



UWI
OPEN CAMPUS

ANNUAL REPORT 2020/2021

Repurposing for a Global Future



ONLINE ► ON SITE ► ON DEMAND

Our Mission

To advance learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the wider world.

Our Vision

An excellent global university rooted in the Caribbean.

Our Core Values

Integrity
Excellence
Gender Justice
Diversity
Student Centredness

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Opening Doors to Life-Changing

Guiding Principles

The Open Campus of The University of the West Indies is based on the idea that the high-quality university education, research and services available at our institution should be open and available to all people who wish to reach their full potential inside and outside of the Caribbean region. The Open Campus will adopt quality teaching and learning experiences, innovative pedagogic design, relevant research and community partnerships to deliver face-to-face, blended and online learning.



This year's cover captures the thrust towards a global Campus of The UWI, while still emphasising the importance of people of diverse backgrounds. The use of Information and Community Technology is front and centre as an enabler for UWI Global.

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Learning



Principal's REVIEW



This year's Annual Report for The University of the West Indies (The UWI) Open Campus is presented at a time when our Campus, our University, our Region, and indeed, the entire world, continue to do battle with the invisible enemy, the COVID-19 Pandemic—and its concomitant consequences of human suffering, economic regression, and generally social upheaval. In essence, this report emerges at a time of utter uncertainty.

“Leaders cannot do it all on their own. They need to capture the imaginations and gain the support of those around them in order to be truly successful.”

DR LUZ LONGSWORTH
PRO VICE-CHANCELLOR AND PRINCIPAL

Despite this apparent gloomy and desolate backdrop, it is also a very exciting time that advances the opportunity to change the way we do business. With a committed team, an accurate construal and analysis of the external environment, and appropriate actions, our Campus and The University of the West Indies will emerge an even more brilliant and splendid *Light Rising from the West*.

COVID-19 Response

The year under review was a challenging one. It was the second year of grappling with the shocks of the novel coronavirus (COVID-19). This meant that a full academic year was brought to a close, the first since the onset of the Pandemic. Issues related to the Pandemic continued to fundamentally delineate the parameters within which the Campus operated, forcing the staff and students to become ever more creative and innovative. The Campus' efficient and effective technological environment once again enabled our fulfilment of our obligations to our various stakeholders even as the crisis persisted.

The Open Campus conformed to the national protocols of the respective governments and operated within the constraints of those protocols. Our response was led by the Campus Principal and the Open Campus Leadership Team/Emergency Management Team (OCLT/EMT) co-chaired by the Campus Registrar and Deputy Principal, and included a representative of the Guild of Students. Principal Longsworth's astute leadership coupled with the alertness and decisiveness of the OCLT/EMT, efficiently and decisively steered the Campus through the difficult days from the beginning of the COVID-19 turmoil to the present.



Principal's Review

Notwithstanding the challenges, the Campus demonstrated its resilience, compassion, empathy and the collective will to thrive, not just survive.

Eruption of La Soufrière Volcano

As if the Pandemic was not enough, the La Soufrière Volcano in St Vincent and the Grenadines erupted explosively for the first time in 42 years on April 9, 2021. This caused severe displacement of thousands of Vincentians including 572 Open Campus students in Senate-Approved programmes, plus hundreds more in Continuing and Professional Education courses. The eruption, while disruptive, also galvanised the philanthropic spirit of our Open Campus community, The UWI and the wider Caribbean community. Open Campus staff and others from The UWI community immediately rallied and responded with relief supplies for shipment to St Vincent and the Grenadines.

Very appropriately, the Open Campus led The UWI's response and coordinated the shipment of much-needed relief supplies to the Country Site in St Vincent and the Grenadines. Additionally, several concessions were granted to Vincentian students including extensions for assignments and the provision of counselling services. Financial assistance was provided to students in need, through funds donated by the Guild of Students, the Toronto Gala, Grace Kennedy Foundation and the American Foundation for The University of the West Indies (AFUWI). In addition, The UWI offered students from St Vincent and the Grenadines a 50 percent discount on their tuition fees for the academic year 2021/2022.

In collaboration with UWItv, University Marketing and The UWI Seismic Research Unit, the Campus coordinated a live online programme entitled

As if the Pandemic was not enough, the La Soufrière Volcano in St Vincent and the Grenadines erupted explosively for the first time in 42 years on April 9, 2021.

A thick layer of ash covers roads, buildings and vegetation, and the air is polluted by dust and debris after the explosive eruption of La Soufrière volcano in St Vincent on April 9, 2021.

Photo credit: Professor Robertson, UWI Seismic Research Centre



Repurposing for a Global Future



“Rally Round SVG” on April 13, 2021.

The panellists were Professor Sir Hilary Beckles, Vice-Chancellor of The University of the West Indies; Dr Luz Longsworth, then Pro Vice-Chancellor, Global Affairs and Principal of The UWI Open Campus; Professor Richard Robertson, Geologist, The UWI Seismic Research Centre; and Dr Francis Severin, then Deputy Principal of the Open Campus and Co-Chair of the Open Campus Emergency Management Team. The programme was carried live on UWItv and on all Open Campus social medial platforms.

The COVID-19 Pandemic and the eruption of La Soufrière taught us many lessons, but one of the most poignant is that our world, our lives and our systems are more interconnected than we think. The Pandemic has clearly shown us the foregoing with the rapid spread across the globe of every variant that emerges, while La Soufrière volcanic eruption in St Vincent disrupted flights in several Caribbean islands, caused the closure of the Grantley Adams International Airport in Barbados and deposited ash on neighbouring islands. Verily, natural hazards are everyone’s business as these interwoven events clearly reminded us, in dramatic ways.

Virtual Events

With the ongoing COVID-19 Pandemic, the Open Campus implemented several initiatives to provide social and psychological catharsis for students, staff and the Campus Community, two of which were live virtual concerts. “An OC Christmas” was hosted on December 12, 2020, featuring Christmas songs performed in various genres by staff, students and family members. The second concert titled “One for Mums”

honoured mothers and women in the Campus and was held on Saturday, May 12, 2021, the day before Mothers’ Day. Both concerts were streamed live on Facebook and YouTube. These fundamental events, of course, were in addition to the several Site and departmental events that were mounted on special occasions specifically for their respective staff.

Once again, this year, all recruitment activities were hosted virtually because of COVID-19 restrictions. The Campus led planning arrangements in collaboration with the Ministry of Education in Bermuda for a joint UWI/Bermuda Education Fair on June 24, 2021. The event included presentations from all five UWI Campuses. It was carried live on national television in Bermuda and the Ministry of Education’s Facebook page.

The second installations of the Campus Virtual Recruitment Fairs were held on June 8 and June 15, 2021. All relevant departments and Country Sites collaborated with the Marketing and Communications Department to stage both fairs. The fairs were streamed on the Open Campus social media platforms.

World Quality Day 2020

The UWI Open Campus World Quality Day activities commenced on October 23, 2020, with approximately three weeks of promotions leading up to November 12, World Quality Day 2020. The Campus sub-theme for the quality week of activities was *Quality Response to Customers’ Needs during COVID-19*. The activities included the circulation of six quality thoughts from the Marketing and Communications Department, testimonials from students and a lunch-and-learn panel discussion.

The panel discussion was held under the week’s theme. The discussion was moderated by the Quality Assurance Officer Dr Pamela Dottin. The panellists were Professor Clive Landis, Pro Vice-Chancellor, Board for Undergraduate Studies; Dr Francis Severin, Deputy Principal and Chair, Open Campus Quality Committee; Ms Chloe Estava, Vice President, Open Campus Guild of Students; Mr Dillon Doyle, Employee Relations Specialist and Programme Officer (Ag) Hugh Shearer Labour Studies Institute; and Ms Ernica Noel, Course Delivery Supervisor, Online Programmes Delivery Department, Academic Programming and Delivery (APAD) Division. The Panel Discussion was streamed live on the Campus social media platforms – Facebook, Twitter and YouTube.

Digital Transformation

The Campus’ digital transformation agenda was given a major boost with the implementation of three initiatives. These include the signing of a USD\$25 million contract with world-renowned augmented and virtual reality firm EON Reality. The funds constitute an in-kind grant (not cash). As part of the agreement, EON Reality guarantees a \$19,639,590.21 or 75 percent of the project cost in-kind co investment to provide the Open Campus with the equipment, cloud platforms and training required to implement the EON XR programme. There is an additional \$5,420,527 or 20.7 percent donation through EON Reality Learn for Life to cover the cost of the EON-XR Centre that is being established in Trinidad and Tobago.

During the year, the Campus transitioned to Amazon Web Services. The transition saved the Campus

Principal's Review

significant capital expenditure to replace obsolescent computer equipment. In addition, with AWS, the expenditure is only for actual usage and not excess unused capacity in the traditional Data Centre provisioning. The greatest benefit to the Campus is the agility that the AWS infrastructure gives to the Campus to meet business demand by almost instantaneously adding IT resources or deploying new software to infrastructure.

Verifiable credentials were also introduced as a pilot and subsequently rolled out at a few Country Sites. The verifiable credentials project is in partnership with World Data and the Inter-American Development Bank. The project aims to issue 2500 verifiable credentials to learners by the end of June 2023.

Virtual Graduation

For the second consecutive year, the Campus hosted a Virtual Graduation Ceremony. The ceremony was held on Saturday, October 16, 2021 and was planned and executed in collaboration with UWItv and featured all pre-recorded elements including the display of individual photo screens and the calling of the graduands' names. These were punctuated by performances and the rendering of the CARICOM song bolstered with a mélange of images from the 17 Caribbean countries the Campus serves. While most of the audience was virtual, the Open Campus Anguilla (protocol permitted) arranged an in-person watch party to celebrate with graduates from that country.

A total of 877 students, 628 undergraduates and 249 postgraduates, graduated with degrees, diplomas, and certificates in various disciplines.



Link to the graduation ceremony: <https://www.youtube.com/watch?v=8Pitzbv7b6U>

Of the total number of graduates, 598 were females, 544 undergraduates and 54 postgraduates; and 278 males, 84 undergraduates and 194 postgraduates. From the graduating class, 220 students achieved First Class honours degrees.

During the virtual ceremony, The UWI conferred an Honorary Doctor of Laws (LLD) on Jamaican-born Mr George Samuel Willie, CPA, CGMA, CGFM CGFM, International Auditor, Leader, and Philanthropist, for his service to the accounting profession.

The Valedictorian was Mrs Laura Ramoutar of Trinidad and Tobago who completed a Bachelor of Education in Early Childhood Development and Family Studies with First Class Honours. Mrs Ramoutar delivered the valedictory address.

First Cohort of Graduates from New Programmes

During the year under review, the first cohort of students from three postgraduate programmes graduated during the Virtual Graduation Ceremony on October 16, 2021. The students were

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Repurposing for a Global Future



enrolled in the Graduate Certificate in Disaster Risk Management and Resilience; the Graduate Diploma in Disaster Risk Management and Resilience; and the Master of Education (MEd) in Teaching and Learning with Emerging Technologies (TLET).

Partnerships

Over the Academic Year 2020/2021, the Campus continued to pursue partnerships with regional and international organisations. Several new partnerships were formalised, including MOUs with White Board Lab of India, EON Reality of the United States, the Office of Parliament of the Republic of Trinidad and Tobago for the implementation of a Parliamentary Academy, and the Government of Guyana. The Business Development Unit cemented several other partnerships during the year under review and these are outlined in the report.

Enrolment

There was a slight decline in enrolment of students during the academic year under review when compared with the previous year. There were 6773 students enrolled for the year under review, compared with 7463 students in the previous year. There were 5671 undergraduates this year compared with 6289 students in the previous year; and 1102 postgraduates this year compared with 1174 in the previous academic year.

The BSc Management Studies remains the largest undergraduate programme, with 1343 students enrolled. The BSc Accounting has 583 students; BSc Social Work 448; BSc Psychology 393; and the BEd Early Childhood Education with 262, rounds off the top five undergraduate programmes.

The MSc Management Studies continues to lead the postgraduate programmes with 370 students, followed by the Management and Education Leadership with 146 students, and the Doctor of Education with 116 students.

Culture Stewards Committee

The Culture Stewards Committee (CSC) was launched on Wednesday, May 26, 2021. The CSC is responsible for advocating an Open Campus Culture aligned with The UWI Core Values of Integrity, Excellence, Gender Justice, Diversity and Student Centredness. The CSC is under the leadership of Dr Francis Severin, Deputy Principal and Lead Culture Steward, and comprises 22 employees from various Open Campus departments/divisions and one representative from the Guild of Students.

Gratitude

I end where I began. Without fear of contradiction, I can say unequivocally that this was one of the most

challenging years for the Open Campus; however, I am proud of the determination and resilience that staff, full-time and adjunct; students; alumni; and the leadership team have shown in the face of what at times appeared to be very daunting and well-nigh impossible prospects.

I take this opportunity to express my sincerest gratitude to Open Campus resource persons around the world, and our staff who have sacrificed much in 2020/2021 as the Campus underwent major challenges. I also wish to offer special thanks to our Guild of Students who joined forces with us as we navigated the difficult "terrain" of the academic year. My appreciation is also extended to The UWI leadership team and our sister campuses for their continued support. In spite of the myriad hurdles, we were able to accomplish many of our objectives and implemented some exciting programmes. I invite you to read about them within the pages of this report.

THE DEPUTY CAMPUS PRINCIPAL
PRESENTS
THE CULTURE STEWARDS COMMITTEE
Launch

SPEAKERS

MS MARGHERITE ORANGE
Executive Leadership Coach
Family
Free and Laughing Inc

MS ASHA ESTWICK
Human Resource Officer
UWI Open Campus

MS ALEXIA WALTERS-ROCHE
Assistant Registrar
Student Support and Services
UWI Open Campus

DR LUZ LONGSWORTH
PRINCIPAL, UWI OPEN CAMPUS
PRO VICE-CHANCELLOR
(GLOBAL AFFAIRS)

DR FRANCIS SEVERIN
DEPUTY PRINCIPAL AND
LEAD CULTURE STEWARD

MRS ELIZABETH BUCHANAN-HIND
Executive Director
Institutional Advancement
Division

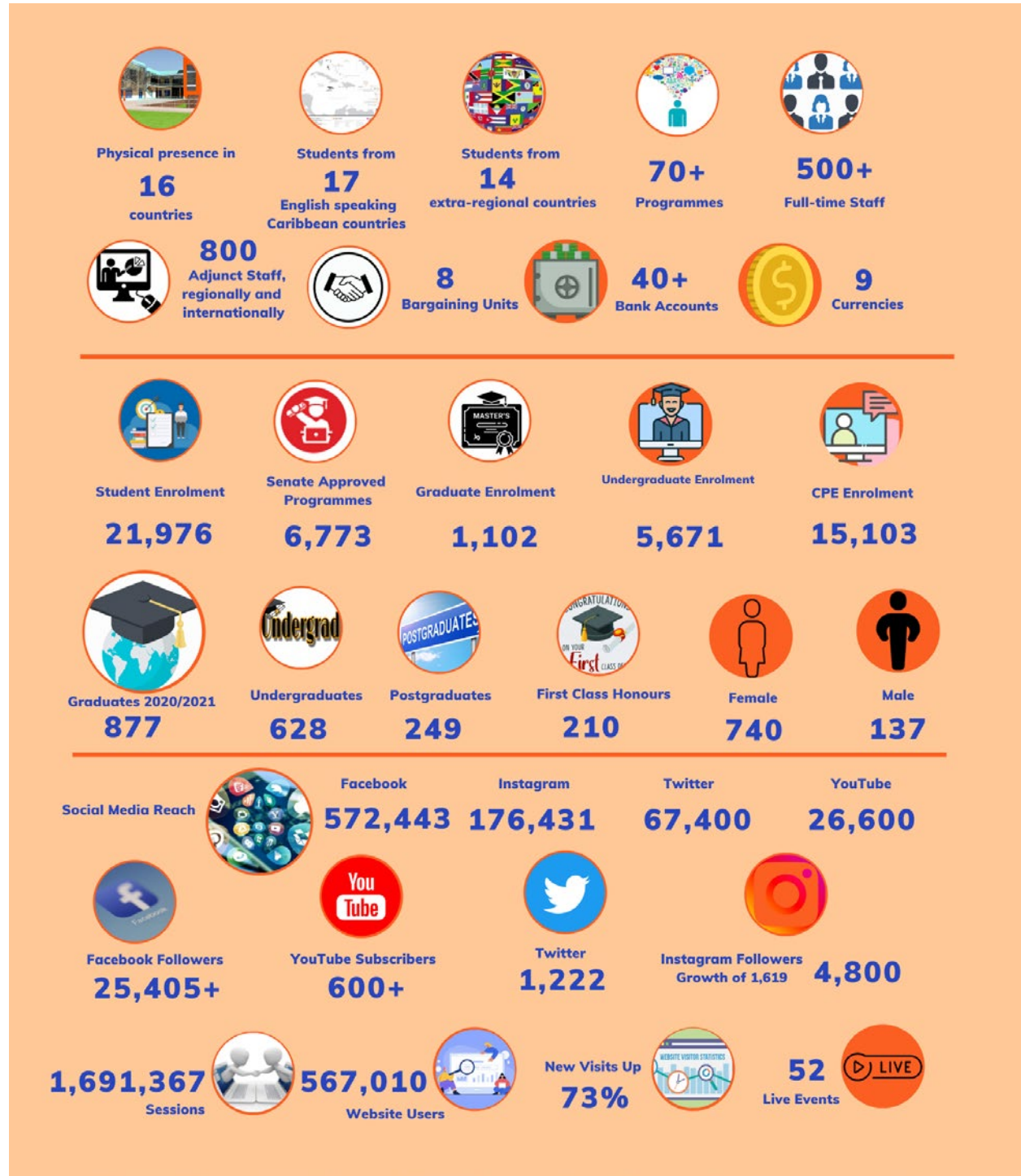
MR LEON DAWSON
Guild President
UWI Open Campus

**WEDNESDAY,
MAY 26, 2021**
17:00 PM (EC) |
16:00 PM (JAMAICA) |
15:00 PM (BELIZE) |

Performances by
JCAS (BELIZE) • JEAN BROWN (JAMAICA)
Hosts
RONEISHA GENTLE • SHEREECE GLASGOW

<https://www.facebook.com/uwicampuscaribbean>
Open.uwi.livestream
https://twitter.com/UWI_OPEN_CAMPUS

Open Campus by the Numbers 2020/2021





Guild Executive 2020/2021



Leon Dawson
Guild President



Norice Artwell
Vice President
Special Projects Fundraising



Chloe Estava
Vice President
Admin, Sites & Services



Dexter Walrdon
Post Graduate
Representative



Jovarni Browne
Treasurer



Odane Beckford
Guild Secretary



Latoya Winter
Public Relations Officer



Christopher Jaikaran
Returning Officer



Faith Campbell
Games Committee
Chairperson



Cathy-Ann Prince
Committee Liaison Officer

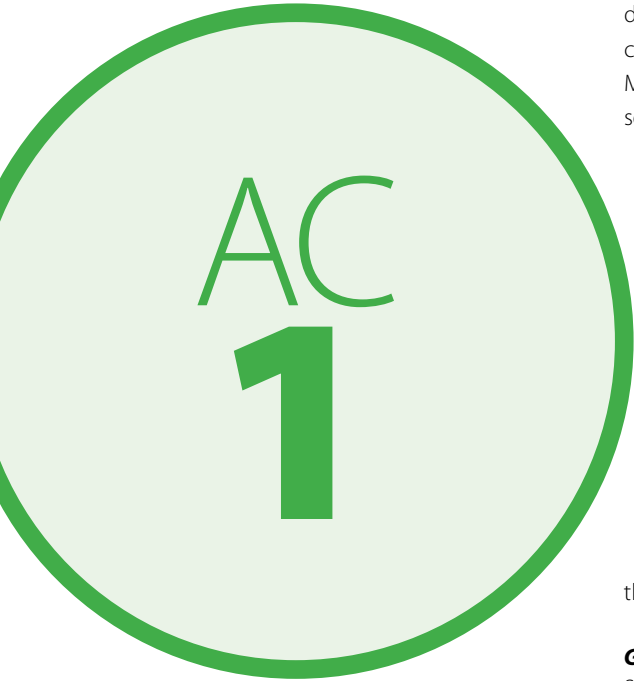


Access

Triple A Strategy 2017-2022

This strategic goal refers to increasing participation in tertiary and higher education for all with the capacity and desire to learn. This will involve, among other things, ensuring that The UWI offerings (e.g. teaching and learning, student development, consulting, research and public advocacy programmes) reach the underserved and diaspora Caribbean populations and all others with an interest in higher education on all continents.

Access Triple A Strategy 2017-2022



To be a
University
for all

Social Work Training and Research Centre (SWTRC)

The SWTRC conducted a number of developmental training sessions for community organisations, Ministry personnel and the private sector as follows:

Violence and Abuse Prevention and Management

Twenty staff and volunteers from the Young Women of Purpose/Young Men of Purpose group received online training over a 10-week period, January 12 – March 16, 2021. The training introduced participants to knowledge and techniques in violence and abuse prevention and management. Mrs Kimberly Hinds-Heron and Mrs Arna Elliot-Ratray were the presenters.

Grant Writing Course - Ms Taneshia Stoney, a Social Scientist with a history of working in the government relations industry, with a specialty in Community Development and Social Research, conducted the sessions with seven participants. Through this workshop, the SWTRC provided access to the academic community at a regional level and facilitated active academic research, through grant writing.

CSDR Director's Office Develop Training Modules, Facilitation and Mentoring of Court Officials – Belize

The CSDR Director's Office, the Business Development Unit, Continuing and Professional Education Centre and the OCCS Belize jointly collaborated on the UNICEF Spotlight Child Justice Project, which concluded on July 24, 2021. Forty-eight participants (two cohorts), representing five departments, participated in four capacity building training activities. The five participating

departments included the Magistrate's Court, Family Court, Legal Aid, Prosecution Branch and Community Rehabilitation Department. Participants received Certificates of Participation for each of the four courses they attended. As part of the mentorship/coaching component, rolled out from August to September 2021, four qualified child justice experts mentored fifteen magistrates.

