation Imperative" that will enable the creation of an innovation ecosystem, one that provides all that is necessary to move potentially viable original ideas and concepts to commercial reality.

The innovation imperative is motivated by the realization that in developed nations, there is a wealth-generation system that ensures, in the specific case of product or process innovation, for example, that new concepts rooted in cutting-edge research results are developed and nurtured to the stage of commercialization. Part of the resulting profits are reinvested to complete the cycle of knowledge creation and commercialization. In other words, the human capital that produces the research is a return to the economy that contributes to national development.

THE INNOVATION GAP

In developing nations, however, a gap exists in this wealth-generation model. Product and process creation and development are non-existent or minimal. Knowledge output at the universities freely enters the public domain via academic journals, thus contributing to the global store of knowledge. This feeds the wealth-generation engines of more developed countries, at the expense of local taxpayers. Furthermore, in the developing world, production systems and products for commerce and the associated knowledge (intellectual property) are predominantly imported.

Despite our past economic successes in 'Caribbea', this gap defines us as developing nations. It makes us vulnerable to world economic upheavals; it robs us of much needed foreign exchange; it deprives us of job

opportunities for our citizens and, as it represents poor economic sustainability, places us on a path whose end-point is not too far from economic and social collapse.

THE ST. AUGUSTINE INNOVATION ECOSYSTEM

Our goal is to establish the innovation ecosystem that will include, inter alia, the legal, financial, and business development support, all in collaboration with private and public sectors to form what many call the Triple Helix. We are targeting students as a priority, while working with staff, to identify opportunities among the vast array of projects on this campus. We are also contextualizing the research paradigm by re-engineering the Human Resources (HR) environment to recognize and support all staff – the accomplished researchers, the proficient teachers and the adept developers – who play vital roles in the ecosystem. Significantly, we have broadened our focus beyond just economic innovation to include ecological and social innovation for the near-Utopian scenario.

Indeed, the innovation imperative represents a focus that is of the highest strategic priority, for the simple reason that it represents a significant departure in The UWI's business and culture. From an economic perspective, its output will be two-fold: creating spin-off companies that will enter national and regional economic spaces as well as strengthening the international competitiveness of existing companies, all to increase the foreign exchange earning potential of 'Caribbea'. A significant by-product will be the creation of a culture of innovation.

All of the above is within the scope of The UWI and its St. Augustine Campus. Yet, the challenge of preparing Caribbean peoples for the best- and worst-case scenarios described above, and the spectrum of possibilities that lie in between, is really a responsibility for Caribbean governments, the private sector, non-governmental organizations as well as education institutions.

REGIONAL AND NATIONAL INNOVATION ECOSYSTEMS

The Campus therefore sees the need to take the lead in working with governments and the private sector to build the national and regional frameworks that will support and drive the robust national innovation ecosystems required to strengthen Caribbean economies and enable the best possible future scenario. Furthermore, the challenge of preparing citizens for the worst-case future scenario really requires a re-engineering of national education agendas across the Caribbean. In particular, it requires that all citizens should possess basic survival skills, complemented by a high level of physical literacy.

In the meantime, we are well aware of the fact that many graduates are facing hitherto unseen levels of underemployment, notably in the professions of medicine and law. As part of our immediate response, we have accepted the challenge of nurturing the abilities of our students to spot and exploit commercial opportunities, and to derive novel, ingenious, and workable solutions to our economic, societal, and ecological challenges. We will strive to ensure that our graduates are fully prepared for the entire spectrum of future scenarios.

THE WAY FORWARD

So, 70 years on, the mission of The UWI continues. The revitalization of the Caribbean is placed at the highest priority in The UWI Triple A Strategy. It requires nothing less than a significant culture shift among the people and institutions of 'Caribbea' even as it faces the increasingly dynamic changes in global economics, society, politics, ecology, and technology. The legacy we will bequeath would be one of self-sustainability.



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