The Computing and Technology Services (CATS)

During the period March to July 2021, the CATS team prepared the Five Island Campus for the transition to the Open Campus technological infrastructure supporting the full life cycle of prospective and enrolled students. CATS also supported the Open Campus Trinidad and Tobago launch of CPE courses for students on scholarship from the Guyana government, from April to July 2021.

The Deputy Principal's Office: Prior Learning Assessment (PLA) Unit

The PLA Unit focused on identifying and increasing the number of students who possessed the requisite experiential learning to register for the Prior Learning and Portfolio Development/Assessment courses:

- PLPD0100 – PLA for Advanced Placement in an undergraduate programme
- PLPD001 – PLA for Matriculation (Admission).

PLPD0100 had six registered students for Semester I and four for Semester II, while PLPD001 had a total of four registered students for the academic year. Nine students obtained credit exemptions through PLA in Semester I, with two using PLA for matriculation in that same. Three students in Semester II used PLA for advanced placement and one used it for matriculation.

Repurposing for a Global Future



Proposals submitted for the Expansion of Prior Learning Assessment (PLA)

The PLA Unit prepared and presented two proposals aimed at expanding PLA offerings and enhancing registration.

- (1) Proposal for a Credit by Examination Assessment Method for Awarding University Credit
- (2) Proposal for the Articulation of Prior Learning Assessment Credit to the Campuses of The University of the West Indies

The Implementation Committee for PLA (ICPLA) and the Steering Committee for PLA (SCPLA), while considering the latter proposal, recommended a change of title to "The Transfer of PLA Credit to the Campuses of The University of the West Indies".

Open Campus Country Sites

Providing access to CPE short course programming for the purpose of retooling

Access to programming deemed 'fit for the times' was a major priority for enabling access to CPE for the purpose of professional development and enhancement. Accordingly, Sites explored partnership opportunities with local and regional entities to develop and to offer CPE programmes.

Open Campus Anguilla

The Open Campus Anguilla celebrated the signing of the Memorandum of Understanding (MOU) between the Open Campus and the University of St Martin (USM) on October 7, 2020. Manager for the British Overseas Territories, Dr Phyllis Fleming-Banks, was instrumental in the initiating the collaboration, which was supported

by Professor Sir Hilary Beckles, Vice-Chancellor, Dr Luz Longworth, Pro Vice-Chancellor and Principal, and Dr Cheryl Sloley, Director OCCS.

During the period January to April 2021, the Open Campus Anguilla continued to lead the dialogue with the USM to govern the Campus' launch of the Social Work with Counselling programme under the terms of the MOU. The Open Campus and the USM are desirous of strengthening the relationship in areas including research, teaching, programme and course development, course conversion from face-to-face to online, blended or distance teaching and learning modes, instructional content, knowledge and resource sharing, graduate and postgraduate supervision, curriculum review, professional training initiatives, conference organisation, peer reviewing of scholarly research, international consulting arrangements and student exchanges. The delivery of the Open Campus' Social Work with Counselling programme through the MOU is a major step in the process.

Open Campus Antigua and Barbuda

The Open Campus signed a contract with the International Labour Organization (ILO), a United Nations (UN) agent, on June 14, 2021 through a partnership brokered primarily by the Open Campus Antigua and Barbuda. The main aims of the project were to develop and deliver entrepreneurship and employability training to citizens of Antigua and Barbuda and the British Virgin Islands (BVI). The purpose of the project is to foster entrepreneurship and to prepare individuals for work during the post-COVID recovery period. The value of the contract is US\$67,000. The project is facilitated by collaborative efforts of key internal and external

stakeholders including the Business Development Unit (BDU), Academic Programming and Delivery (APAD), Continuing and Professional Education Centre (CPEC), Enterprise Resource Planning (ERP), OCCS, the Department of Labour Antigua and Barbuda, and the Ministry of Labour BVI. Ms Colleen Letlow, Head of Site of the Open Campus Antigua and Barbuda is the project manager.

A stakeholder partnership arrangement was formed between the Open Campus Antigua and Barbuda and the Parliamentary Representative for the St John's Rural South community in Antigua and Barbuda. The Open Campus agreed to offer three CPE courses to local patrons at the Rural South Community Development Centre. This was conducted in an effort to reach out to underserved members of the community, retool persons affected by COVID-19 for work, and increase the Open Campus' footprint across Antigua and Barbuda.

Open Campus Cayman Islands

The Memorandum of Understanding between Her Majesty's Cayman Islands Prison Service (HMCIPS) and the Open Campus was signed August 12, 2021. Since the signing, working meetings have been ongoing to commence teaching with thirty students spread across three CPE courses under the new agreement. In Semester II 2020/21, nineteen inmates from Her Majesty's Cayman Islands Prison Service (HMCIPS) completed courses in Computer Literacy and Small Business Management. The training was conducted under the confines of the MOU arrangement, which will be expanded to encompass technical vocational (TVET) courses to be delivered to the inmates, as well as

Access Triple A Strategy 2017-2022

CPE courses that will be offered to the education officers to build capacity within the institution.

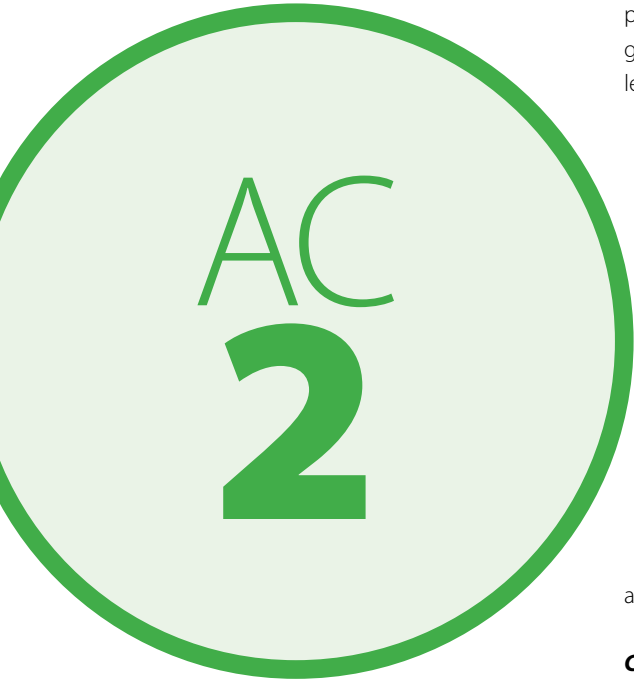
Open Campus Trinidad and Tobago

The MOU between the Open Campus and the Maurice Academy for Design and Craft (MADC) for the delivery of the Certificate in Cocoa Enterprise Development was signed in April 2021. The planning for programme delivery included the development of the programme and course codes for Entrepreneurship and Business: Theory and Practice; Cocoa Bean to Bar; Cocoa Agronomy; and Product Marketing and Export Strategies. Student registration was set for May 11 to 17, 2021 and orientation commenced on May 24, 2021. Fifteen scholarships were offered for the pilot initiative. The programme was launched on May 28, 2021. Classes commenced during the first week of June 2021.

The Open Campus signed an MOU with the Government of Guyana for the offer of undergraduate, graduate and CPE programmes and courses to students in Guyana. Weekly meetings were held from March to September 2021 for the planning and implementation of the Guyana project. It was agreed that Open Campus' support for the Government of Guyana's plans to improve its population's skills base would commence with the delivery of CPE programmes in the 2020/21 Summer Semester. To this end, efforts were made to ensure that Guyanese students would receive scholarships to participate in Open Campus Trinidad and Tobago's CPE short courses

Consequently, over six hundred learners were supported through CPE course delivery during the Summer 2020/21 teaching session.

The Open Campus also explored the possibility of establishing physical presence in Guyana to support Guyanese students. This is being arranged through collaboration with the Government of Guyana and the Guyana Academy for Online Learning (GOAL).



**To be the
University of
First Choice
for alumni and
non-student
customers
seeking
products
and services
for all things
Caribbean**

Social Work Training and Research Centre (SWTRC)

The SWTRC was instrumental in providing valuable training to government ministries and community leaders as follows:

10-Week Introductory Social Work

Course: The SWTRC delivered this course in Semester I from September 21, 2020 to November 23, 2020, with thirty-six registered students. For Semester II, course delivery period commenced on February 8, 2021 and concluded on April 19, 2021 with thirty-five registered students. Participants included staff from the Social Development Commission, the Department of Correctional Services and the Salvation Army.

Community Leadership and

Development: At the request from The UNDP, nineteen community leaders and activists received training from October 20, 2020 to April 26, 2021. The programme aimed to equip participants with the critical knowledge and practical skills needed to exercise or influence effective participatory leadership and carry out empowering community development activities. Training focused on *Community Organising, Leadership and Advocacy, Community Safety, and Parenting for Effective Community Life*. Successful participants received a certificate of achievement.

Report Writing for the Social Worker:

The final group of sixty Senior Social Workers from the Ministry of Labour and Social Security (MLSS) received

online training via Zoom on February 8, 10 and 11, 2021. The sessions focused on identifying good practice skills including some of the influences affecting documentation, and identifying and addressing negative practices.

Impact Assessment and

Management: From January 18 to March 22, 2021, twenty staff members from the Planning, Research and Monitoring Unit of the Ministry of Labour and Social Security (MLSS) participated in this course. The course aimed to strengthen the capacity of the Planning, Research and Monitoring Division and other relevant staff of the MLSS. Moreover, the course enabled participants to design, conduct, analyse and manage impact assessments and evaluation of policies and programs. Areas of focus included:

- Introduction to Monitoring and Evaluation, Results-based Management
- Programme Evaluation
- Evaluability Assessment
- Process Evaluation
- Outcome Evaluation
- Sampling
- Presentation and Communication of Findings and Final Assessment

Open Campus Country Sites

The OCCS undertook a number of initiatives for the purpose of establishing The UWI as the first choice for alumni and non-student customers. The activities outlined in this section of the report relate to enabling access to teaching and learning, notwithstanding the COVID-19 protocols and vagaries contributing to challenges in areas such as operations, programme and course delivery, and marketing.

Access Triple A Strategy 2017-2022

Open Campus Belize

In the academic year 2020/21 three Open Campus Belize Students were awarded COVID-19 Relief Grants and five students were awarded Guild Grants of BZE\$400.00 each.

The Guild held an Online Guild Fest which included games and a cultural night event in February 2021. A farewell lunch was held for the Belize Guild Chapter Executive in April 2021. During this farewell lunch, plaques were given to each member for their services and dedication to the Open Campus Belize Guild of Students.

The Belize Guild of Students donated BZE\$1,000.00 from the Belize Guild Chapter budget to support the Open Campus students in St Vincent and the Grenadines, following the volcanic eruption.

Open Campus Dominica

A number of non-nationals participated in CPE programmes proffered by the Dominica Site. During the Summer I teaching period, which ran from May 24 to July 8, 2021, fifty-six (56) of the participants, representing 13% of the total enrollment, lived and worked outside of Dominica. These participants resided in other Caribbean territories, the United States and Europe.

Open Campus Jamaica Western Region

In May 2021, The Open Campus Jamaica Western Region embarked on an Amnesty Drive in an effort to actively engage students who had been inactive for more than two years. The aim was to encourage persistence and progress whilst also providing support to resolve the many inhibitions to their study.

Open Campus Saint Lucia

At the Open Campus Saint Lucia, there was an increase in the number of CPE courses offered in response to evolving community needs brought on by the pandemic. Courses delivered included Facilities Management: Sustainability in Facilities Management, Project Management, Quality Management Systems, Occupational Health and Safety Fundamentals, and Conversational Kwéyòl. The latter was successfully introduced in collaboration with the Open Campus Dominica, but was adapted for use in Saint Lucia.

Open Campus St Kitts and Nevis

The Open Campus St Kitts and Nevis added the 12-week short course 'Spanish for Travel and Business' to its list of CPE offerings, in response to the emerging need for tuition in that area. This first cohort commenced studies on May 13, 2021.

Open Campus Saint Lucia

Two income-generating 'Anti-Money Laundering' Workshops were held during the period July 5-16, 2021. A total of 67 participants from various Credit Unions and other Financial Institutions participated in the workshop.

Inter-island CPE Course Enrollment and Delivery

Open Campus Cayman Islands

The Open Campus Cayman Islands networked with the other British Overseas Territories (BOTs) for the joint delivery of CPE courses, which not only allowed them to be widely available, but also to be delivered in a more cost-effective manner. Courses offered through the Cayman

Islands to the wider BOTs included Supervisory Management I, Human Resource Management, Introduction to Counselling, Office Management and Web Development and Coding.

Open Campus Montserrat

- Learners in CPE courses from the Open Campus Montserrat exhibited a keen interest in pursuing short courses delivered virtually by the Open Campus Dominica. Fourteen learners, including Primary School Teachers, registered for the first semester's offering of Special Education. Another six students were registered for Early Childhood Education.
- Three individuals completed the second module of the Finance for Decision Makers CPE course with the Open Campus Grenada.

The Registry

The Recruitment, Admissions and Registration (RAR) Department continued to deliver on its core responsibilities of facilitating the admissions and registration processes for all Senate-approved and fully online Continuing and Professional Education (CPE) programmes for The UWI Open Campus and the provision of support for its stakeholders throughout the Academic Year 2020/2021.

During the period under review, the department sought to meet the strategic goal of increasing access by improving admissions and registration processes as well as other services to enhance student experience as follows:

- Maintained an online process to enhance efficiency in the department's receipt and preparation of student cases for

Repurposing for a Global Future



- submission to the Academic Board Committee on Student Matters (ABSCSM).
- Continued to advance the use of the customised override system integrated with the Banner Student Administration System that was implemented in Semester 1, 2019/2020 to assist in monitoring and reporting on override requests for each registration period.
- Recommended and collaborated with the Academic Programming and Delivery Division on the following in an attempt to reduce the number of override requests received from students during registration:
 - An adjustment in the maximum credit hour restriction in the system. This was piloted in Summer 2020/2021.
 - Use of historical registration data in the planning and setting of course capacities.
- Facilitated the online application processes for persons seeking either Specially Admitted or Cross Campus Registration consideration.
- Continued to provide applicants with an option to submit their supporting documents directly via specially created email accounts to facilitate processing.
- Worked in collaboration with the newly established Office of Graduate Studies and Research in the admissions and registration of postgraduate students.
- Processed 7,572 applications and facilitated the registration of 6,773 students during the year inclusive of Specially Admitted, Cross Campus registration and Special Projects (eg. IMPACT Justice, Jamaica Defence Force, etc).
- Engaged in the processing of other related requests such as leave of absence, deferrals, withdrawals, programme transfers, site transfers, among others.
- Prepared and distributed student identification cards in Semesters 1 and 2, 2020/2021 for regional and international students.
- Developed costing models for the implementation of a non-refundable application-processing fee.
- Collaborated with functional departments to facilitate the piloting of a non-refundable application-processing fee in the next academic year (i.e. 2021/2022).
- Commenced the preparation of a departmental procedure's manual.
- Recruited staff from other departments through the Campus' temporary reassignment initiative to support the work of the department.
- Coordinated the development of a registration business process flow in collaboration with key functional departments.
- Re-engineered various processes and standards with the objective of enhancing the experience of all stakeholders.

(See Table 11 for Admissions and Registration statistics for the Academic Year 2020/2021).

The **Assessment, Awards and Records (AAR) Department**, during the Academic Year 2020/2021, continued its work, *inter alia*, of planning and facilitating the meetings of the Campus Committee on Examinations held in September and November 2020 and February and May 2021; and the Undergraduate Board of Examiners held in September 2020 and February and June 2021.

The AAR team worked feverishly on a number of Office/Process Manuals. These manuals would provide relevant information and instructions on how to efficiently perform the department's varied and many activities and processes. This is an on-going project and is scheduled to be completed at the beginning of the Academic Year 2022/2023. There are approximately 20 manuals to be created and thus far, six have been completed and under review.

In light of the ongoing global Covid-19 pandemic, which has had various levels of impact across the region and that has impacted the mode of assessment by the Campus for the Academic Year 2020/2021, the safety of staff and students remained a top priority. The Campus continued with the 100 percent course work assessment for the full range of its course offerings as an alternative to the traditional face-to-face method of assessment.

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The department administered the graduate Comprehensive Examination (EDEL8009), which falls under the EdD programme, in January 2021, using the PSI online proctoring services to conduct the examination. The department also administered the sitting of the online English Language Proficiency Test (ELPT) in September and November 2020 and in March and May 2021. The ELPT was also conducted using the PSI online proctoring services.

The AAR department led the Campus in the planning, organising and execution the thirteenth Graduation Ceremony on October 16, 2021. The 2020/2021 Graduation Ceremony was again a virtual event and all elements of the ceremony were pre-recorded. The grand production was presented via UWItv and the Open Campus social media platforms.

A total of 628 undergraduate and 249 postgraduate students completed their programmes of study with the Campus. Of these, 463 undergraduate and 169 postgraduate students participated in the Virtual Graduation Ceremony. *(Please see statistics on graduates for 2020/2021 on page 7).*

Mr George Samuel Willie, CPA, CGMA, CGFM, a Jamaican national was the 2020/2021 Honorary Graduand. Mr Willie, an International Auditor, Leader and Philanthropist received a Doctor of Laws (LLD) for his outstanding contribution to regional and international development.

The **Student Support and Services Department** continued to engage in the coordination and delivery of student support services across the regional Sites. Thereby responding to queries, making student representation, monitoring and advising students on their enrolment status to enhance the student experience. During this time, the department was charged with the responsibility of processing status letters, course exemptions and scholarship applications; providing support services to the Guild of Students; servicing of the Academic Board Sub-Committee on Student Matters (ABSCSM), increase the visibility of international students through our Virtual International Students Office (VISO) and the provision of general support to students.

The department's accomplishments for the period August 1, 2020 to July 31, 2021 included:

Matriculation Ceremony

The Virtual Matriculation and Welcome Ceremony for the Open Campus was held on Wednesday, September 9, 2020 at 6:30 p.m. EC Time via Blackboard Collaborate (BbC). The 2020/2021 Top Matriculant was Ms Victoria Maharaj from the San Fernando Site, Trinidad and Tobago.

Initiative #3: Strengthen Student Support and Success

The Registry is charged with the Campus' Strategic Initiative # 3: Strengthen Student Support and Success under the umbrella of The UWI Triple A Strategic Plan 2017-2022. The activities under these initiatives are geared towards increasing student

satisfaction and improve the retention rate. Under this initiative, the following activities are being highlighted:

Principal's Student Awards and Recognition Programme - Campus Honour Roll

The Campus' Honour Roll/List recognises BSc and BEd undergraduate students for their outstanding academic performance in each of the regular semesters during the academic year. The number of students who were recognised under this initiative for the academic Year 2020/2021 were as follows:

- Semester 1, 2020/2021 - 831 students
- Semester 2, 2020/2021 - 1058 students

First Year Experience (FYE) Programme

The First Year Experience Programme aims to develop and implement a coordinated approach to the students' first-year experience. This is achieved by creating learning communities, while using information and communication technologies that connect first-year students to academic and student development support services. The following webinars were held under this initiative for both semesters:

- Visual, Aural, Read/Write Kinaesthetic (VARK) Learning Styles
- Efficient Ways to Improve Student Writing
- Note Taking Strategies for Online Learners
- Working in Groups
- Scheduling (Keeping Track of Your Learning Exchange Tasks)
- Exam Preparation
- Online Games Night

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Scholarships

The department managed applications for The UWI Open, The UWI Toronto Gala, Vivienne Roberts (St Ann, Jamaica), Patricia Ismond (St Lucia) and The UWI American Foundation for UWI scholarships. Recipients of scholarships during the year under review were as follows:

| Scholarships | Number of Recipients |
|------------------------------------|----------------------|
| The UWI Open Scholarship | 16 recipients |
| The UWI Toronto Gala | 9 recipients |
| Vivienne Roberts (St Ann, Jamaica) | 1 recipient |
| Patricia Ismond (St Lucia) | No new recipient |
| The UWI AFUWI | None awarded |
| CB Group UWI5K Scholarship | 1 recipient |

Additional Funding Received for Students in the Open Campus

The following funds were administered:

- The UWI Open Campus received a grant of USD\$10,000.00 from The Raymond Chang Endowment Fund for distribution to assist needy students. Eighteen (18) students benefited from this grant.
- The Lisa Gore Seifart Scholarship donated J\$500,000.00. Two (2) students were selected to benefit from this funding.
- Students in St. Vincent and Grenadines (SVG) who were affected by the eruption of the La Soufriere Volcano benefited from the US\$20,000 donation from The UWI Toronto Gala benefactors. Fifty students benefited from this grant.
- The UWI Open Campus Toronto Alumni and supporters contributed USD\$20,000 to students affected by Covid-19.

Academic Board Sub-Committee on Student Matters (ABSCSM)

Two hundred and thirteen cases were considered at ABSCSM during the seven meetings for the academic year

2020/2021. The Terms of Reference were updated to reflect the new structure of the committee.

Exemptions

The department is responsible for processing both Procedure 1 (applications based on approved exemptions listing) and Procedure 2 (exemptions to be evaluated) exemptions. During the period, the department received 631 Procedure 1 cases and 680 cases for Procedure 2, with multiple requests for each student. Supporting documents were collated, perused and sorted for Procedure 1 and response letters were processed and dispatched.

Of concern was that Procedure 2 requests with supporting documents remained outstanding for the academic year from the Academic Programming and Delivery Division (APAD). Up to the time of this report, there were cases outstanding for the 2020/2021.

Status Letters

For the period August 1, 2020, to July 31, 2021, the status letters update was as follows:

- 532 status letters were requested.

- 470 letters were processed and dispatched to students resulting in an income of USD\$2350.00.
- 39 status letters were pending receipts.
- 13 status letters were not processed and referred to their respective Sites e.g. UWI Mona and CPE students.
- Four requests were not status letters, but rather statements of accounts, which were directed to finance and resolved accordingly.
- Six requests were not completed as they were found to be, duplicated applications, incorrect or incomplete information or no information could be located for them on the Banner system.

Virtual International Students Office (VISO)

The VISO recorded a total of 33 students for Semester 1; 28 students for Semester 2; and 17 students for Semester 3 (Summer).

Guild of Students (GOS)

The GOS inducted a new Regional Executive with Mr Leon Dawson elected as the Guild President. The Regional Executive held their first Virtual Induction Ceremony on 20th August, 2020. This was necessary due to travel restrictions brought about by the COVID-19 pandemic, which prevented the team from travelling to Jamaica. A Virtual Retreat followed the induction on 27th August. The Global Guild Budget that was initiated at the retreat was finalised and approved to support the Guild's activities. The Regional Executive also finalised the Calendar of Activities for the Academic Year

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Table 1: VISO Registration AY 2020/2021

| Programme | Semester 1 | Semester 2 | Semester 3 |
|----------------------|------------|------------|------------|
| Graduate | 17 | 12 | 10 |
| Undergraduate | 16 | 16 | 7 |
| TOTAL | 33 | 28 | 17 |

2020/2021. However, the attendance and types of activities hosted were modified to ensure compliance with COVID-19 protocols. Noteworthy activities included the annual Guild Fest and numerous virtual games nights.

In Semester 1, the Guild responded to the global COVID-19 pandemic by continuing to provide the COVID-19 Relief Grant to support students during the crisis. Relief funds totalled US\$6,000 for the semester. Thirty students benefitted from the funds.

The annual Guild and Councillor’s Grant was offered in Semester II of 2020/2021. The amount totalled US\$22,535. On 14 April 2021, the GOS made a monetary donation to assist Open Campus students in St Vincent and the Grenadines and their families who were affected by the eruption of the La Soufriere Volcano.

Academic Programming and Delivery Division

Prior Learning Assessment

Prior Learning and Portfolio Development/Assessment at the Graduate Level was offered for the first time in the 2020-2021 Academic Year. It will assist eligible UWI students in the preparation of a learning portfolio for PLA that will be submitted to reviewers for assessment as per UWI policy. The course is designed for use at the graduate programme level and prior learning can be used for credit toward a degree. The portfolio course is a pass/fail course.

Programme/Training collaborations with external partners

- Ministry of Social Development and Family Studies TT (AEP) - Online Learning for TVET and CPE Trainers - 200 participants.

- The National Energy Skills Center (NESC) - Course EDTK 1003- 190 participants.
- The Youth Training and Employment Partnership Programme (YTEPP): Trinidad and Tobago - Design, Development and Delivery of Online Courses - 17 persons trained.
- Impact Justice - Barbados - Certificate in Paralegal Studies for Government employees - 39 participants.
- Ministry of Education, Health and Social Services - Montserrat - Pivoting to Remote Instruction Workshop Series for primary and secondary school teachers and principals; 22 participants.
- UNESCO: Distance Education Workshops - 80 participants.
- Barbados Community College - Preparing for Remote Delivery (Module 2) - 18 participants.
- TAIWAN - Preparing for Remote Delivery - St Lucia - 12 participants.
- ACURIL: Professional Development Seminar - Pedagogy of Online Learning - 50 participants.
- CARICOM Implementation Agency for Crime and Security (IMPACS): Train the trainer - The course is geared to enhance regional capacity to promote and support cooperation amongst the Police and other law enforcement training academies. CARICOM IMPACS by delivering a train-the-trainer component will allow trained

Table 2: Grants and Donations

| Grant/Donation | Number of Students | Amount Allocated |
|---------------------------|--|----------------------|
| Guild Grant | 57 students | US\$18,335.00 |
| Councillor’s Grant | 14 students | US\$4,200.00 |
| St Vincent Relief | to provide relief as needed to Vincentian students | US\$9,135.12 |
| TOTAL | | US\$31,670.12 |

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facilitators and administrators to impart this knowledge to other law enforcement and security professionals who will utilise its CBSI Connect Platform of 37 participants.

During 2020/2021, APAD continued the collaborative work with the Business Development Unit and established an interim Special Projects Team to support the projects added to the Division's portfolio:

- Country style Community Tourism Network (CCTN) - Certificate Programme in Community Hospitality and Entrepreneurship with Study Tour. Post-production videos for community lifestyle experience tours.
- OAS: Early Childhood and Family Studies Certificate - 19 persons awarded scholarships.
- OECS: NCD Management in Disasters - 57 participants.
- CDB: Project Cycle Management (PCM) and Public Policy Analysis and Management (PPAM) Online Learning Courses.
- UNDP-CCS: Private Investment Mobilization - 35 participants.
- UNDP-EnGenDER: Gender Climate Change and Disaster Risk Reduction in the Caribbean - 10 participants.
- ILO: The Social and Economic Impact of COVID-19 and Employability Skills - 150 participants.
- UNESCO: Transcultural Regional Training Hub - 480 participants.

Collaborations with UWI partners:

- Faculty of Law – UWI St Augustine Campus: Delivery of Online Courses and Online Assessments.
- Faculty of Agriculture - UWI St Augustine Campus: Certificate in Plant Quarantine Basics.
- CAIHR - UWI Mona Campus: Postgraduate Diploma in Health Research and Epidemiology.
- Five Islands Campus: Graduate Certificate in Disaster Risk Management and Resilience.
- ICJS - UWI Regional Headquarters: Restorative Justice Facilitator Training - develop an interactive self-paced, online learning course using the curriculum, training modules and guidelines for the delivery of a Restorative Justice Facilitator Training Course.

New Academic Programmes

- PG Certificate in Teaching and Learning with Emerging Technologies
- Postgraduate Certificate and Diploma - Disaster Risk Management and Resilience
- Jamaica Defence Force - BSc Initial Officer Training Programme (IOTP) and MSc Military Defence Studies
- Coventry University – Joint bachelor's degree in International Management
- University of St Martin - Joint Bachelor's Degree in Social Work Programme
- UDUAL – Bi-lingual PG Certificate and Diploma in Teaching

and Learning with Emerging Technologies

- Government of Guyana: Guyana Online Academy of Learning - New programmes in development for PG Diploma in Early Childhood Education; PG Diploma in Secondary English and Mathematics.

Open Campus Academy of Sport

BSc Sport and Physical Literacy (Revision)

The AQAC of the Open Campus granted approval for the review the recently approved BSc Sport and Physical Literacy. After a comprehensive consultation process that included reviews from key personnel across the region, as well as alignment with the proposed review of the CAPE Physical Education Syllabus, recommendations were adopted for the review of the programme structure to enable greater alignment with the needs of the region. As such, the curriculum specialist at the Faculty of Sport was engaged to amend the programme to include courses that were highlighted as relevant by practicing professional from the region.

This information was communicated to members of the Sir Arthur Lewis Community College, which delivers the programme, via a franchise agreement. The changes were readily accepted; thus, the proposal was processed and submitted to AQAC where the recommended changes were approved.

Certificate in Swimming and Lifesaving

The OCAS engaged members of the Ministry of National Security's Lifeguard Division, in an effort to facilitate collaborations for the development of a multi-faceted certificate in swimming and lifesaving. This certificate has become most relevant because of an

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increase in drowning in Trinidad and Tobago. Members of the Lifeguard Department were engaged to develop a professional certificate that included multiple objectives;

- Capacity building for existing lifeguards
- Professional development and certification of new lifeguards
- Transitioning of national swimmers to professional lifeguards
- Increase in the number of lifeguards in Trinidad and Tobago.

The CPEC was engaged prepare the conceptualisation and design of the programme, and members of the OCAS and the CPEC worked on finalising the programme. Upon the completion of the programme, meetings were held with the members of the lifeguard division to finalise the programme outline and content.

Sport Broadcasting Workshop

The second cohort of the Sport Broadcasting Certificate workshop commenced on June 21, 2021. Thirteen participants, including former Captain of the West Indies Female Cricket Team, Ms Stacy Ann King, registered and completed the programme. Mr Daren Ganga and Mr Alan Wilkins were the main facilitators for the programme. Members of the Faculty of Sport are engaged in discussions with respect to offering a level- two certificate for the programme.

Governmental Collaborations

Throughout the academic year 2020/2021, the OCAS continued to pursue the strategic initiative of engaging regional ministries of sport and education geared towards identifying the sport specific needs of each of the UWI-17 countries. With the global pandemic affecting the operations of sport the world over, a concerted effort was made to contact ministries with the responsibility of sport throughout the region. The focus of the engagement was to assist them to refocus their operations notwithstanding the pandemic.

Proposals were developed and sent to the following ministries below;

- Antigua
- Dominica
- Grenada
- St Lucia
- Trinidad and Tobago
- Tobago House of Assembly

Ministerial officials were encouraged to utilise the current downtime that the pandemic presented to focus on strengthening their administrations through capacity building and administrative reforms. Assistance was also rendered to some ministries to enable the adoption or transition to online or virtual operations. Correspondence was received from two of the said Ministries from the jurisdictions of OCAS held meetings with the ministries of Sport in Antigua and Grenada. In both instances, the Minister of Sport along with key personnel from the respective ministries attended the meetings.

The Minister with the responsibility for sport of Anguilla through the Faculty of Sport and the Dean of the Faculty requested a meeting with OCAS, and assistance in developing a national sport tourism plan for the island. A meeting was subsequently hosted with the minister with the responsibility for sport, minister with the responsibility for tourism and other members of the faculty of sport, to discuss the approach to the development of the plan, as well as to facilitate greater collaboration with the country's sporting plant and the UWI Faculty of Sport.



Improving the Quality of Teaching and Learning and Student Development

Several CSDR departments, including the CCDC, HSLSI, SWTRC and WAND, contributed to the improvement of teaching and learning and student development by providing unique programmes, workshops, webinars, and training sessions.

Caribbean Child Development Centre (CCDC)

- **Child, Adolescent and Youth Development MPhil/ PhD:** This programme, which started in September 2018, presently has two cohorts: 21 PhD and 10 MPhil students.
- **Open Campus Stackable Credentials:** CCDC collaborated with CPEC and Registry to develop OC stackable credentials for early childhood programmes. This included the creation of a master sheet of university-wide EC programmes, which will enable students to take programme/course credits across sister campuses.
- **Library and Information Internship:** Following four years of dormancy, CCDC revived its Internship programme to accommodate students pursuing Library and Information Studies. Students assisted with organising and cataloging the collection, as well as digitising and archiving various records.
- **CARICOM/UNESCO/The UWI OC ECCE:** Bloom JA and Bloom TT collaborated with United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Caribbean Community and Common Market (CARICOM) and offered an online workshop

for early childhood teachers on *Providing High Quality Distance Learning Experience for Young Children*. Forty teachers received 8 hours of training over a 4-week period.

Hugh Shearer Labour Studies Institute (HSLSI)

This department engaged in a number of online workshops, one- and two-day training sessions, and webinars as follows:

- Webinar on **Pedagogical Approaches to Online Teaching and Learning: Strategies for Success**, March 10, 2021
- Training on **Customer Service Essentials for the Physical and Virtual Office**, April 15, 2021
- **Negotiating Home Based Work Fundamentals: A Guide for Employers and Employees**, April 22, 2021
- Training on **The Art of Successful Negotiations: A Covid-19 Template**, April 29, 2021
- Sensitisation Workshop on **Sexual Harassment**, May 16, 2021
- Workshop on **Emotional Intelligence in the Workspace**, May 15, 2021
- Training on **Reviewing Labour Laws**, June 1-2, 2021
- Training on **Introduction to Industrial and Employment Relations**, June 8-9, 2021
- Training on **Collective Bargaining and Negotiations**, June 29-30, 2021

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Social Work Training and Research Centre (SWTRC)

Two students who completed the B.Sc. in Social Work and graduated in January 2021 received first class honours. Both students started at the SWTRC having completed the four-month course in the Principles and Practice of Social Work and Community Leadership and Development Programme.

Women and Development Unit (WAND)

- **WAND Online:** WAND commenced its online learning programme with the course *Gender Analysis for Development Professionals* in August 2020.
- **WAND's online learning programme:** In collaboration with CPEC and Open Campus Country Site (OCCS) Grenada, WAND engaged with the Ministry of Social Affairs in Grenada to pilot the course *Gender Analysis for Development Professionals* and three other courses in gender and development planning and management.

Business Development Unit (BDU)

This Unit, in collaboration with various external agencies and UWIOC departments, won several contracts resulting in the provision of scholarships, skills training, educational programmes, and Web platforms for online classes, training, and open educational resources. Further, the development of a proposal for the establishment of an EON-XR Center outfitted with EON Reality's Equipment is also ongoing. The different projects undertaken by the BDU are as follows:

UNESCO Transcultural Programme

The UWI, through the Open Campus, entered into an International Partnership Agreement (IPA) with the United Nations Education and Scientific Organization (UNESCO) on August 10, 2021. Project implementation is a collaborative effort between the OCCS and APAD with support from other key internal departments. The Agreement, valued at US\$285,588 will provide scholarships to cover participation in agreed Continuing and Professional Education (CPE) courses for 480 eligible students from the cultural and creative industries, across the Caribbean.

ILO learning platform, course instructional design and delivery, and monitoring and evaluation

The BDU collaborated with OCCS, Antigua and Barbuda and APAD in the development of a proposal, feasibility study, work plan, contract negotiation and administration in response to ILO's request for services. ILO and The UWI, agreed to deliver through UWIOC, online entrepreneurship and employability skills training. The target audience includes beneficiaries of social protection programmes with particular focus on women, given the disproportionate impacts of the pandemic on their employment condition. The University gained an award of US\$67,000.00 for this project.

UNDP Collaboration Pilot Implementation of Trinidad and Tobago's Greenhouse Gas (GHG) Inventorying and Quality Assurance/Quality Control Certification Programme

The Business Development Unit collaborated with internal constituents to submit a proposal for a contract for USD\$75,103.00 to the UNDP for the delivery of the GHG Inventorying and

Quality Assurance/Quality Control Certification Programme (GHG CP). The major deliverables for the proposed project are as follows:

1. Training potential lecturers in the delivery of this certification programme;
2. Piloting the programme with individuals who will be responsible for reporting on their organisation's GHG emissions; and
3. Making necessary improvements to the course content and format.

FaN project - Development, Maintenance, and Promotion of Virtual Open Data Platforms for Regional Capacity Building

The BDU facilitated negotiations with the Caribbean Institute for Health Research (CAIHR), to build Web platforms for online classes, training, and open educational resources. The project will be supported by the UWIOC's Moodle learning system and accessible by smartphone, tablet, laptop, and other electronic devices. Expected revenues to the campus for this initiative is US\$50,000.00.

UNDP Collaboration to Host a MOOC

The BDU collaborated with CATS and APAD in the submission of a proposal to UNDP for the hosting of a MOOC. The project aims to strengthen the ability of the Government of the Republic of Trinidad and Tobago (GoRTT) to create, leverage and maintain synergies for the national implementation of MEAs. Additionally, the project seeks to strengthen integrated approaches to environmental management, including meeting MEAs' guidance and national reporting requirements to increase national and global environmental

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benefits. The total expected inflow from this project is US\$23,000.

Eon Reality

The BDU prepared and submitted an application to Eon Reality for a US\$25M Grant Guarantee Programme. The UWI and the Silicon Valley Company, Eon Reality signed an agreement on March 1, 2021, to govern the arrangement for the implementation of The UWI Eon XR Centre. The Grant covers the following:

- Establishment of an EON-XR Center outfitted with EON Reality's Equipment
- Delivery of the EON-XR platform for 500 students
- Internships for 750 workers for a 5-year period
- Coverage for no additional charge, 100% of the costs required for the EON pedagogical and technical XR team to implement the academic XR Self-Directed Learning Programme which includes:
 - A comprehensive Needs Assessment Analysis of the Local Partner's programmes with concrete XR guidelines based on the Education 3.0 approach.
 - Full access to the EON-XR Resource Center with design assignments, user guides, video tutorials.
 - The execution of EON Reality's 9-step implementation plan.
 - Introduction to EON Reality's Global Academic Community for Remote Learning.

- EON-XR Training Certification Level 1 and 2 online courses for all selected academic members.
- Workshops and online classes for teachers, students, and workers/interns to learn how to use and create lessons in EON-XR.
- The development of a framework for curriculum guidelines (both qualitative and quantitative).
- The delivery of the EON-XR module guidelines.
- Supply material document for technical training about EON-XR Center Equipment
- Provide Local Partner with training on new EON-XR Platform, EON Library, EON Products and Services or any other new products and services introduced into the market after the Effective Date.

The Deputy Principal's Office- Quality Assurance Unit (QAU)

The Quality Assurance Unit conducts Quality Evaluations for new programmes within two years of inception and coordinates formal Quality Assurance Reviews (QARs) of existing programmes every 5–7 years, led by an external academic. The ODCP continued to contribute to the quality of teaching, learning and student development through various activities and initiatives with the support and guidance of the QAU.

The following are completed QARs and quality Evaluations

Quality Assurance Reviews:

- MA English Language
- MSc Instructional Design and Development
- Social Work
- Youth Development Work

Quality Evaluations

- CPE Early Childhood and Family Development Certificates
- Open Campus Academy of Sport (OCAS) Franchise with Sir Arthur Lewis Community
- Joint programme offering with University of St Martin

Open Campus Country Sites

Open Campus Barbados

- Open Campus Barbados collaborated with the Open Campus Library and Information Services (OCLIS) to implement library services for all CPE learners enrolled in courses at the Barbados Site. This initiative is expected to enhance the learning experience as well as boost the perceived value of the Open Campus' CPE offerings over other local competitors.

Open Campus Dominica

- During the Summer 2020/21, CPE courses were delivered from May 24 to July 8, 2021. The Site engaged the services of Ms Ferne Laurent, Education Consultant, to serve as an independent Tutor Observer. Ms Laurent's role was to attend online sessions and to observe the tutors in the classrooms. She then met with each tutor for review and to provide training for those who needed to improve. Ms Laurent also presented a report to the Site on her observations and detailed recommendations for improvement that would be implemented in future sessions.

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Open Campus Grenada

- On June 6, 2021, a meeting was held with participants enrolled in CPE courses. The meeting was called to empower and bolster students with a view to influencing student retention. Students informed the Site of the administrative issues which they encountered and were satisfied by the attempts to resolve matters that had affected them. Consequently, a total of one hundred and eighty-four students enrolled for courses in Semester II, which represented a hundred percent increase in enrolment when compared with the registration performance recorded for Semester II 2019/20. The attrition rate for the period was a mere seventeen percent.

Computing and Technology Services (CATS)

CATS facilitated the transition of face-to-face CPE courses to online teaching and during February to July 2021, supported the adoption of EON-XR technology in teaching, learning and research.

Academic Programming and Delivery Division

During the academic year, the Department led Quality Assurance Reviews for two sets of programmes:

- In May 2021, an external team reviewed Social Work programmes – Certificate, Diploma, Associate Degree and Undergraduate Degree.
- In June 2021, an external team reviewed Youth Development Work programmes – Diploma, Undergraduate Degree in Youth Development Work and Undergraduate Degree in Youth

Development Work with Minor in Management Studies.

The Division also adopted the HTML5 package (H5P) to transform course content from static to dynamic material. With the addition of H5P, course materials are more engaging, interactive, responsive and accessible. Initiative has also started to repurpose PDF-based course materials to web-based materials using Moodle Books.

Self-Assessment Reports (SARs)

During the period, the following programmes were internally reviewed and SARs developed to facilitate the conduct of external quality assurance reviews, which assess the performance of the programmes in relation to quality standards:

- MA. English Language
- MA. Literacy Studies
- M.Sc. Industrial Design and Technology
- B.Sc. Social Work (*in progress*)
- B.Sc. Youth Development Work (*in progress*)

Examinations Monitoring Committee

Face to face examinations continue to be suspended which requires the Examinations Monitoring Committee to manage the Board for Undergraduate Studies (BUS) mandate to incorporate alternative assessment strategies to replace the final examination in courses. The Committee comprises staff in key APAD roles – Curriculum Development Specialist, Instructional Development Coordinator, and Programme Manager who vet alternative assessment strategies prepared for the Academic Year to ensure they met the required standards. The Campus continues to request the Chair of the Board for

Undergraduate Studies permission to use alternative assessments in place of final exams.

Open Campus Libraries and Information Services (OCLIS)

Open Campus Libraries and Information Services (OCLIS) librarians delivered orientation and information literacy sessions to pre-university, undergraduate, post-graduate, and CPE students in support of teaching, learning and research. Online facilitated sessions included a general introduction to OCLIS services, an introduction to UWI*inC* (the e-information portal of The UWI Libraries), and information literacy sessions on topics such as Concepts in Database Searching, Plagiarism and Academic Integrity, APA Citation and Referencing, The UWI Thesis Guide and Conducting the Literature Review and Misinformation. Table 1 below shows the delivery of orientation and information literacy sessions for the period August 1, 2020 – July 31, 2021.

Ask A Librarian Virtual Reference Service.

The Ask A Librarian Virtual Reference Service, implemented in 2015, continues to serve as an essential online platform, supporting reference and research and the enhancement of critical thinking skills for the OC Community. Using this service, students and staff can live chat online with OCLIS staff, access an online knowledge base and submit queries via email when the chat service is offline. The Virtual Reference Service migrated from the Question Point platform to the LibAnswers platform in July/August 2020. Given the importance of this wholly online service to students and tutors in a geographically dispersed region, the hours of service were extended. Live chat with library staff is now available Monday to Thursday from 11:00 am to 8:00 pm, and on Fridays from 11:00 am to 5:00 pm (EC Time), for 42 service hours, an increase of 12.5 hours above the 29.5 hours previously offered.

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Figure 1

OCLIS Delivery of Orientation & Information Literacy Sessions August 1, 2020 to July 31st, 2021.

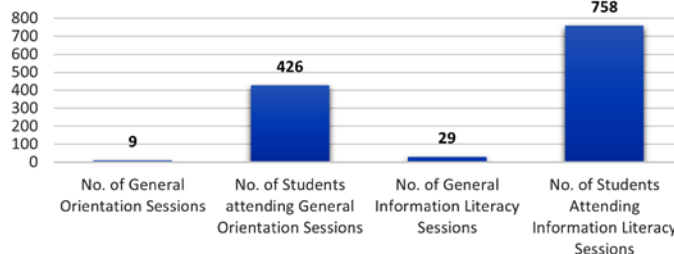


Figure 2

Ask A Librarian Service Statistics for the period August 1, 2020 - July 31, 2021.

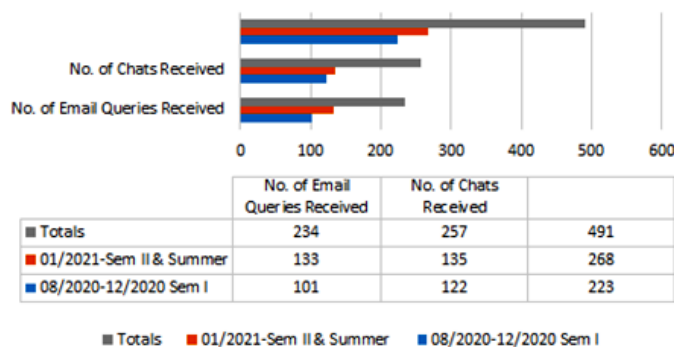
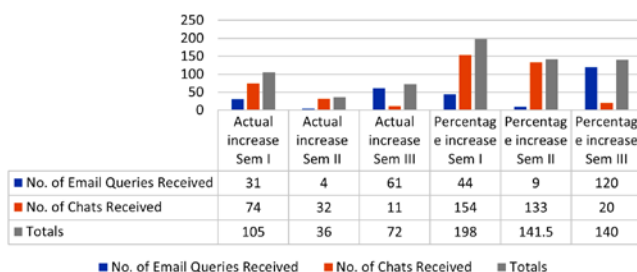


Figure 3

Analysis of Statistics for the Ask A Librarian Service, Semesters I, II & III Academic Year 2020-2021



Programme/Course Consultations

Librarians continually engage in consultations with OC academic departments in planning, developing, delivering, and reviewing programmes and courses to students, ably providing recommendations on resources in all formats (print, electronic, open access and Open Educational Resources) to support curriculum development. See Tables I, II, III, IV in the Appendices for a full listing (83 in total) of Senate-Approved undergraduate and postgraduate programmes and Continuing and Professional Education (CPE) courses for the period under review.

During the Summer Semester, Liaison Librarians were assigned new portfolios to support curricula in newly signed partnership projects with the University of Guyana GOAL (Guyana Online Academy of Learning) scholarship programme – Library Liaison assigned Mrs Adele Merritt Bernard; University of St Maarten – Library Liaison assigned Mr Selwyn Rodolfo; and Five Islands Campus – Library Liaison assigned Mrs Arlene Alleyne-Regis.

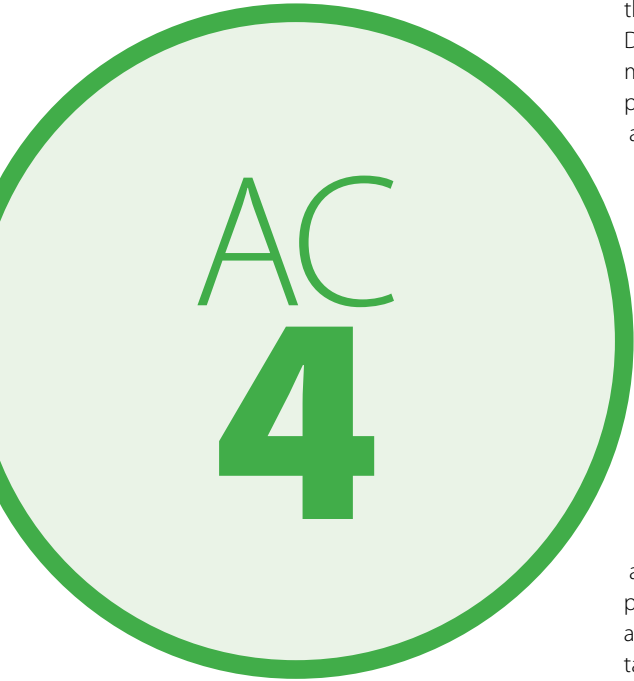
Open Campus Country Sites (OCCS) Libraries Implementation of the Integrated Library Aleph Circulation Module

OCLIS Consultant, Ms Jo-Ann Granger, continued to serve as lead support and facilitator for Aleph Circulation Services “going live” at the OCCS libraries in Dominica, Grenada and St Vincent and the Grenadines. This ongoing project will support online access to library collections supportive of teaching, learning and research. To date, the full implementation of circulation services has been delayed due to inconsistent staff support (staff proceeding on leave), processing of additional collections, and the Sites’ administrative readiness. Ms Granger continues to voluntarily facilitate cataloguing sessions for OCLIS staff and offer support in other key areas of the OCLIS’ operations.

UWlInC - New User Interface (NUI)

The University Libraries went live with the Primo’s new user interface (NUI) on UWI’s branded Primo, UWlInC, on Tuesday May 18, 2021. The UWI Library Systems Team (ULST) with OCLIS’ representatives Jo-Ann Granger and Adrian Kellman were instrumental in the implementation of the new interface. Mr Kellman served as co-facilitator for a demonstration of the UWlInC NUI for library staff across the University Libraries on Tuesday June 29, 2021 and also hosted a session independently, for OCLIS staff on Friday August 27, 2021.

Access Triple A Strategy 2017-2022



Improving the Quality, Quantity and Impact of Research, Innovation and Publication

Marketing and Communications Department

For the academic year 2020/2021, the Marketing and Communications Department continued to develop marketing strategies to drive the promotion of the Campus' products and services to its target audiences and various stakeholders. Two promotional campaigns were launched under the theme: *Bringing the Classroom Wherever You are*. The main strategic goals of these campaigns were to drive enrolment, create reach and engagement and promote brand awareness. The campaign strategy was geared towards geo-targeting within the region and the Caribbean diaspora. For the period under review over 100 advertisements and messages were prepared and posted to social media and Google to engage and inspire our target audiences and stakeholders. The major marketing tactics used by the department for the period were:

- Social Media Advertising (Facebook, Twitter, Instagram, YouTube)
- Website Advertising
- Google Advertising
- Public relations activities in the form of Facebook live sessions, press releases and national and school events to promote specific programmes and events.
- Online Recruitment Fairs

To support the department's promotional efforts, flyers representing the various programme categories (undergraduate and postgraduate) were prepared and shared with Heads of Sites and Marketing Officers/Marketing Liaisons across the Open Campus Country Sites (OCCS) to assist with promotions in their various locations. In addition, two video ads were prepared in collaboration with the Jamaica Western Sites to assist promotional

activities on social media. These video ads promoted regional online programmes and local course offerings.

Advertising and Promotions

For the period under review, social media and Google served as the major promotional platforms for all advertising. All regional online programmes and courses were advertised as per the programme listing provided by the Academic Programming and Delivery Division (APAD). Single courses for cross-campus students and special admissions for Summer School offerings were also advertised.

Other Promotional Activities

The department also facilitated the promotions of the following courses and workshops offered by the following department/sites:

- Sports Broadcasting Workshop offered by the Open Campus Academy of Sport in collaboration with the Faculty of Sport.
- Jamaica Eastern Region professional development programmes and courses
- Open Campus Montego Bay professional development programmes and courses
- Jamaica Western Zone Professional development programmes and courses
- Social Work Training and Research Centre (SWTRC) short courses and workshops

E-mail Marketing

Targeted promotions were shared via e-mail with our various stakeholders in professional bodies, international agencies, and subscribers to the Open Campus website about the following programme offerings:

- UWI/SUNY Postgraduate Certificate in Leadership for Sustainable Development
- Disaster Risk Management and Resilience
- Postgraduate Diploma in Health Research and Epidemiology
- NGO Professional Management

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- Transformational Leadership to Achieve the Sustainable Development Goals
- Social Work Programmes
- Certificate in Business Administration
- PLA for Matriculation
- OCAS Sport Programmes

Social Media Advertising

The social media campaign focused mainly on single programme advertising that highlighted careers that match with each programme. This approach was employed not just to bring more awareness to specific programmes, but also to highlight the value on offer and to aid prospective students to chart a career path. Prospective students were encouraged to visit the programmes page at www.open.uwi.edu/programmes to learn more and to apply at apply.open.uwi.edu. The detailed social media report follows.

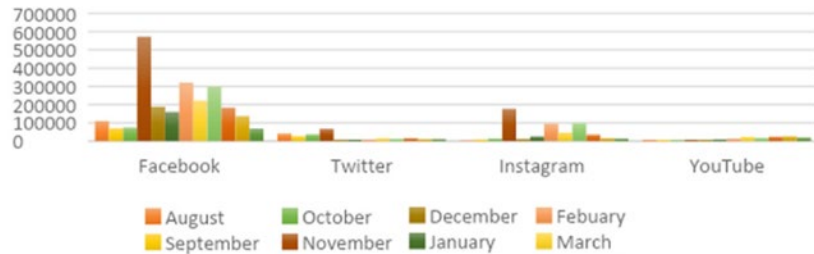
The social media platforms that were utilised during the campaign included Facebook, Instagram, YouTube, and Twitter.

The Campus' four social media platforms continue to show significant reach and engagements when advertisements were posted to these pages. Throughout the year, Facebook had the greatest reach with the highest numbers in November 2020 of 572,443. Instagram had the second-highest reach of 176,431 in November 2020. Twitter had the third-highest reach in November 2020 at 67,400 and YouTube had the highest reach in June 2021 at 26,600. The graph below shows a comparative overview of each social media platform as it relates to the number of people reached over the period August 2020 to July 2021.

Overview of UWI Open Campus Corporate Social Media Reach

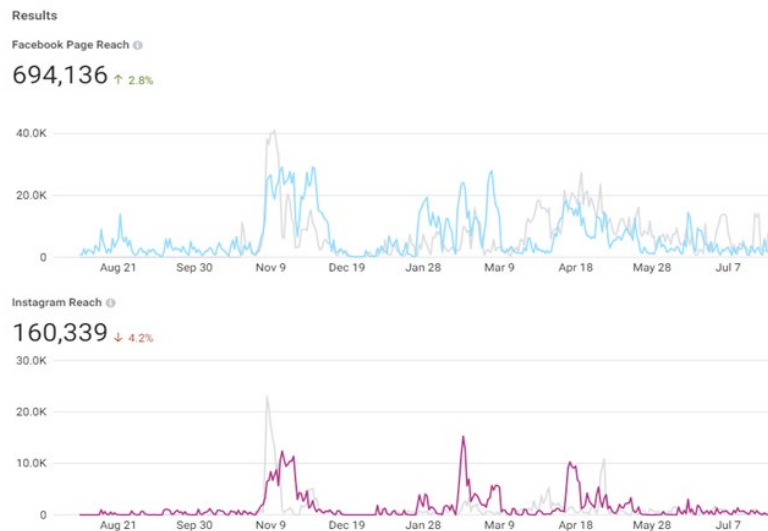
The increase in reach and engagements corresponds with the height of the promotion period when there is a high level of activity on these social media platforms. Other activities that contributed to the increased reach on Facebook and YouTube were the various live sessions such as the *Let's Talk Access* series hosted by the department webinars, and lectures hosted by some departments and Sites.

Figure 4



Total Reach during the period August 1, 2020 – July 31, 2021 - Facebook and Instagram

Figure 5



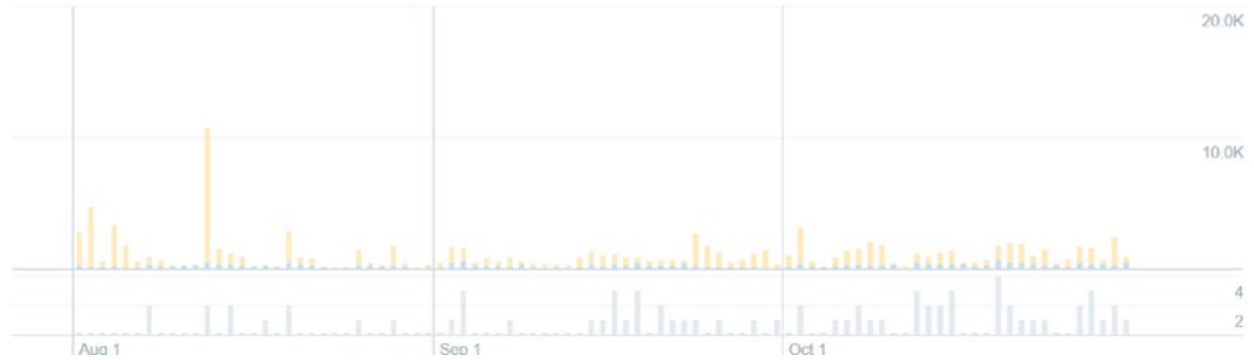
The graphs above show a comparative visual of the Facebook and Instagram platforms total reach during the indicated period as follows:

- Facebook: (Aug 2, 2019 – Jul 31, 2020) | (Aug 1, 2020 – Jul 31, 2021)
- Instagram: (Aug 2, 2019 – Jul 31, 2020) | (Aug 1, 2020 – Jul 31, 2021)

Access Triple A Strategy 2017-2022

Figure 6

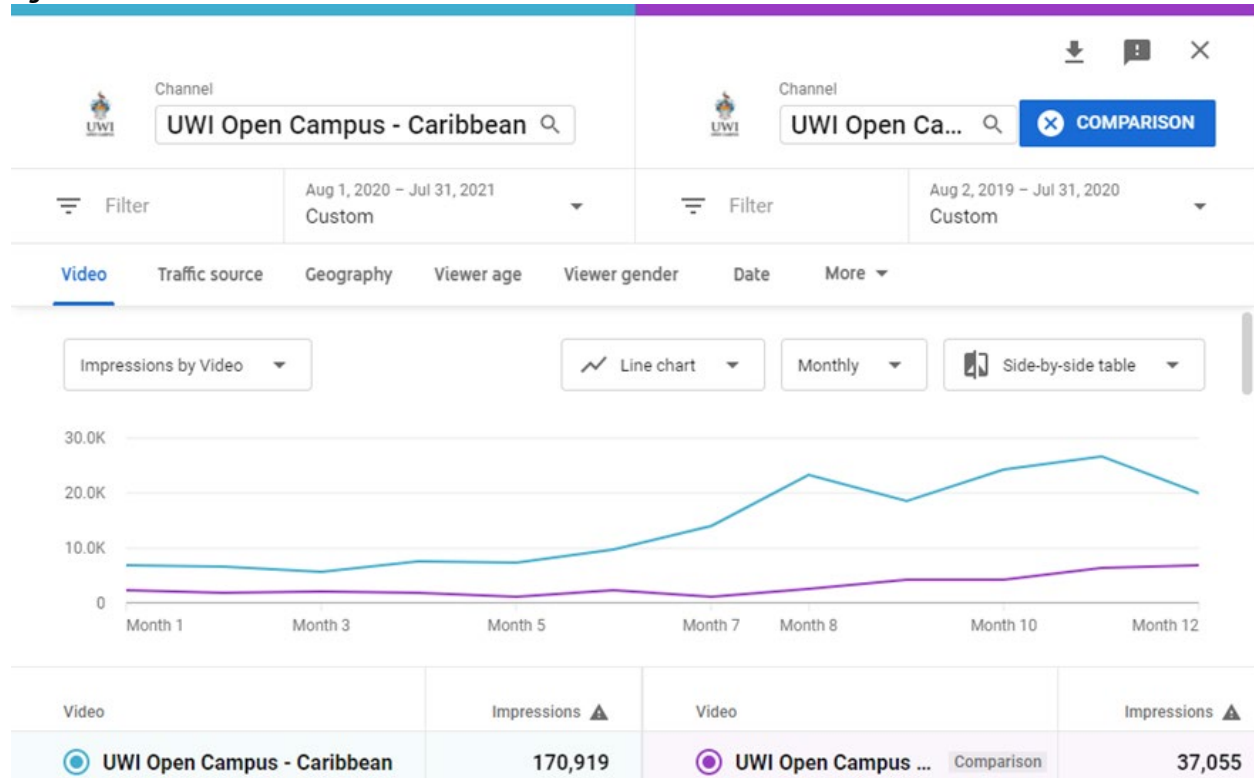
Your Tweets earned **105.7K impressions** over this **91 day** period



Twitter

The graph above represents a visual diagram of the Twitter platform’s total impressions during the indicated period. Notably, these impressions are organic as there were no paid promotions for the period. This diagram shows the highest performing period August – October during the academic year 2020-2021. For the period 105.7K impressions were recorded.

Figure 7



YouTube

The graph above shows a comparative visual of the YouTube platform for August 2019 – July 2020 and August 2020 – July 2021. For the 2019/2020 period, the total impressions/reach for the videos posted on YouTube was 37,055 while for the 2020/2021 period the impressions/reach total 170,919. This represents a significant increase of 133,864 impressions for the period under review. This can be attributed to several high volume events hosted in 2020 and 2021 such as the Virtual Recruitment Fairs, a series of OC Got Stars concerts and the *Let’s Talk Access* promotion programme.

Repurposing for a Global Future



The audience of The UWI OC on Facebook, Instagram, and YouTube platforms

For the period under review, the chart above reveals the age, gender, city, and country of the top followers on Facebook and Instagram. The percentage of followers indicated that on Facebook 78.9% were women and 21.1% men, while on Instagram 78.7% were women and 21.3% men. The age range on both platforms showed that the highest number of followers for women and men were between the ages of 25-34 and 35-44. The data also reveal that the city with the most followers for both platforms was Kingston, Jamaica, while the country with the most followers was Trinidad and Tobago and Tobago.

YouTube

The chart above represents the countries with the highest views on YouTube. Based on the data, Jamaica has the highest viewership of 2,231 views with Trinidad and Tobago with the second highest number of views at 2,000. Barbados, St Lucia, and the United States are in at third, fourth and fifth spot respectively. Total views by geography for the period is 19,058, with watch hours totalling 4,258.1 and average view duration at 13 minutes and 24 seconds.

Followers/Audience on social media platforms:

For the period under review, followers on Facebook stood at 25,405, Twitter at 1,222, and YouTube subscribers at 645.

Google Messaging

The Google messaging feature was added to the platform on May 3, 2021, to facilitate more engagement with current and future students. Approximately 40 persons have messaged the Campus to enquire about programmes and courses as well as for information on services offered by the Campus. This type of engagement

Figure 8

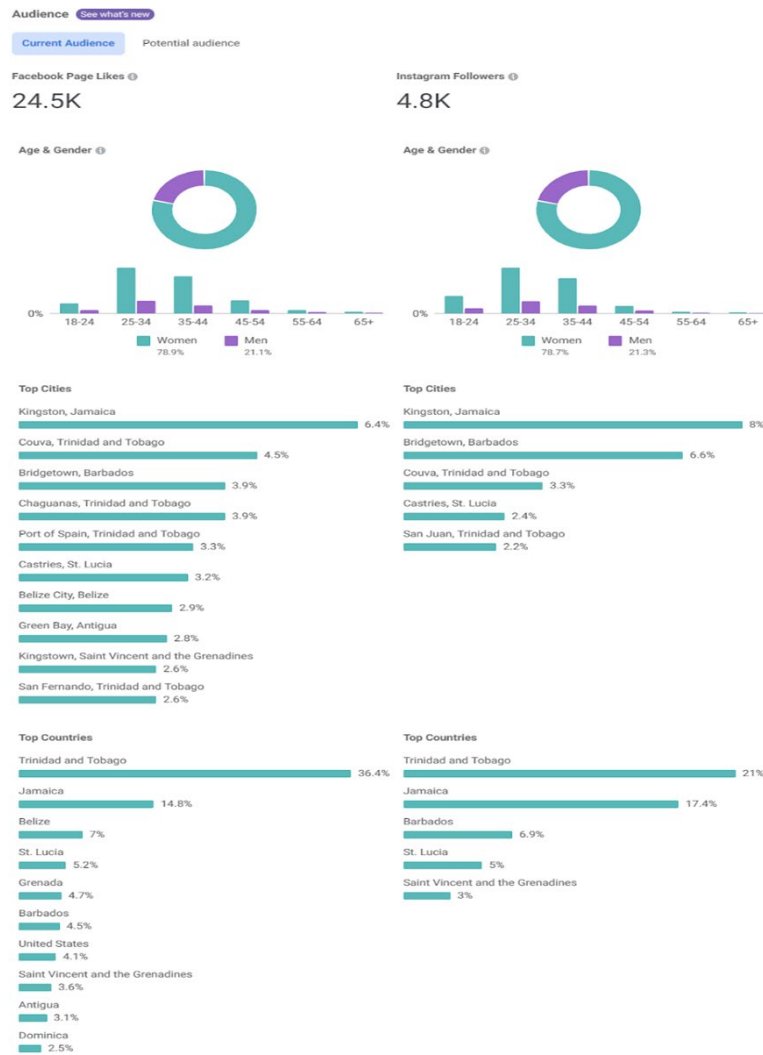
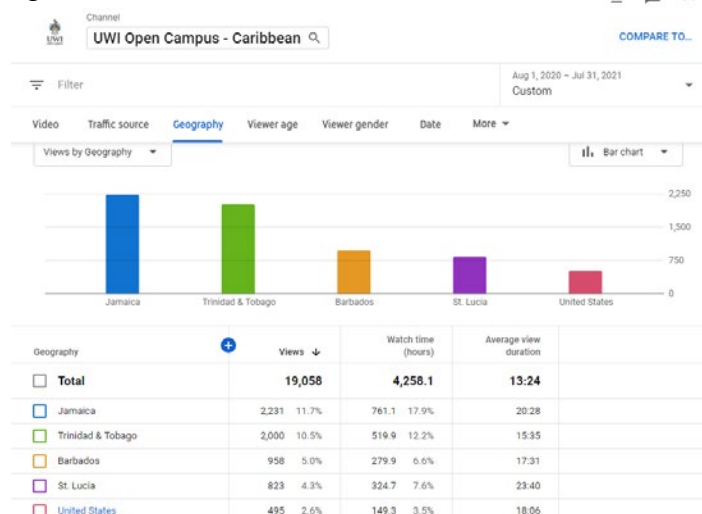


Figure 9



Access Triple A Strategy 2017-2022

is an indication that persons are interfacing with the Campus listing on Google.

Publication and Public Relations Management

The department arranged and facilitated various publications and public relations of news and events across the campus as well as managed the Campus' media relations efforts. Several Facebook Live sessions as part of the *Let's Talk Access* series to highlight various activities across the Campus as well as to promote programmes and courses. These live sessions are listed below.

- Presentation with the Campus and White Board Labs on Industry 4.0 | The Art of Decision Making
- Student Testimonials – A discussion with two (2) students sharing their experience at the Open Campus
- Promotion with UWI/SUNY Empire State College for the Postgraduate Certificate in Leadership for Sustainable Development with personnel from SUNY and UWI
- Promotion of the Early Childhood Centre of Excellence, BloomTT with the Programme Coordinator, and one colleague
- Discussion on the work of the CSDR Units with Head, Social Work Training and Research Centre (SWTRC) and Head, Women and Development Unit (WAND)
- Promotion and discussion of the Continuing and Professional Education Centre (CPEC) collaboration with St Augustine Campus with personnel from CPEC and St Augustine.
- Discussion with the Director, Consortium for Social Development and Research, the Heads of the Social Work Training and Research Centre (SWTRC), and Women and Development Unit (WAND) on the work of the Division.
- Promotion of the Sports programmes offered by the Open Campus with the Head, Open Campus Academy of Sport (OCAS) and Programme Manager.
- Promotion of the Hugh Shearer Labour Studies Institute (HLSLI) Regional Workshops with HLSLI Programme Coordinator and the Workshop Facilitator.
- Discussion with Open Campus graduates to talk about their experience while studying at the Campus
- Discussion on Prior Learning Assessment (PLA) with Dr Monica Masino, Programme Manager, PLA, and two PLA beneficiaries.
- Promotion of the Postgraduate Diploma in Health Research and Epidemiology Programme with Professor Trevor Ferguson and Ms Natalie Guthrie-Dixon from CAIHR and Dr Lori-Ann Fisher a graduate of the programme
- Discussion with four graduates from the Doctor in Educational (EdD) Leadership programme.
- Discussion about The UWI Open Campus Culture Steward programme with Dr Francis Severin, Deputy Principal.
- Presentation on Creating Effective Learning Environments with Ms Nicole Welsh, Instructional Coordinator, The UWI Open Campus, and Ms Kaliila Worrell, Coordinator (Ag) Pharmacy Programme, Barbados Community College.
- Promotion of the B.Sc. Tourism and Hospitality Management with Mrs Violet Wellington-Findlay, Programme Coordinator, Academic Programming and Delivery Division (APAD) and Open Campus Graduate and PhD Candidate, Mr Shemroy Roberts.
- Discussion about the programmes offered at the Open Campus Academy of Sport (OCAS) and careers in sport with Mr Kervin Jean, Head OCAS, Mr Darren Ganga, Sports Commentator, and Mr Jason Williams, CEO of the Sport Company of Trinidad and Tobago

Internal Communications

- Designing and distributing *Mindful Mondays* Newsletter in written by OCAS
- Sharing of the department's daily Communications Bulletin with the Campus Community on various activities and events across the Campus and the University.

Year in Review Video

To wrap up the Campus' end-of-year activities, the department produced a *Year in Review* video, with assistance from the Academic Programming and Delivery Division, Multimedia Unit, featuring an interview with the Principal. The video highlights the major accomplishments of the Campus during 2020. It was shared with staff, students and alumni, and other Open Campus stakeholders via email.

Repurposing for a Global Future



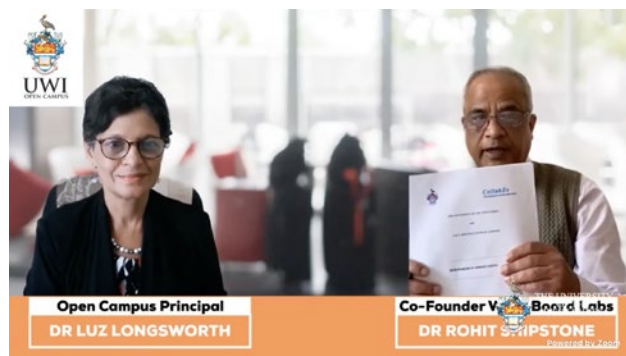
Event Planning and Management

The department organised, assisted with, and supported the promotion of the following events:

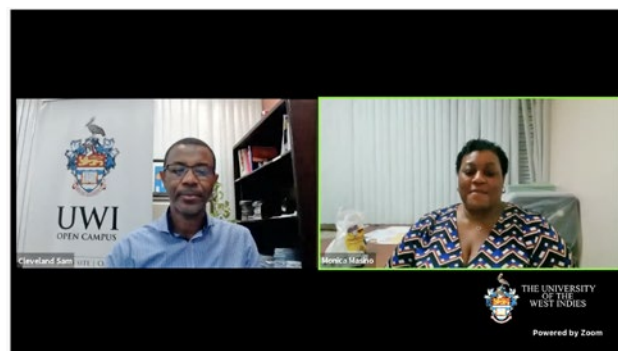
- Promoted the Open Campus Council Meeting opening session and media conference which was held on March 19th under the theme *Open to the Future* and broadcast live on UWItv and the Open Campus online platforms
- Promoted the *Rally Round Saint Vincent and the Grenadines (SVG)* Live Virtual Forum, which was held on April 13th as part of The UWI's response to the eruption of the La Soufrière Volcano in St Vincent and the Grenadines. The event was hosted by Dr Cleveland Sam, Marketing and Communications Manager in collaboration with UWItv and featured the Vice-Chancellor, Sir Hilary Beckles, Principal of the Open Campus Dr Luz Longworth and Chief Volcanologist Dr Richard Robertson.
- Assisted with organising the signing of Memorandum of Understanding on May 3rd between The UWI and Whiteboard Labs of India for collaboration in a Virtual Centre of Excellence for Industry 4.0. The event was hosted by the Marketing and Communications Manager and broadcast live on the Open Campus social media platforms.
- Organised and executed two Virtual Recruitment Fairs that were held in June to promote the Campus' programmes and courses. The first Fair was held on June 8th to promote CPE courses offered by the Open Campus Country Sites and online. The second Fair was held on June 15th for all regional online programmes and services offered by the Campus. Both Fairs were streamed live via **Facebook** and **YouTube**.



Year in Review: https://youtu.be/U_ssBccoTLM



Memorandum of Understanding between The UWI and Whiteboard Labs of India for collaboration in a Virtual Centre of Excellence for Industry 4.0: <https://www.youtube.com/watch?v=ifBmZKciyaE&t=196s>



Virtual Recruitment Fairs:
<https://www.youtube.com/watch?v=u3y0aLKHhE8>
https://www.youtube.com/watch?v=EqKkET_V08o

Access Triple A Strategy 2017-2022

- Organised UWI's collaboration with the Ministry of Education in Bermuda to host a UWI/Bermuda Virtual Open House. The Open House was carried live online and on national television in Bermuda. A presentation on the programmes offered by the Campus was facilitated by the Marketing and Communications Manager, Dr Cleveland Sam.
- Assisted with the planning and promotion of virtual concert in celebration of Open Campus mothers – students and family titled "One for Mums". It was streamed live via Facebook and YouTube on May 10, 2021.
- Assisted with the planning and broadcast of the Virtual Staff Recognition Ceremony organised by the Human Resource Department. The ceremony was streamed live on Facebook.
- Assisted with the promotion and streaming of several webinars that were hosted by personnel from across the Campus and the Region on various topics such as Industry 4.0, Reparations, Pink Parliament, and COVID-19. These webinars were promoted and streamed live on the Campus Facebook page and YouTube channel, managed by the department.
- Promoted the Open Campus Graduation Ceremony for the 2020 Presentation of Graduates Ceremony held virtually on January 13, 2020.
- As part of the Campus' end-of-year celebrations, the department in conjunction with OCAS and HR planned and executed a virtual event entitled *An OC Christmas Concert* on December 12, 2020. Staff, students, alumni, and family members of staff from across the Region performed for two hours in the event that was streamed live on Facebook and YouTube. Over 3,600 people viewed the concert on Facebook and more than 162 comments were made with over 58 likes and shares.



As part of the promotion of the initiative, Minister of Education Honourable Diallo Rabain hosted a virtual press conference along with Dr Cleveland Sam, Marketing and Communications Manager.

UWI OPEN CAMPUS
OC GOT STARS PRESENTS

One for Mums

VIRTUAL CONCERT

SATURDAY
08 MAY
2021

SHOWTIME
8:00 pm (EC)
7:00 pm (Jamaica)
6:00 pm (Belize)

LET'S CELEBRATE ALL OC MOTHERS - STUDENTS, STAFF AND FAMILY
CATCH THIS EVENT ON SOCIAL MEDIA:

@uwiopencampuscaribbean @open.uwi.livestream UWI Open Campus

If you wish to perform please send an e-mail to the following persons by April 30:
Staff & family: olwen.edwards-pile@open.uwi.edu
Students: faith.campbell2@my.open.uwi.edu

Send your videos of poems, dramatisations and tributes by April 23: marion.maragh@open.uwi.edu

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

Virtual concert in celebration of Open Campus mothers – students and family titled "One for Mums".
<https://www.youtube.com/watch?v=Bb6T0VeFthk&t=29s>

Repurposing for a Global Future



Supporting the Open Campus Divisions and Offices through Engagement

For the year under review, the department supported the work of the divisions and offices by serving on various committees, assisting with planning and promotion of events, posting programme/course information and events on the website, on Google, and on social media. The department also prepares promotional flyers for some Sites, develops departmental web pages, and assisted with various public relations activities to engage stakeholders.

Open Campus Libraries and Information Services (OCLIS)

Thesis Scrutiny

Thesis scrutiny is an essential evaluative process in which doctoral research projects are reviewed to certify that they comply with stipulated standards of The UWI Thesis Guide and APA Style Manual. OCLIS Librarians collectively completed review of 42 research projects submitted during the period August 1, 2020 – July 31, 2021.

On May 10, 2021, a directive was received from the Director of Graduate Studies and Research noting that only “research projects graded A should be sent to the library”. This decision, while reducing the number of research projects sent to the library for scrutiny, will positively influence increased facilitation of information literacy sessions on topics such as database searching, literature review, plagiarism, and citation and referencing. These sessions enhance literacy and critical thinking skills and support students in the timely completion of their research projects.

Development of Learning Objects to Support Research

The staff at OCTT Libraries created an infographic poster titled *An Introduction to Referencing, Publication Manual of the American Psychological Association, 7th edition*. This learning object, which is hosted on the OCLIS website, provides easy access to reference examples of the more common resources used by students. Embedded links facilitate easy navigation of the infographic.

UWIScholar

UWIScholar is the designated research information management system for the UWI community. The OC community has 143 active Scholar Profiles registrations on the platform. Collaborative work among the UWIScholar Liaison Librarian Mrs Alleyne-Regis, the Open Campus Research Ethics Sub-Committee and the St Augustine Research Ethics Administrator resulted in the successful implementation of the Open Campus Research Ethics Electronic Application System in November 2020.

UWISpace

The UWI Institutional Repository UWISpace, serves as an online platform for the preservation and access to the institution’s research and scholarship across all campuses. OCLIS is currently engaged in the following collaborative projects on the platform:

- Librarians Adrian Kellman and Selwyn Rodulfo worked collaboratively on creating the sub-community ‘Conference, Lectures, Seminars and Workshops’ to host a digital collection titled “*Contending with Fake News and Disinformation in the Caribbean*

during the COVID-19 Pandemic”. This collection of artefacts supported the delivery of a two-day virtual workshop held jointly on November 19 and 20, 2020 by the Open Campus St Kitts and Nevis Site, and the St Kitts and Nevis National Commission for UNESCO. Collection coverage includes the following:

- Journalistic language and scientific storytelling
- Basic journalism principles in the face of crises
- Verification techniques to identify disinformation and propaganda
- Guidelines for journalistic practice in the face of the pandemic

- A collaborative project with the Marketing and Communications Department to establish a photograph/image and video collection in UWISpace was initiated on November 4, 2020.
- Preparatory work has started at the OCLIS to provide online access to a digitised collection of Open Campus doctoral research projects within UWISpace. The development of such a collection will increase the visibility of postgraduate research to a global community.
- Consortium for Social Development and Research (CSDR) Library Review. Liaison Librarian Mrs Merritt Bernard, with the assistance of a library intern, commenced work on a project aimed at the evaluation and organisation of materials, journals and monographs at the new CSDR library site in Jamaica.



Alignment

Triple A Strategy 2017-2022

This strategic goal refers to building relevant and value added relationships with alumni and the producers of wealth and promoting government and non-government sectors and international partners by ensuring that The UWI offerings are fulfilling the needs of the society it serves.



Alignment Triple A Strategy 2017-2022



Promoting Greater Activism and Public Advocacy

Social Work Training and Research Centre (SWTRC)

Women and Development Unit (WAND)

21 Days of Activism to End Gender Based Violence Social Media Campaign

WAND collaborated with several entities in commemorating International Day for the Elimination of Violence against Women (IDEVAW). WAND collaborated with the Soroptimist International Barbados and held the following events:

- **“Signs and Factors of Abuse”**, online webinar with Springer Memorial High School in collaboration with Soroptimist International Barbados. November 27, 2020.
- **“Signs of Abuse and Youth Vulnerability”**, workshop with girls from the Barbados Government Industrial School. In collaboration with Soroptimist International Barbados, December 5, 2020.
- **The Signs of Relationship Abuse**, online discussion in collaboration with Now Barbados and Soroptimist International Barbados, December 7, 2020

WAND also collaborated with NGO Equality242 from the Bahamas to host two regional online forums focusing on healthy relationships, sexual consent and online abuse:

- **“Talking to Children about Healthy Relationships: Navigating Consent”**, Online parenting session, November 28, 2020.

- **“Healthy Relationships and Online Safety”**, Online session with young people, December 5, 2020.

The **Pink Parliament Initiative** with Life in Leggings: Caribbean Alliance Against Gender-based Violence and the Barbados Youth Development Council continued its partnership with WAND. This programme continues to equip girls ages 14–20 with the tools to be bold and effective advocates through professional training, mentorship, and networking sessions with political leaders. Launched on October 11, 2020 this partnership continued for a second year with sessions every Sunday until March 8, 2021. Because of COVID, the graduation ceremony was virtual with fifteen girls graduating from Cohort 2.

Hugh Shearer Labour Studies Institute (HLSLI)

Social Work Training and Research Centre (SWTRC)

World Social Work Day 2021 was celebrated on March 16, 2021 under the theme **‘Ubuntu: I am because we are - Strengthening Social Solidarity and Global Connectedness’**, a concept and philosophy that resonates with the social work perspective of the interconnectedness of all peoples and their environments. It speaks to the need for global solidarity and highlights indigenous knowledge and wisdom. The day featured an opening ceremony followed by a workshop titled “Ubuntu in the Virtual Setting”. Dr Khadijah Williams and Mr Dameon Brome facilitated the workshop session.

The Caribbean Journal of Social Work (CJSW)

The SWTRC continues to support the publication of the CJSW with the

Repurposing for a Global Future



Centre operating as the publication office and managing finances related to the publication. The Head of Centre continues as a member of the journal board and the Research Fellow as Technical Editor. Volume 14 is in progress and focuses on “New Scholar, New Scholarship” which highlights the work of Caribbean social work educators and practitioners.

Alumni

In order to support Alumni kinship and loyalty, the Open Campus Alumni responded to requests from students for financial assistance through scholarships and donations. In addition, the Alumni assisted and supported the campuses through various programmes designed to enhance the student experience. The Alumni Association used the following methods to maintain relevant and value-added relationships:

- (i) e-mentorship
- (ii) alumni engagement programme
- (iii) a voice on various committees
- (iv) embracing of students from Orientation to Graduation and beyond – UWI STAT Graduation, Retreat and Chancellor’s Past Presidents Club
- (v) promoting a cohesive single UWI Brand Awareness – Inaugural Global Alumni Day, CB Group UWI 5K And Smart Eggs Kids K, Global Giving, Pelican Perks and Partnerships

i. E-mentorship Programme

Alumni participated in the E-mentorship programme by giving career advice through emails. They also participated in the Pelican Talk conversations, discussing with students their career paths, challenges in their fields and cutting-edge trends or discoveries. They also served as guest-presenters on the LSS webinar and the UWI AR/YoPro Soft and Life Skills, both geared towards developing students personally and professionally.

ii. Alumni Engagement Programme

The Alumni Office facilitated the request from UWI lecturers to provide alumni to share work experiences and give advice pertinent to their field of study, as they taught their various programmes. This year more alumni responded to the call for volunteerism and gave back of their time and talent to teach for a semester. This increase was primarily for the volunteer counselling team who assisted students with social and emotional needs.

Table 3: Studies conducted by Caribbean Child Development Centre (CCDC)

| Description of Research Activity | Benefactor/Partner/ Agency | Time Period |
|--|--|-------------------------------|
| Longitudinal study - Comparing outcomes of 38 young adults housed in independent living facilities compared to 35 matched young adults not housed in the facilities. Baseline data report completed. | Benefactor: United States Agency for International Development (USAID) | July 2019 – present |
| UNICEF-MOHW Mental Health Chat line - To improve access to mental health services by adolescents and youth. The Chatline, built on an existing United Nations U-Report platform, provides an avenue for youth to, through text services, receive guidance on services to address mental health challenges. Fifteen volunteers were trained in June 2021. | Benefactor: UNICEF | December 2020 – November 2021 |
| Children’s Use of Media in Jamaica- Study on children’s use of media in Jamaica. A cross-campus collaboration with CARIMAC. | Partner/Sponsor: New Initiative Grant | June 2019 – present |
| An examination of how teachers teach reading and writing to Grade 1 Jamaican students. A cross-campus collaboration with the School of Education, Mona. Phase I completed with 5 schools. 63 schools targeted for Phase II. Online data collection on progress due to COVID-19 pandemic. | Partner/Sponsor: In-house resources | January 2019 –present |

Alignment Triple A Strategy 2017-2022

Transitional Living Programme for Children in State Care (TLP-CSC).

Goal: *To improve the transitional outcomes for youth aging out of care.*

The 6-year Cooperative Agreement with USAID concerning the Transitional Living Programme for Children in State Care (TLP-CSC) Project expired on December 24, 2020. The USAID donated some 1500 tablets for children living in State Care and a 16-seater Toyota Hiace bus for the Child Protection and Family Services Agency, co-implementer of the project.

Accomplished activities include the following:

- Completion of outstanding defects on two transitional living complexes constructed under the project.
- Purchase of outdoor furniture and additional appliances
- Close out of the contract for the construction at Lady Musgrave Road was with the settlement of the final accounts.
- Youth placement in the housing programme with 38 of 40 spaces occupied.
- Entrepreneurship training for twenty-one (21) youths with support for business start-ups with supplies and equipment.
- Provision of capacity building support to CPFSA in the form of software infrastructure upgrade for the Child Case Management System and procurement of 80 laptops for field officers.

Women and Development Unit (WAND)

Gender Based Violence and Judicial Decision Making in Barbados

This research project commenced in October 2020 in collaboration with the International Center for Advocates against Discrimination (ICAAD). The research project aimed at acquiring a better understanding of the barriers relating to the access of justice for women and girls in Barbados in gender-based violence and family law matters.

Gender Based Violence and Vulnerable Groups

Mobilising of resources to conduct research on the underserved and visible groups in the Caribbean, namely women with disabilities, lesbian, bisexual and transwomen, and religious minorities.

Femicide in the Caribbean

Collaboration with the Canadian Observatory for Femicide Research, University of Guelph, Canada. This research seeks to conduct path-breaking research on the scope and nature of Femicide in three Caribbean countries, namely, Guyana, Jamaica and Trinidad and Tobago.

CSDR Director's Office

Green Business Case Study - Dominica, Guyana and St Lucia

The information from this research, valued at US\$25,000, will serve to inform planning and decision making by national employers' organisations (EOs) for the establishment or improvement of services they provide to assist their members in the move towards greener and more productive business

scenarios related to the promotion of green business. These services and their income generation potential will also be important in securing the resilience and sustainability of the EOs themselves. The CSDR Director's Office, in collaboration with Dr Emily Dick-Forde, Special Initiatives, The UWI Open Campus, conducted the research.

Issues Related to Stigma, Discriminations and Human Rights of LGBTI People in Antigua and Barbuda

This research on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) stigma and discrimination forms part of a broader project: Antigua and Barbuda DECIDES for LGBTI and Child Rights. The project aims to:

1. Contribute to the reduction of stigma and discrimination of LGBTI persons and to the reduction of child abuse.
2. Support capacity building in Antigua and Barbuda with a view to strengthen civil society, advocacy and policy that make accessible human rights for LGBTI persons and children.
3. Assess the types and levels of discrimination experienced by LGBTI persons and to what extent this is violation or exploitation of LGBTI the human rights.
4. Provide data to produce conclusions and recommendations on ways to improve experiences of LGBTI persons and to ensure the maintenance of human rights.
5. Inform a policy paper that the project partners' hope will lead to legislative and social change in Antigua and Barbuda.

Repurposing for a Global Future



Strengthening Networks and Services that Improve Citizen's Access to and Experience of the Justice System in Jamaica Project.

Goal: *To strengthen non-court and court justice services "to ensure gender and user-specific responsiveness" of the Justice Undertakings for Social Transformation (JUST) Programme Performance Measurement Framework.*

The project concluded on February 28, 2021. Staff completed the procurement and layout of furnishings for a prototype care space, housed at the Clarendon Parish Court in May Pen. The design of the prototype is a part of the project intended to respond to the needs of vulnerable victims and witnesses while at Court.

Positive Parenting Training Programme

The CCDC in partnership with Parenting Partners Caribbean (PPC) submitted a proposal to UNICEF Netherlands for *Consultancy to develop and implement a positive parenting training programme in Saint Martin.*

Women and Development Unit (WAND)

The Divine Feminine Series

In collaboration with Dr Yanique Hume from the Department of Cultural Studies and filmmaker, Ms Michelle Serieux, WAND is developing the Divine Feminine Series as a multidisciplinary series that explores Caribbean expressions of the Divine Feminine in film, nature, and African-derived spiritualities.

Staging *Who Diabliesse*

In collaboration with the National Cultural Foundation of Barbados, WAND is executive producer of a

play, "*Who Diabliesse*", a Caribbean folklore afro-fantasy that explores experiences of gender-based violence and how it affects the survivors and their families. The production has an action research component, which documents the process of producing theatre under COVID conditions, and this will form the basis of a policy paper on National Theatre Guidelines under COVID-19. WAND submitted two proposals to the Inter American Foundation and the International Music and Arts Foundation, valued at US\$60,000 and USD\$65135.52, respectively for additional support of #StagingWhoDiabliesse.

Social Work Training and Research Centre (SWTRC)

The Jamaica Social Investment Fund (JSIF) awarded a grant of JM\$3,000,000.00 to SWTRC in February 2020, to implement this project as part of phase four of the EU funded Poverty Reduction Programme. The first phase of the project consisted of mental health sensitisation workshops and the second phase a course, comprising content from the workshops. Topics included as good vs poor mental health, mental health across the lifespan, mental health and the family and mental health care. Twenty-three out of the twenty-six participants successfully completed the training and participated in the virtual closing ceremony. The names of the participants were submitted to the Ministry of Health and Wellness Jamaica, to be placed on the first responders' registry list.

Evaluation of the Community Mental Health First Responders Course

The SWTRC was also responsible for the process and outcome evaluation of the Community Mental Health First

Responders Course Project (CMHFRCP). The focus of the programme was to normalise mental wellness as an important aspect of overall wellbeing and develop community mental health capacity by raising awareness, knowledge and skills of community members, enabling them to respond to mental health needs as it arises within their community. Results of the evaluation indicated the following:

1. The project was deemed a success
2. The project was successful in improving the participants' knowledge and awareness in relation to community and general mental health.
3. Participants are more aware of mental states and the various activities, which can influence mental health, for both themselves and others.

Business Development Unit (BDU)

The BDU engaged in a number of partnerships mainly in the form of Memorandum of Understandings (MOU's) and signed contracts as itemised below:

- Trust for the Americas: Democratizing Innovation in the Americas (Project proposal)
- IADB /Compete Caribbean: Partnership on the Caribbean Digital Transformation Institute (Expression of interest)
- Jamaica Promotions Corporation: JAMPRO's Step-by-Step Guide to Exporting Workshop (MOU)
- US Embassy and Countrystyle Community Tourism Network: Certificate in Community Hospitality and Entrepreneurship Program and

Alignment Triple A Strategy 2017-2022

- Study Tour (Project proposal)
- Government of Guyana: Establish of a physical site in Guyana to support the offering of online and blended academic and continuing professional education programmes (MOU)
- Collabzo Solutions (P) Limited, India: (Establishment of a Virtual Centre of Excellence in Industry 4.0 and virtual social business incubation centres (MOU)
- Inter-American Development Bank Consultancy: Enable Compete Caribbean Partnership Facility (CCPF) to collaborate with the Open Campus to launch a business plan competition (Contract)
- The Climate Resilience Execution Agency for Dominica (CREAD): Development of a virtual course in Development Management is to train high-level managers and supervisors in the public service (Project proposal)

Business Development Unit

McGill University

The BDU initiated a university-wide MOU with McGill University, Canada, and The University of the West Indies. The institutions executed the MOU on February 17, 2021 and agreed therein to cooperate with each other in order to identify potential areas of collaboration. These may include any programme at either institution that could help foster and develop the relationship, such as:

1. Exchange of faculty and/or staff;
2. Joint research activities and publications;
3. Participation in seminars and academic meetings;
4. Special short-term academic

- programs;
- 5. Short and medium-term research visits for graduate students (Master's and Doctoral) and postdoctoral fellows;
- 6. Exchange of undergraduate students;
- 7. Exchange of academic and scientific materials and other information, under the umbrella of the appropriate Agreement, such as a Material Transfer Agreement, in conformity with the institutional policies in place; and
- 8. Collaborative activities subject to funding.

Five Islands Campus

The BDU drafted an agreement between the Open Campus and the Five Islands Campus (FIC). This involves the provision of capacity building and technology support for the Enterprise Resource Planning System and Learning Management System (Moodle) at Five Islands.

Open Campus Country Sites

Open Campus Trinidad and Tobago (OCTT)

The Open Campus Trinidad and Tobago joined in the unveiling of the collaborative effort between the Open Campus and Whiteboard Labs (WBL) in May 2021 for the development and delivery of Industry 4.0 programmes. Following the launch activity, the OCTT participated in a webinar for students on May 10, 2021 to enable student familiarisation with the concepts behind the I4.0 revolution. A student challenge was proposed to encourage their envisioning of a future improved by new processes, practices and technologies. The Industry 4.0 Student Challenge was titled 'Dream on Student Challenge: What will the

future of ... look like?' The second phase of production planning for the Open Campus VR Project which commenced for the development of 360° VR assets, this time for an Instrumentation course, which included:

- Activity 1 – Sharing of course materials with industry collaborators;
- Activity 2 – Curriculum Review;
- Activity 3 – Final Curriculum Modification;
- Activity 4 – Identify instruments to be filmed for in-depth tutorials and instruments to be developed into animated 3D models;
- Activity 5 – Prepare plan and schedule for filming and digitizing of content;
- Activity 6 – Prepare plan for storyboarding and integration into the EON Reality XR platform.



Open Campus Libraries and Information Services (OCLIS)

Inventory of Open Campus Visual Arts Collections

An OCLIS team comprising the Senior Librarian (Acting), Research Officer, and Systems Librarian continued collaborative work on a project with The UWI Museum Curator, to develop an inventory of the Open Campus Visual Arts Collections. The project, which documents valuable works of arts located indoor and outdoor at the OCCS was undertaken in response to a request from the Open Campus Principal, with support from the Director of Graduate Studies and Research, at the Academic Board meeting on September 10, 2020. An online survey has been developed and piloted to Divisional Heads/Heads of Sites. Data gathered will be accessible via an online retrieval system. The creation of this inventory is timely, closely aligned with the recently approved University policy for the Management of Visual Arts Collections. This policy governs the acquisition, collection management, and preservation of visual arts collections owned by the institution across all its landed sites. The creation of an inventory of visual art collections at the Open Campus will facilitate the effective implementation of the University policy, given the survey's emphasis on identifying, locating, and documenting works of art owned by the institution.

Academic Programming and Delivery Division

UWIOC and institutions have collaborated to facilitate students in Management Studies programmes completing Practica and Research. This kind of collaboration was further extended in the MEd Teaching and Learning with Emerging Technologies programme where students completed an internship at the Mico University College in Jamaica. This internship was geared towards strengthening the capacity of The Mico in offering online courses.

AL
2

Increase and Improve Academic/ Industry Research Partnerships

Alignment Triple A Strategy 2017-2022



Promote a Cohesive Single UWI Brand Consciousness

Marketing and Communications Department

Supporting a Consistent Brand Identity across all Sites and Offices

In the promotion of the Single UWI brand consciousness, the department continued to support the University Marketing and Communications (UMandC) Office and our sister campuses in the promotion and distribution of university-wide news and events via our various communication channels. The department also attended UMandC meetings in support of university-wide engagements.

The department also continued to guide the Open Campus Divisions and Offices in the proper use and management of The UWI brand in their publications. This continued support of a consistent brand identity serves to ensure that there is consistency with the logo design formats, the correct placement of the logo, and to ensure that quality is always maintained in campus publications. Several departments and Sites shared their draft graphics and publications with M and C to ensure they were brand compliant.

Website Report

For the year under review, several website development projects were initiated, some brought to the point of completion, while others are ongoing. These activities were executed under the mandate set out in the Triple A Strategic Plan 2017 – 2022.

The website development projects are as follows:

- Launch of the Redesign UWI Open Campus Website
- Data Protection Policy
- Graduate Studies and Research
- Open Campus Academy of Sport

Website Redesign Project

In the last report covering the period ending August 2020, M and C reported on the first phase of the UWI Website Redesign Project detailing the project commencement and the work with our University Marketing partners. We also highlighted the user research that was conducted to yield insights from our four main user groups namely prospective students, current students, staff, and Alumni.

The research was expected to highlight the strengths of the website, but more importantly, the challenges users faced in navigating the website and finding the desired information. It is at this point we will be continuing our reporting for the period ending July 2021.

The result of the user research highlighted two major concerns that ranked highly among the various groups. These were:

1. Users were not in favour of the current menu system and multiple occurrences of menus on the website. They saw it as a source of confusion and cause to question whether they were on the right path to the information being sought
2. The need for the website to be more mobile-friendly as most prospective students and current students access the site via their mobile devices

Considering these insights along with other valuable contributions from other stakeholders, the website was designed to have a clean modern look, simplified navigation menu, and key display, and navigational elements to ensure compatibility with mobile devices. Soon after design, a demo website was constructed to further aid in the development process. This was

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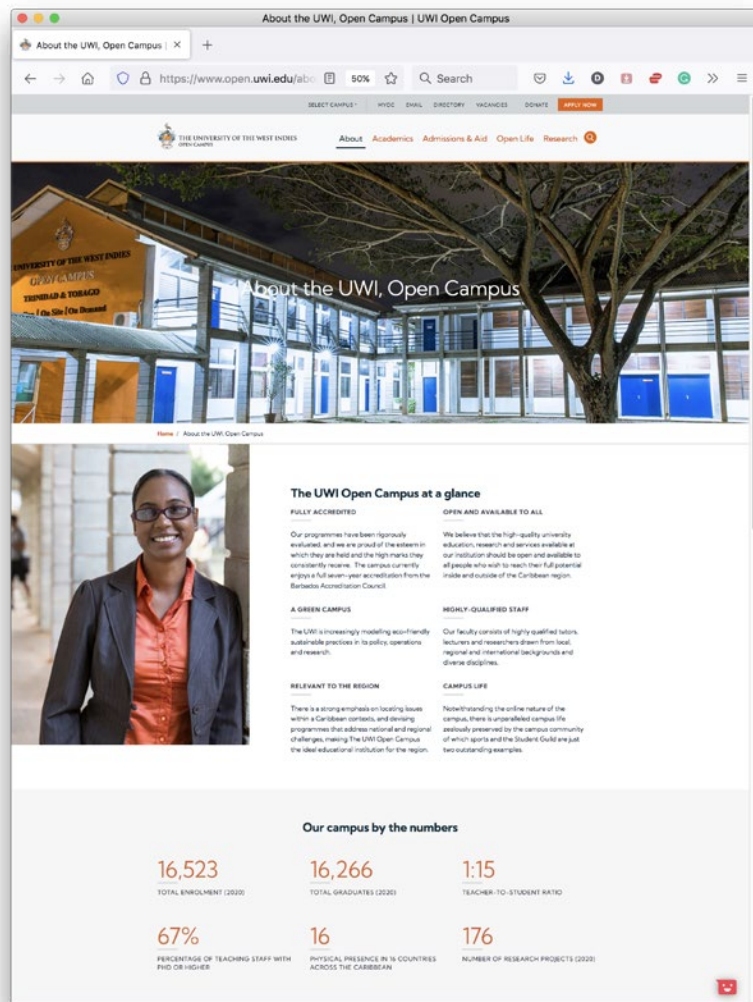


an important part of the process as this allowed us to receive continuous feedback from a smaller more focused group of stakeholders as changes in design and functionality were executed.

Another major aspect of The UWI Website Redesign Project was the upgrade of the website's Drupal content management system from Version 7 to the most current Version 9. While this was a big step, it was a crucial step. With an updated infrastructure, this meant we were able to continue to deliver high-quality web services to our stakeholders over the long term. It also meant that the website platform was equipped with the latest technology and current trends to ensure that the content being consumed by our audience was in a manner they were accustomed to.

The new website was officially launched on August 6, 2021; however, we had a soft launch on the 23rd of July to garner feedback from our stakeholders. The University endeavours to provide our website visitors with the most accurate, up-to-date information as we share our knowledge and expertise through seamless web interactions. Some of the great new features of the site include:

- Elegant clean design
- Simplified navigation
- Redesign programmes search
- New programme details layout
- Prominent Apply Now button
- Mobile ready design



UWI Open Campus Website at <https://www.open.uwi.edu>

The University endeavours to provide our website visitors with the most accurate, up-to-date information as we share our knowledge and expertise through seamless web interactions.

Alignment Triple A Strategy 2017-2022

Data Protection Policy Website

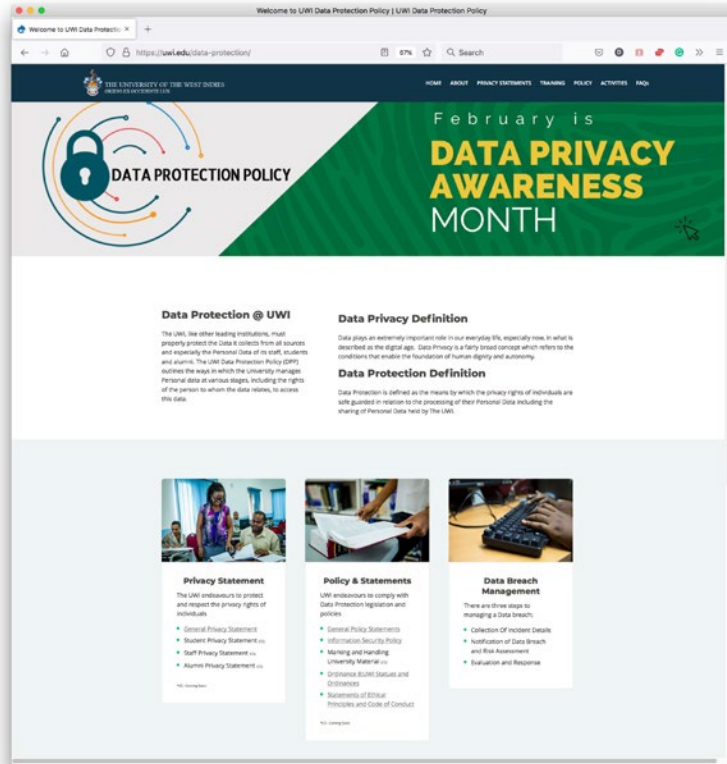
The Open Campus Marketing and Communications department was asked by the University Marketing and Communications (UMandC) Office to participate in a working group to assist with implementing The University of the West Indies Data Protect Policy. The communication working group, as it was termed, was one of several working groups contributing their respective expertise to the project. The other working groups comprised Human Resource, Legal, Registry, ICT, Records, and the Implementation Committee.

The UWI, like other leading institutions, is taking steps to protect the data it collects from all sources and especially the personal data of its staff, students, and alumni. The UWI Data Protection Policy (DPP) outlines how the University intends to manage personal data at various stages, including the rights of the person to whom the data relates, to access this data.

To this end, the MandC working group was asked to develop a website to bring awareness to the Data Protection Policy and support the work of the implementation committee. This website was integral to providing information to the university community about initiatives being implemented to safeguard their data. The website was designed as the central hub of information for all things related to UWI data protection. High on the agenda was providing information in the form of bulletins, training resources, and access to policy documents.

The UWI Data Protection Policy website was launched just in time for World Data Privacy Day observed on January 28, 2021. The website features a large spotlight banner, complemented by informational blocks with direct links to policy documents. The lower section provides news and updates.

See (Fig. 2) Data Protection website at <https://uwi.edu/data-protection/>



Data Protection website at <https://uwi.edu/data-protection/>

The website was designed as the central hub of information for all things related to UWI data protection. High on the agenda was providing information in the form of bulletins, training resources, and access to policy documents.

Repurposing for a Global Future



Graduate Studies and Research

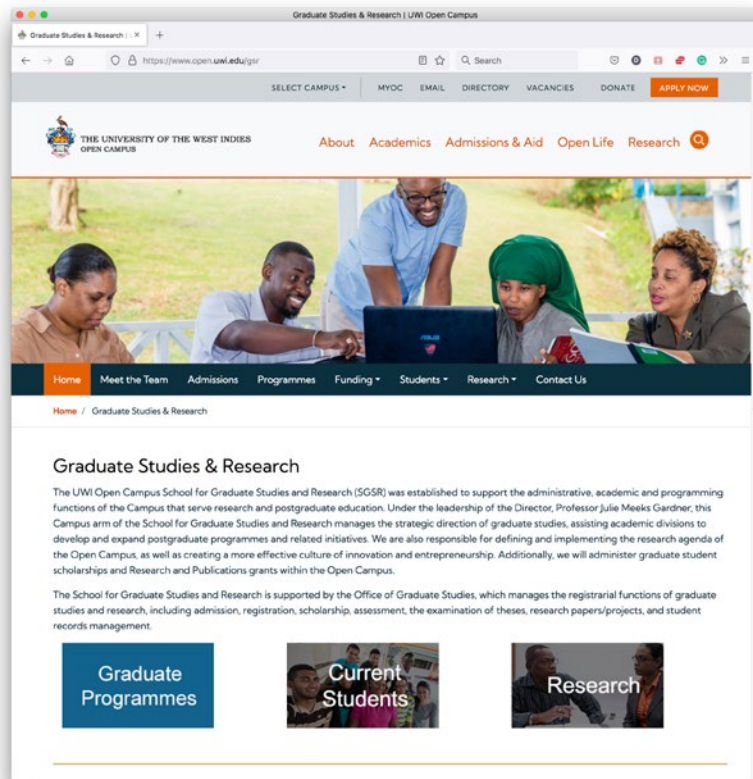
The UWI Open Campus School for Graduate Studies and Research (SGSR) was established to support the administrative, academic, and programming functions of the Campus that serve research and postgraduate education. The SGSR page initially had a single-page structure with main links to downloadable documents. However, under the leadership of the Director, Professor Julie Meeks Gardner, the SGSR's website underwent a major facelift.

The facelift saw the department's predominantly text-based page converted into a more modern layout with bold graphic content blocks featuring dynamic spotlight images, research resources, and available scholarships. The ease of navigation was also considered, and the page menu system was designed to be concise and specific in its categorisation of information and services provided by the department. This allowed the website to be very intuitive and easy to use. The white background coupled with the large font provided a good contrast to allow for high visibility of the text for site readers. The page also highlights the work of the Research Ethics Committee (REC) in its mandate to approve, monitor, and review research inclusive of behavioural research, research involving human participants, and educational research.

The changes to the SGSR page were important as they brought together all the services offered by the department to one central location. Students and other stakeholders would be able to easily navigate the page, which acts as a portal to its supporting units.

See (Fig. 3) for GSR Website

<https://www.open.uwi.edu/gsr>



GSR Website at <https://www.open.uwi.edu/gsr>

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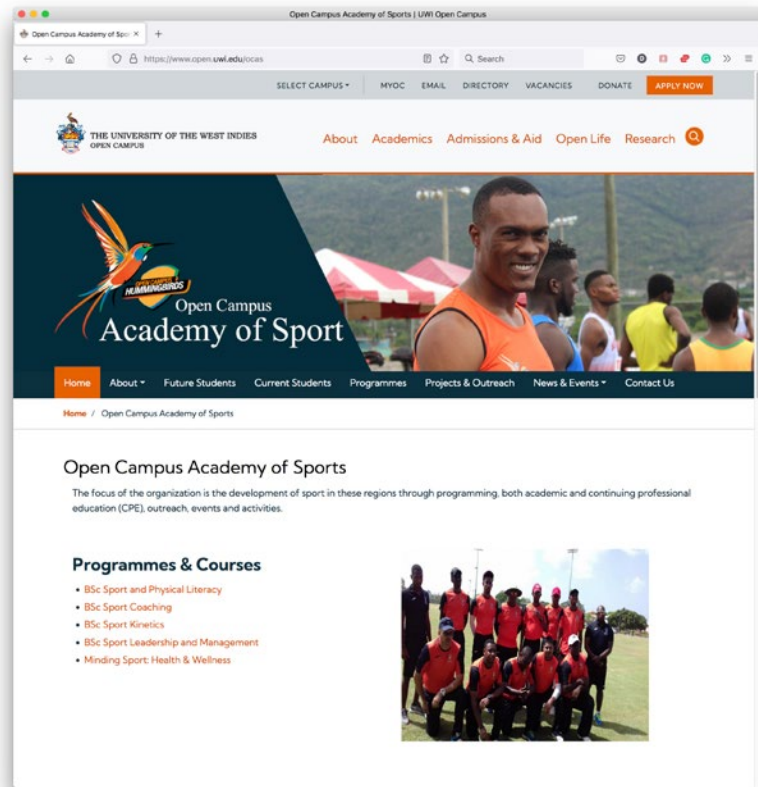
Alignment Triple A Strategy 2017-2022

Open Campus Academy of Sports (OCAS)

The Open Campus Academy of Sport (OCAS) website was constructed to support the new sports programmes on offer by the Open Campus, but by extension to support the newest faculty of The UWI, the Faculty of Sport. The OCAS website is located at <https://www.open.uwi.edu/ocas>. It provides information to stakeholders on programmes, projects and outreach, upcoming events, and past events with photo galleries.

See (Fig. 4) for GSR Website

<https://www.open.uwi.edu/ocas>



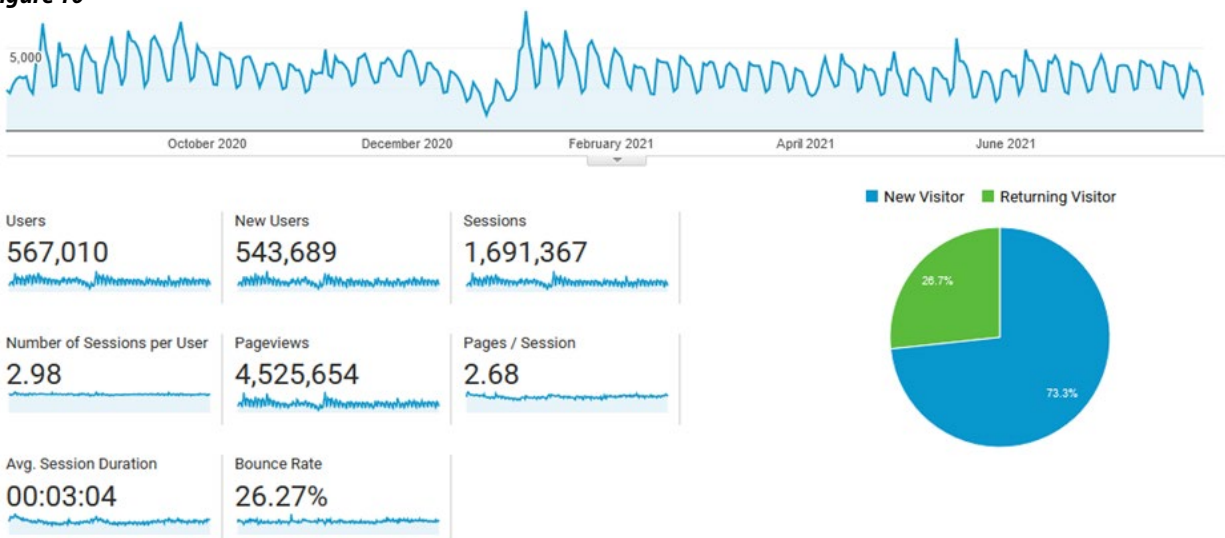
GSR Website <https://www.open.uwi.edu/ocas>

Website Analytics

The Analytics Report covers the period August 2020 to July 2021.

Audience Overview

Figure 10



Repurposing for a Global Future



New vs Returning Visitors

Table showing a comparison of Academic Years

The table above indicates that for the period under review, the Open Campus attracted just over 73% of new visitors to the website with 1,691,367 sessions from a total of 567,010 users, averaging approximately three minutes per session. This increase in new visitors can be attributed to the integrated marketing strategies employed and their effectiveness in bringing prospective students to the website.

Top 10 Most Visited pages

The table below describes website pages that accounted for the most views by visitors for the period under review.

The table above shows that the homepage, programmes, admissions/apply-now, and the undergraduate programme advising pages featured high on the list of most visited pages. The data also revealed that there were 4,525,654 page views, 3,263,368 unique page views with an average view of 1 minute and 49 seconds.

Table 4: New an returning visitors to website

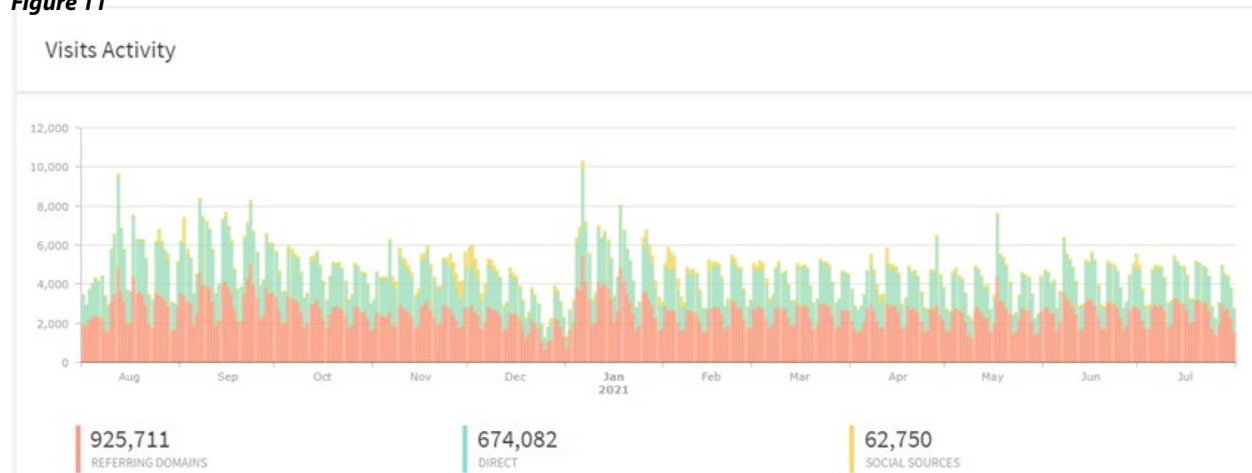
| | August 2019 – July 2020 | August 2020 – July 2021 |
|-----------------------|-------------------------|-------------------------|
| Sessions | 1,616,702 | 1,691,367 |
| Total Number of Users | 509,304 | 567,010 |
| New Visits | 72.5% | 73.3% |
| Returning Visits | 27.5% | 26.7% |
| Avg. Session Duration | 00:03:7 | 00:03:04 |

| Page ? | Pageviews ? ↓ | Unique Pageviews ? | Avg. Time on Page ? |
|--|--|--|--|
| | 4,525,654 % of Total: 100.00% (4,525,654) | 3,263,468 % of Total: 100.00% (3,263,468) | 00:01:49 Avg for View: 00:01:49 (0.00%) |
| 1. / | 892,720 (19.73%) | 727,590 (22.29%) | 00:03:02 |
| 2. /programmes | 557,795 (12.33%) | 280,148 (8.58%) | 00:01:15 |
| 3. /admissions/apply-now | 131,149 (2.90%) | 95,624 (2.93%) | 00:03:16 |
| 4. /undergraduate/programme-advising | 98,074 (2.17%) | 65,515 (2.01%) | 00:04:56 |
| 5. /admissions | 89,597 (1.98%) | 63,421 (1.94%) | 00:01:19 |
| 6. /apply | 81,863 (1.81%) | 55,736 (1.71%) | 00:00:32 |
| 7. /admissions?qt-undergraduate_admissions=4 | 76,415 (1.69%) | 55,503 (1.70%) | 00:02:58 |
| 8. /trinidad_tobago/local-programmes | 69,764 (1.54%) | 30,988 (0.95%) | 00:00:40 |
| 9. /hrmd/employment-opportunities | 68,633 (1.52%) | 42,762 (1.31%) | 00:00:36 |
| 10. /jamaica | 60,301 (1.33%) | 45,457 (1.39%) | 00:01:40 |

Social Share Buttons

The graph below shows the total number of visitor activities for the period under review. Referring domains accounted for 925,711 of total visits with google.com recording the highest figure with just under 750k visits. Other domains such as uwi.edu, bing.com, and yahoo.com also featured prominently in the data sample. Direct visits to the website were recorded at 674,082 visitors. Total social share sources came in at 62,750 visits with Facebook accounting for the bulk of those numbers with 62.4k visits follow by LinkedIn and Twitter recording 93 and 289 respectively.

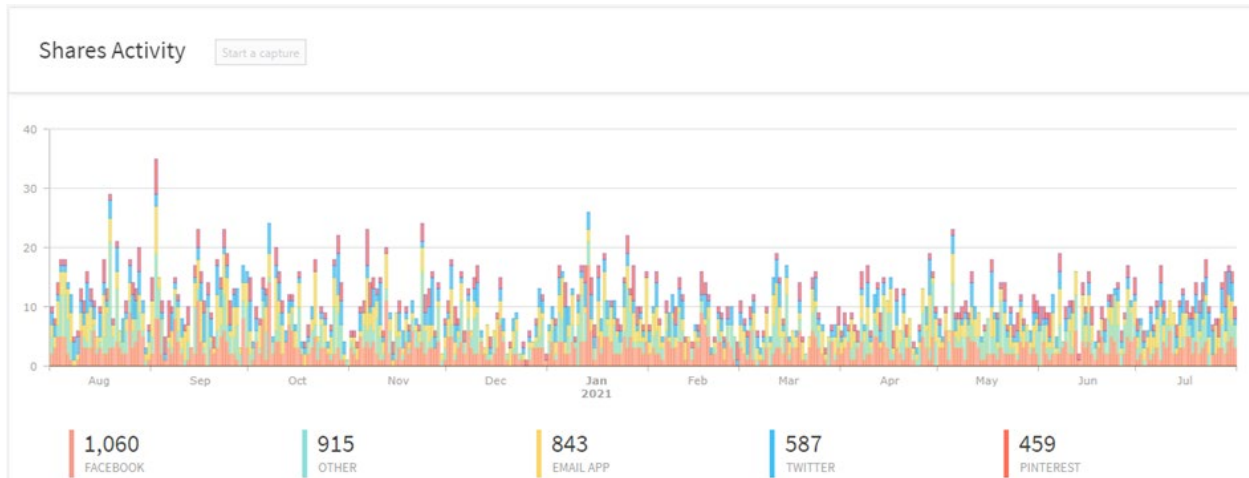
Figure 11



Alignment Triple A Strategy 2017-2022

The Shares Activity chart below outlines the total number of web pages shared by various social media platforms for the period under review. The top four social media platforms used to disseminate information were Facebook, Twitter, Email App, and Pinterest accounting for 2,949 shares. Smaller less popular platforms combined to amass 915 shares for an overall second position on the charts.

Figure 12



Getting Funding For Your Business: Learn The Art of Persuasive Pitching
Fully Online Short Course
 Date: Thursdays, Sept 2nd, 9th and 16th, 2021
 Time: 6:00 p.m. to 8:00 p.m. AST
 To register: <https://bit.ly/2SQJXcY>
 Registration deadline: Friday 27th August 2021

By completion of this programme participants will be able to:

- Improve nonverbal virtual communication skills
- Apply persuasive strategies to appropriate audiences
- Present 30 second and 3 minute persuasive pitches

Facilitator:
Dr. Ebony A. Utley, Ph.D

Cost: USD \$75.00

www.uwichsb.org | chsbs@cavehill.uwi.edu | (246) 424-7731

Open Campus Country Sites

Open Campus Antigua & Barbuda

- In July 2021, the Open Campus Antigua & Barbuda received an invitation from The UWI Five Islands to explore the possibility of synergising to build the capacity of project management locally and in the region.

Open Campus Montserrat

- The Sagicor Cave Hill School of Business and Management was instrumental in facilitating a meeting on August 5, 2021, between their online short course guest lecturer, Dr Ebony Utley, and Ms Gracelyn Cassell, Head of Site. The meeting was intended to explore the possibility for prison inmates in Montserrat to access free online courses. Consequently, the courses How to Get to Good Ideas for a Successful Business and Learn the Art of Persuasive Pitching were delivered during August 2021.





Agility

Triple A Strategy 2017-2022

This strategic goal refers to The UWI using its resources (human and physical) and capabilities to respond to the needs of customers, including alumni, in a changing environment, creating an entrepreneurial university with a diversified revenue base, improving the global presence of the University ensuring economic sustainability through global expansion, operational efficiencies and financial profitability.



Restore Financial Health to The UWI

Caribbean Child Development Centre (CCDC)

From special project activities undertaken over the period, CCDC earned Administration Fee of **BB\$185,860.00 (JM\$13,303,468.00)** in grants/consultancy funding/entrepreneurship.

Table 6: Grants received by CCDC

| Title of Initiative/Grant/ Consultancy | Benefactor | Duration | Contract Value BBD | Disbursal Received For Year BBD |
|--|--|---------------------|--------------------|---------------------------------|
| Transitional Living Programme for Children in State Care | United States Agency for International Development (USAID) | Aug 2014 – Dec 2020 | \$8,678,778 | \$1,765,379 |
| Develop a Youth Mental Health Chatline (Phase 1) | United Nations Children Fund (UNICEF) | Dec 2019 – Nov 2021 | \$162,320 | \$84,262 |
| Early Childhood Centres of Excellence | Student Fees | Aug 2020 – Jul 2021 | 0 | \$162,338 |

(Average Exchange Rate: BB\$1 = JM\$73.5182)

Hugh Shearer Labour Studies Institute (HLSLI)

The Hugh Shearer Labour Studies Institute (HLSLI) training programmes and other activities resulted in gross earnings of approximately **BB\$46,076 (JM\$3.5 million)**.

Social Work Training and Research Centre (SWTRC)

The SWTRC's income for the reporting period was **BB\$110,254 (JM\$8,265,549)**

Table 7: Income generated by SWTRC

| Income Source | BBD | JMD |
|--|------------------|--------------------|
| Residential and Facility Rental | \$43,770 | \$3,281,380 |
| Programmes (including tuition) | \$66,484 | \$4,984,169 |
| Total | \$110,254 | \$8,265,549 |

Women and Development Unit (WAND)

WAND earned a total of **BB\$43,000** for the 2020/2021 academic year from project activities.

Repurposing for a Global Future



Business Development Unit (BDU)

The BDU negotiated with various organisations thus securing scholarships and contracts, which facilitated the development and delivery of online training, the development and delivery of programmes, online course conversion, and the development of an ELearning platform. Table 7 lists the organisations, summarises the projects and provides the value of the contracts and scholarships which BDU secured.

Table 8: BDU Revenue Generating Partnerships

| Organisations | Scholarships/ contracts | \$ Amount |
|--|---|----------------|
| Organization of American States (OAS) | 38 scholarships for students of the Open Campus' Early Childhood and Family Studies Programmes. | US\$93,520.00 |
| Organization of American States (OAS) | Co-sponsorship of up to nineteen (19) scholarship(s). | US\$35,800.00 |
| Organization of American States (OAS) | 19 scholarships for students registered in the Certificate and B.Ed. Early Childhood Education Programmes for the academic year 2021/22. | US\$58,140.00 |
| UNICEF Belize | Contract awarded for the Open Campus to develop training modules, and conduct facilitation and mentoring of Court Officials. | US\$49,000.00 |
| CARICOM Implementation Agency for Crime and Security (IMPACS) | The development and delivery of a 'Certified Online Training Course with a Train-the-Trainer Component. The training programme seeks to train law enforcement and security professionals to design, develop and deliver online training to staff in regional law enforcement and security institutions in select content areas using the CBSI-Connect platform. | US\$44,913.00 |
| Caribbean Development Bank Online Course Conversion Project | The Academic Programming and Delivery Department (APAD), manages the project with BDU providing general oversight for reports to the CDB. | US\$130,987.19 |
| Organization of Eastern Caribbean States (OECS) | Development of an eLearning Training Programme and Platform for the Integration of NCDs in Disaster Risk Assessment, Preparation and Response for Vulnerable Persons with Diabetes or other NCDs. | US\$45,188.00 |

The Computing and Technology Services (CATS)

BDU Funding Opportunities Platform

The BDU created a repository of funding opportunities where internal UWI Open Campus staff have access to a curated, easy to use list of regional and international grants. The grant opportunities cover a wide range of sectors and range from US\$1,000 to US\$1.5 million. The BDU team members update this repository weekly.

Agility Triple A Strategy 2017-2022

Deputy Principal's Office - Enterprise Resource Planning (ERP) Unit

The ERP Unit re-engineered the Student Billing/Receivables Process that resulted in the creation of a software system (Finance Online Student System - FOSS) that allows for quick access to financial information for both internal and external stakeholders. The Unit also supported the Chief Financial Officer with the identification and documentation of key Accounts Payable processes.

Open Campus Country Sites

Restore Financial Health to The UWI

With respect to streamlining financial resources to guarantee fitness for purpose, cost containment measures were observed throughout. Critical facilities and maintenance matters were attended to at minimal cost to preserve the long-term value and desirability of the facilities. Other cost containment measures taken throughout the OCCS sites included the reduction in monthly rental costs for several sites, closure of certain sites following careful review, a decrease in the number of tutors contracted to teach courses at some sites, due to the merger of local classes via the online course delivery platform, among many others. Continued Home Based Work Arrangements due to the COVID-19 pandemic also resulted in notable reductions in operating costs, with the projected cost savings for the 2020/2021 academic year for the OCCS Division totalling US\$405,155.38.

Income Generating Measures

Revenue generating measures included diversifying local CPE course offerings to meet evolving training needs. Some examples of the new courses offered included Digital Brand Management, Introduction to Law for HR Practitioners, Principles of Occupational Safety and Health, Project Management, QuickBooks, Small Business Management, Statistical Analysis and the Speech Language Pathology Webinar Series held in the Summer 2020/21. There was also an increase in the number of CPE course offerings to include technical and vocational (TVET) courses at some sites. Other means of increasing revenue included proctoring examinations for the Association of Chartered Certified Accountants (ACCA) at sites in multiple islands.

Alumni

During the academic year under review, the Alumni Association used its resources and capabilities to respond to the many needs in the changing environment by placing emphasis first on building relationships, knowing that this can redound to financial success - both tangible and intangible - thus contributing to restoring the financial health of the UWI.

Building Relationships

The Campus Alumni Office was pleased with the overwhelming contribution of funds and needed items to the St Vincent and the Grenadines Initiative as a result of the disruptive volcano. The Open Campus Alumni Office spearheaded the shipment to St Vincent and the Grenadines. In addition to the bottles of water received, funds were collected and sent to assist the students and alumni.



Open Campus Barbados staff posing with relief supplies before they are shipped to St Vincent and the Grenadines

Newly Established Open Campus Endowment Fund

One of the major achievements in the 2020/2021 academic year was the establishment of an Open Campus Endowment Fund in February 2021, which was promoted to the staff of the Open Campus who are alumni. Dr Luz Longworth, Pro-Vice-Chancellor and Principal led by example and made a significant contribution spanning a five-year period. It must also be noted that former Pro-Vice-Chancellor and Principal Professor Emerita Hazel Simmons-McDonald also made a significant monetary contribution while former Deputy Principal, Professor Emerita Vivienne Roberts, agreed to contribute to this fund by contributing a portion of the sales of her "Finding Joy" Book Series.

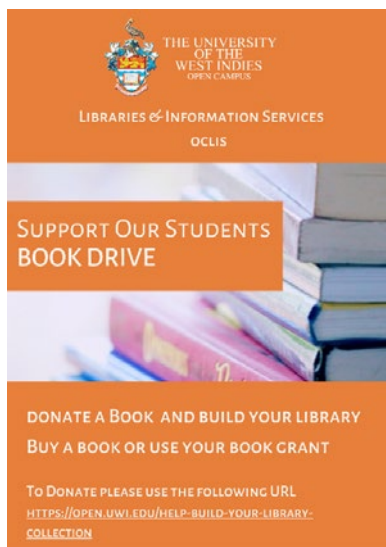
Repurposing for a Global Future



Open Campus Libraries and Information Services (OCLIS)

OCLIS Book Drive

The COVID-19 pandemic has exacerbated a situation where the OCLIS has been struggling over the years to provide resources (print and electronic books) to support teaching, learning and research. The Resource Management department's Book Drive continues to serve as a creative solution to collection development, and directly addressing this budget issue, by appealing to the generosity of the OC community to use book grants or personal funds to purchase books from a selective listing of resources. All items purchased are added to the OCLIS collection. This campaign was initiated in July 2020. As of this reporting, the Book Drive received donations in the sum of USD\$999.



OCLIS Revenue Generating Opportunities

In concert with other Divisional Units, the OCLIS engaged the services of a cross-functional ASAP and ATSS team to develop short-, medium- and long-term strategic initiatives aimed at cost containment, cost reduction, revenue generation and improved organisational productivity and efficiency. These measures were mandated by the Open Campus Leadership Team as a proactive approach to surviving a turbulent economic period and planning for a self-sustainable future. The cross-functional OCLIS team, convened in February 2021, prepared proposals for revenue generation. These proposals, estimated to generate USD\$59,000 annually, were presented in March 2021 to the Open Campus Leadership Team for evaluation and consideration for adoption.

These initiatives are itemised as follows:

- Delivery of OCLIS consultancy services for Non-UWI Affiliates/ External Users **(USD\$4,800)**. Requested BDU assistance in developing library packages as paid consultancies.
- Delivery of OCLIS Information Literacy (IL) teaching sessions and other topics of scholarly interest via UWI Global Online, billed as a library consultancy service. **(USD\$14,500)**
- Rental of Multipurpose Facilities - OCLIS Information Commons/ EON-XR Centre Development Lab/Business Incubators, EDRC

Chaguanas, Trinidad and Tobago (2,690 sq. ft/250 square meters)

USD\$16,800

- Hosting ad campaigns for companies on OCLIS Webpage **USD\$1,400**
- Creating OC flip chart calendars featuring photos from the Caribbean islands **USD\$7,500**
- Providing external user access to library facilities: study space, computers, printing and scanning services, sale of stationery **USD\$5,000**
- Hosting entrepreneurial events - Dine/Sip and Paint cultural event showcasing local artists **USD\$9,750**
- Cost Reduction - redeployment of staff (LA III to RIM Unit) to provide administrative support to the unit, April 2021- March 2022, **USD\$25,000**

Audit of Open Campus Library and Information Services (OCLIS)

The audit of the OCLIS, facilitated by the Open Campus Audit Manager, commenced in September 2020. Review continues in 2021, with the expectation that final reporting will be completed before December 2021. The Audit Manager convened meetings with OCLIS key stakeholders to obtain information on unit processes and workflows. Completion of this audit will serve to improve operational efficiencies and enhance organisational productivity.



AG
3

**Deputy Principal's Office -
Enterprise Resource Planning (ERP) Unit**

- Developed Recruitment, Admissions and Registration (RAR) business processes for The UWI Global Online initiative
- Applied rigorous testing of all Banner business processes that migrated to Amazon Web Services (AWS). This migration to the cloud environment has transitioned Open Campus to a modern technology architecture that will enable future growth
- Supported the migration of the Five Island Campus (FIC) student data and processes to the Open Campus technology platform

**Generate
economies
of scale and
scope for
The UWI**



AG 4

Foster a creative, caring, accountable, motivated professional (CAMP) team

Deputy Principal's Culture Steward Role

This initiative, with the support of the Culture Stewards Committee (CSC), and Dr Severin as Lead Culture Steward, aims to promote the Core Values of the University (Integrity, Excellence, Gender Justice, Diversity and Student Centredness). Moreover, the initiative seeks to foster positive experiences for staff (including adjunct staff) and students; advance a culture that is accepting of change; uphold overall quality. In February 2021, the Terms of Reference was formalised and twenty-three Culture Stewards from across the Campus, including one student representative, were selected. Dr Severin convened the inaugural meeting of the CSC on April 16, 2021. The Culture Stewards Committee was officially introduced to the Campus at a historic Virtual Launch on May 26, 2021.

Human Resources Department (HRD)

Service improvement and Engagement of Online Tutors (Adjuncts)

- Elimination of filing a claim form for the ETAP with effect from Summer Semester 2020/21. This removed a significant amount of burden from the Adjuncts as it relates to filing claims for each area taught and provided for a less cumbersome process at the point of payment.
- Outsourcing the payment process for UWI 14 and International Adjunct to ARK in 2020/21.
- Development of a User Manual to serve as a quality control device by all users of the system.
- Creation of a single sheet contract along with an Adjunct's handbook. This resulted in reduced turnaround time in preparation

and deployment of contracts and fewer queries as the Handbook provided quick access to valuable information.

- Invitation to adjuncts to participate in staff activities across the Campus. As a result, there has been increased visibility of adjuncts at the online training activities.
- Consideration of an award mechanism to recognise the contribution of adjuncts to the Campus. Discussions are ongoing between APAD and HRD.

Design Programmes for Staff Loyalty and Engagement/Improve Staff Experience

Online Training: The HRD held over thirty-five sessions with an average of 40 persons per session. The HRD expresses sincere appreciation to all facilitators for sharing their knowledge and expertise as a contribution to the advancement of the Campus.

Mentoring Programme: A proposal to introduce a mentoring component to the existing Coaching Practice Programme. This involves the alignment of junior staff members to a member of the senior management team or persons at a senior level who will serve as their Mentor in guiding their development, while they receive the benefit of Coaching. The mentoring component will be optional for persons in the Coaching Practice Programme.

Work Council: A proposal for the establishment of Work Councils in the Campus is currently under review. The aim of the Councils is to facilitate social dialogue platforms to foster and deepen relationships among the OC, Staff and the Unions. The Councils will focus on challenges affecting the Campus and work towards making recommendations to senior management for their resolution.

Customer Service Reward Mechanism: Development of a proposal for a Pulse Points reward mechanism. This system will be

Agility Triple A Strategy 2017-2022

integrated into the Customer Service Charter. Its primary objective is to stimulate widespread participation of staff across the Campus in identifying deserving colleagues who exemplify the primary tenets of the Customer Service Charter.

The Registry

Human Resources requested Mrs Camille Charles, Assistant Registrar, Secretariat to facilitate a Project Management Workshop for the staff of the Open Campus during the period June 2 to July 16, 2021. The workshop involved 11 professionals from within the region and Canada to present on various topics pro bono. Twenty participants enrolled in the workshop of which 16 successfully completed the training and were awarded certificates.

The Secretariat held a virtual "Tea and Cupcake Evening" in celebration of Administrative Professional Week on April 22, 2021. Staff members engaged in an evening of online games and team building activities

Open Campus Libraries and Information Services (OCLIS)

OCLIS Competencies Directory

Competencies Directories are viewed as valuable resources for libraries, assisting administrators to identify core knowledge, skills and innovative/creative abilities of staff. In April 2020, under the guidance of then Campus Librarian Mrs Karen Lequay, the OCLIS developed two online surveys which were administered to OCLIS staff (ASAP total = 10 and ATS total = 15), to gather data to compile the directory. The OCLIS Research Officer is currently working with the Campus Office of Planning and Institutional Research (COPIR) to analyse the survey data and compile findings into a final report. It is envisaged that this survey will be instrumental in

informing future planning and decision making, essential to enhancing the work experience and performance of staff at the OCLIS. The initial findings of the survey were shared with the Open Campus Human Resource Department by Research Officer Ms Colleen Johnson in February 2021. The survey served as a useful template to the HR department in crafting its Employee Skills Survey 2021.

EON-XR Educator Course

All librarians participated in an EON-XR Educator Course coordinated by the Human Resource Department in April 2021. Librarians' enrolment in the programme and exposure to Augmented Reality/Virtual Reality emerging technologies is of paramount importance for the following reasons:

- The use of Augmented and Virtual Reality technologies in the development of OC courses and programmes to improve students' online experience, enhance teaching, learning, and give OC the competitive edge in developing content for The UWI Global Campus and the commercial/entrepreneurial market.
- The identification of the library space (Learning Commons) at the EDRC in Chaguanas, Trinidad and Tobago, as a potential site for hosting the joint EON/OC XR Development Lab that will be the main centre for AR/VR content development.

Foundations for Successful Online Facilitation Programme

OCLIS librarians enrolled in the *Foundations for Successful Online Facilitation programme* hosted by the OC Academic Programming and

Delivery Department (APAD). This programme, which commenced in March 2021 and ended in June 2021, should enhance the online delivery of OCLIS' teaching programmes in synchronous and asynchronous modes; improve performance of librarians as instructors; enable online assessment, and advance familiarity with 21st Century teaching techniques and pedagogical practices. The five modules (each of two weeks duration) were as follows:

- Orientation to Open Campus Online Learning (FSOF001)
- Foundations of Facilitation (FSOF002)
- Timely and Meaningful Assessment (FSOF003)
- Course Room Facilitation Techniques (FSOF004)
- TechQuest

Multimedia Production and Development

APAD's Multimedia and Production Team spearheaded by Dr Avanelle Joseph-Edwards, Acting Production Manager, held an information session on Wednesday February 10, 2021 for all OCLIS staff. At the end of the session, a decision was made for APAD to host a follow-up train the trainer session for select OCLIS staff. These training sessions will facilitate OCLIS' staff independent production of learning objects (animations, videos, slideshows, infographics, educational games, and multimedia texts), to support synchronous and asynchronous delivery of orientation and information literacy sessions. Such efforts will enhance students' engagement, experiential learning and understanding, promoting critical and creative thinking.

Repurposing for a Global Future



Staff Counselling Session

A counselling session facilitated by Ms Ceceile Minott, Head, Caribbean Child Development Centre/Director Consortium for Social Development and Research and Ms Deborah Dalrymple, Head of Site, St Vincent and the Grenadines was organised on March 23, 2021 to highlight the counselling support services available for staff at the Open Campus.

Digital Marketing

All OCLIS staff participated in a training session on Digital Marketing that was facilitated by Mr Patrick Johnson, Digital Marketing Officer in the Marketing and Communications Division on March 29, 2021. This session provided the framework for the development of the OCLIS planned social media platforms.

Copyright

Librarians attended a session on copyright hosted by the Intellectual Property Office, Office of the Attorney General, Ministry of Legal affairs, Trinidad and Tobago on April 12, 2021. Presenters included Mr Regan Asgarali, Controller, Intellectual Property Office, Mr Kavish Seetahal, Legal Officer II, and Ms Lyrinda Lisa Persaud, Legal Officer II. Staff members from CPEC, Ms Jamie Lee-Rocke, Programme Manager Special Projects, and Ms Sharon Gilzene, Lead Curriculum Development Specialist, Online Programming and Production Department APAD attended the session. This session provided valuable insights into the librarian's role in rights management.

Academic Programming and Delivery Division Information Session

Mr Kevin Ramsobhag, Manager Learner Support, made a presentation on APAD and its present and future



collaborative programmes with OCLIS Librarians. This session was held on Tuesday April 18, 2021.

Open Campus Academy of Sport (OCAS)

Sporting Activities

The academic year 2020/2021 suffered a similar fate as the previous year, as it relates to the effects of the COVID-19 pandemic on sporting activities and operations the world over. However, the OCAS adopted a number of measures that facilitated the transition to virtual sporting activities for members of staff and students. Activities which were executed included;

- OC Moves
- OC R.A.W, and
- The CB Group UWI 5K and Smart Eggs Kids 1K

The OC Moves programme is a health and fitness programme that is hosted by the operational team for staff and students. The programme involves a series of virtual physical fitness sessions, hosted two times per week, conducted by fitness instructors and personal trainers. Sessions are hosted live on Zoom. The OC R.A.W (run and walk) was an introductory virtual run series, which encouraged participation in physical activity by staff and students



who were affected by the global pandemic and the various restrictions placed on outdoor exercise and fitness activities. The series comprised a set of virtual preparatory runs, which enabled participants to increase the distance covered over the race period. The series comprised;

- One 1-KM Race
- One 2-KM Race
- One 3-KM Race, and
- One 5KM race

The original format was re-conceptualized after engagement with the Office of Global Affairs regarding the transition of the CB Group UWI 5K and Smart Eggs Kids 1K to a virtual event. Members of the Open Campus were encouraged to participate in the events to raise funds for student's scholarships. In order to align the concept of the OC R.A.W, which was already being planned, to the new virtual race, the two introductory races (1k and 2k) were held, with the culmination of the series, then being the CB Group 5K.

The Marketing Department and OCAS operational teams generated interest and encouraged staff and students to participate through various mediums and creation of challenge events via social media. Participation rate of OC staff and students was not at the expected level, however, the campus received USD\$10,000.00 from the event.



Foster the digital transformation of The UWI

Deputy Principal's Office - Enterprise Resource Planning (ERP) Unit

- Provided functional specifications for various Argos reports to assist departments with decision making.
- Supported RAR department in modifications of its Admissions process to accommodate requests during the COVID-19 pandemic.
 - Supported the Open Campus Country Sites (OCCS) in its facilitation of the agile transition of many CPE courses to online mode during COVID-19 pandemic.
- Supported OCCS Trinidad and Tobago in improving its Admissions, Registration and Student Support business processes.
- Designed an innovative and modern Student/Customer Support process that has been adopted in Finance, HR and OCCS Trinidad and Tobago.

The Computing and Technology Services (CATS)

- The transition to Amazon Web Services (AWS) was a digital transformation of the provisioning of IT infrastructure.

Read more here: <https://aws.amazon.com/solutions/case-studies/uwi-open-campus/>
- The Open Campus is the sponsor of the Technology Domain of the UWI Digital Transformation programme with the CIO as the representative.

Open Campus Country Sites Transition to Online Delivery for CPE Courses

Some of the Open Campus Country

Sites were able to offer courses in dual modality due to few or manageable outbreaks of COVID-19. This dual modality provided diverse learners with the option to choose what works best for them. Since CPE courses are traditionally offered face-to-face, catering for those who shy away from or feel they are not yet ready for online delivery, some preparation was needed for both students and administrators in order for the online delivery of CPE courses to be a success. Through the collaborative efforts of the OCCS, the Academic Programming and Delivery (APAD) Division and the Computing and Technology Services (CATS) Division, the process of establishing the CPE Learning Exchange through a single access point for both facilitators and students was achieved. Site administrative personnel managed student admission and registration, and Site Technicians supported tutor orientation and user onboarding to the Moodle and Blackboard Collaborate platforms.

A key highlight of the conversion was the increase in cross-Site learning where students from various countries participated in courses delivered by a facilitator from a proffering Site, very often resident within another OCCS Country/Site. These included both individual and corporate group participation in select courses. Overall, the move from face-to-face to virtual delivery of CPE programming was deemed successful. Any previous challenges associated with the revised approach, particularly the constraints faced by learners who experienced limited access to Internet and to computer/mobile Internet devices, lessened considerably. It is hoped that those learners who previously were only interested in face-to-face courses may now feel comfortable enough to consider online learning for future endeavours.

Repurposing for a Global Future



Continuing And Professional Education Centre

Verifiable Credentials Pilot Project

The Open Campus alongside partner World Data submitted a successful proposal to Compete Caribbean and the Inter-American Development Bank to develop and implement a blockchain solution to effectively issue verifiable credentials to students of Continuing and Professional Education courses facilitated by The UWI Open Campus. This project, valued at an estimated US\$500,000 will allow for the issuance of tamper-evident, blockchain technology generated credentials, where students can have their credentials verified by employers, partners and clients around the world.

The Registry

During this reporting period, the Records and Information Management Unit was focused on managing the transition from Perceptive Enterprise to SharePoint Online. This transition was occasioned by several factors namely the decommissioning of the Miami Servers by the Computing and Technology Services (CATS) department and the move to Amazon Web Servers, a cloud-based platform. The financial challenges faced by the Campus also made it difficult to continue with the annual maintenance fee payments.

The decision was made to terminate the maintenance arrangement with Hyland. The RIM Unit liaised with the CATS department and external RM Consultants to ensure all data previously captured in the Perceptive Enterprise System was transferred to SharePoint Online within an agreed period.

A sub-committee including persons from the Enterprise Planning Unit, CATS and the Records and Information Unit was established to determine the feasibility of using SharePoint as an alternative to Perceptive with the Secretariat Unit as the pilot given that the governance records of the Campus fell under their purview. On completion of the pilot, once successful, the new system would be rolled out to Sites and other departments on a phased basis. The Electronic Document and Records Management (EDRM) system continued to be an important tool in the campus' ability to manage its records within a distributed environment.

The Open Campus RIM Unit worked with the wider University Archives and Records Management Group on the review and further updating of the University Archives and Records Management Policy as well as on the development of the draft Records Retention Guideline. Other university-wide projects during this period include the Digital Transformation and Data Protection Project.

Mrs Gemma Alexander was reassigned to the Unit from the Library and Information Services Department in the post of Junior Records Analyst for one year.

The Secretariat continued its work of supporting various University and Campus Committees and Boards virtually. One of the highlights of the reporting period was the successful hosting of the virtual Campus Council meeting held on Friday, March 19, 2021. Dr June Soomer, Council Chair presided over 49 invitees consisting of members, specially invited guests and

regional government representatives. Other dignitaries included highly placed government officials, the Vice-Chancellor of The UWI, members of the University's Executive Management, and other top-level University officials.

The Secretariat continued to collaborate with the RIM Unit on a pilot project to develop a Records Management System using SharePoint.

Contribution to UWI Strategic Goals
Key activities of the Secretariat during the period under review were primarily aligned to support the strategic perspectives of The UWI Strategic Plan 2022-2024:

Internal Operational Processes

- Continued with the documentation, distribution and archiving of minutes and papers for all meetings serviced by the Secretariat.
- Followed up on all action points from administrative, governance and ad hoc meetings with responsible persons.
- The following new meeting adjustments were added to the schedule of meetings serviced by the Secretariat during the period under review:
 - Open Campus Executive Management Committee (OCEMC)
The OCLT (Special and Regular) Meetings were discontinued and replaced with the Open Campus Executive Management Committee (OCEMC) with effect from the Academic Year 2021/2022.

Agility Triple A Strategy 2017-2022

- Campus Health, Safety and the Environment Committee (HSE) The Health, Safety and the Environment Committee held its first virtual meeting on September 13, 2021.
- Collaborated with the Records and Information Management Department (RIM) to develop the EDRMS project for proper storage, retrieval of reports, papers and minutes, for research and for follow-up.
- Continued updating the Operational Manual with added amendments during the year and uploading the document on Google Sites.
- Coordinated the approval of Senate-approved programmes and CPE courses through the system in accordance with audit and quality assurance requirements.
- Assisted with the preparation of the Inaugural Campus Registrar's Recognition Award Ceremony.
- Managed the redesign of the Registry's website.

The Office of Graduate Studies and Research (OGSR) was established on November 1, 2020 to provide specialised administrative support to the growing postgraduate student population and provide support to the Director's Office, Graduate Studies and Research. During the 2020-2021 Academic Year, the OGSR continued its work to establish the department, to create and document its processes, and to manage the assessment and awards of graduate students.

The intention was for the department to manage the entire graduate student lifecycle from application to graduation. This would improve the service level to our graduate students and applicants and provide a streamlined approach to the graduate student administration within the Campus. This approach would increase access to our programmes through focused management of graduate applications.

During the 2020-2021 Academic Year, the OGSR completed the following:

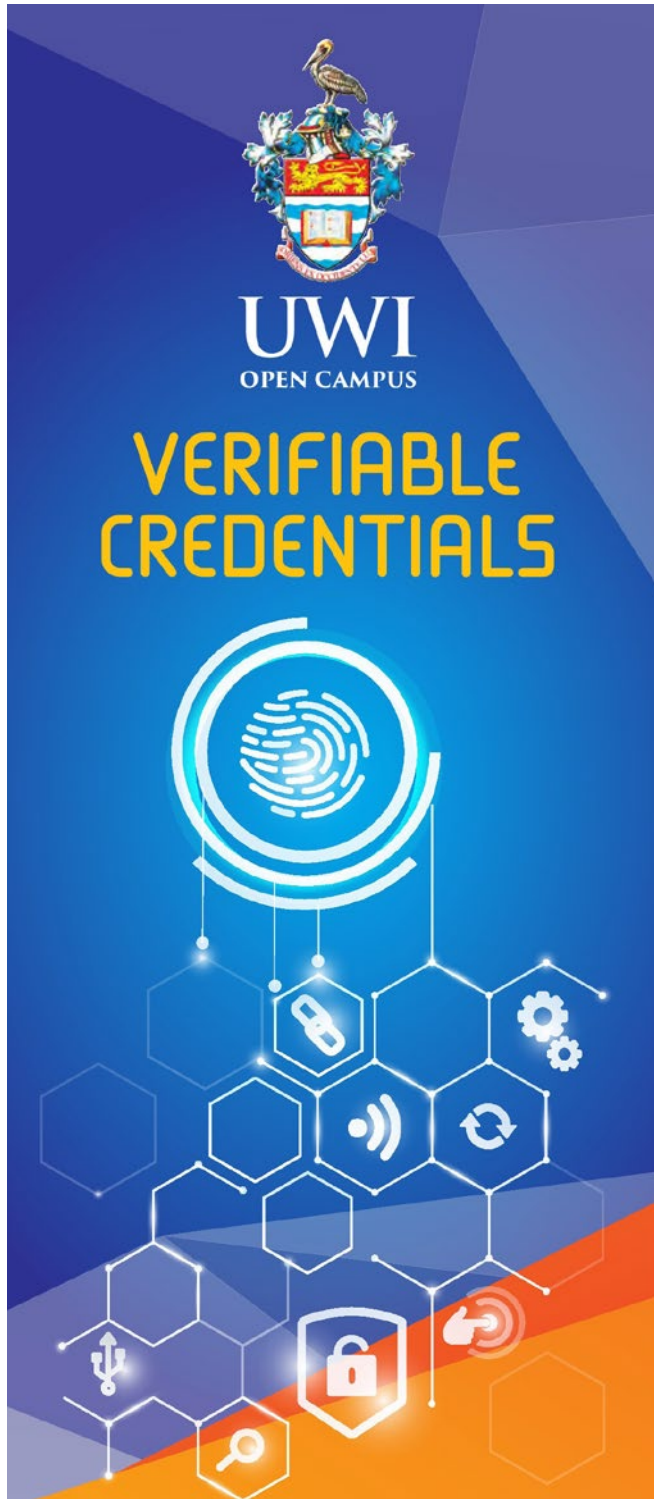
- The Senior Assistant Registrar led the campus' implementation of the GPA system for graduate students, which took effect from Academic Year 2021-2022 (i.e. August 2021).

- Established the Sub-Committee for Student Matters of the Campus Committee of Graduate Studies and Research from Academic Year 2021-2022.
- Implemented the UWI Scholar to manage graduate scholarships and the Campus Research Grants applications processes.
- Assisted with the revision of the process for the assessment of doctoral applications, implemented the revised system for applicants entering the campus from Academic Year 2021-2022, arranged, and chaired Graduate Entrance Sub-Committee interviews for doctoral candidates.
- Revised the process for the examination of doctoral oral defences and managed the examination of doctoral candidates' research projects.
- In collaboration with the Academic Programming and Delivery Division (APAD) and the Director's Office, Graduate Studies and Research, prepared the first handbook for postgraduate students, which was published at the start of Academic Year 2021-2022.

Assisted in the planning and execution of the Campus' first virtual Graduation Ceremony for the 2020 graduating class, which was held on January 13, 2021.

Table 9 (a) Comparative Summary of Applications Received (Senate Approved)

| Programme Level | No. of Applications Received for Academic Year | | | | Percentage Differences | | |
|-----------------|--|-------------|-------------|-------------|------------------------|------------------------|------------------------|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2020-2021 vs 2019-2020 | 2020-2021 vs 2018-2019 | 2020-2021 vs 2018-2019 |
| Graduate | 951 | 1215 | 1544 | 1288 | -17% | 6% | 35% |
| Undergraduate | 5029 | 5503 | 6407 | 6099 | -5% | 11% | 21% |
| TOTAL | 5980 | 6718 | 7951 | 7387 | -7% | 10% | 24% |



Academic Programming and Delivery Division

UWI e-Learning Committee

The committee contributed on UWI vendor negotiations related to teaching and learning software and services (e.g. Turn-it-In, Blackboard Collaborate Ultra and Zero-rated request to telecommunication companies for students, in response to the COVID-19 pandemic).

Open Campus Libraries and Information Services (OCLIS)

Digital Transformation

The UWI Digital Transformation project launched in 2019 is focused on technology-enabled cultural and operational changes to facilitate more seamless multi-lateral collaboration and data exchange to achieve greater economies of scale. Within the Informatics cluster, the Knowledge Resource Domain has been operationalised and consists of two streams with emphasis on the UWI Libraries and the Archives/Records Management function. At the Open Campus, Mrs Arlene Alleyne-Regis, with support from Liaison Librarian Mrs Merritt Bernard is the Focal Point for Libraries. The Senior Librarian (Acting) serves as the Five Islands Campus Focal Point representative for Libraries and Archives/Records Management. The first stage of the project, the Discovery stage, aimed at capturing baseline data to generate outputs of OCCS/FIC locations listing, transformative projects being undertaken, and the development of a common language (nomenclature) for the University libraries is almost completed. The next phase of the project, the Envelop Scan has commenced. This phase will result in the collection of quality system documentation governing all aspects of operations in all functional areas - manuals/policies/procedures/workflows/process maps/guidelines/standards/metrics.

Table 10: Comparative Summary of Applications Received (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programme | No. of Applications Received for Academic Year 2017-2018 | No. of Applications Received for Academic Year 2018-2019 | No. of Applications Received for Academic Year 2019-2020 | No. of Applications Received for Academic Year 2020-2021 |
|-----------------------------------|--|--|--|--|
| GRADUATE PROGRAMMES | 951 | 1215 | 1544 | 1288 |
| Cross Campus Cave Hill GR | 0 | 0 | 1 | |
| Cross Campus Mona GR | 0 | 0 | 1 | 2 |
| Disaster Risk Mgt and Res CERG ON | 0 | 0 | 0 | 26 |
| Disaster Risk Mgt and Res DIPG ON | 0 | 0 | 0 | 15 |
| Educational Leadership EDD O N | 102 | 112 | 93 | 2 |
| English Language MA O N | 64 | 58 | 66 | 66 |
| Hlth Res and Epidemiology DIPG ON | 0 | 0 | 35 | 49 |
| Instruc Design and Tech MSC O N | 70 | 78 | 71 | 57 |
| Instructional Design DIPG O N | 30 | 12 | 14 | 19 |
| Jnr Cmd and Staff Ldship CERG ON | 0 | 0 | 0 | 17 |
| Jnr Cmd and Staff Ldship DGR O N | 0 | 0 | 0 | 35 |
| Ldship for Sustain Dev CERG ON | 0 | 0 | 187 | 18 |
| Literacy Instruction DIPG O N | 3 | 9 | 11 | 6 |
| Literacy Instruction MED O N | 89 | 84 | 79 | 79 |
| Management MSC O N | 196 | 0 | 0 | 0 |
| Management Studies DIPG O N | 53 | 57 | 58 | 60 |
| Management Studies MSC O N | 187 | 467 | 486 | 426 |
| Mgmt and Edu Leadership DIPG O N | 33 | 38 | 30 | 54 |
| Mgmt and Edu Leadership MSC O N | 124 | 174 | 160 | 158 |
| Specially Admitted GR | 0 | 2 | 44 | 0 |
| Tching and Lrning w EmTech DGR O | 0 | 14 | 32 | 36 |
| Tching and Lrning w EmTech EDD O | 0 | 54 | 73 | 106 |
| Tching and Lrning w EmTech MED O | 0 | 18 | 54 | 57 |

Repurposing for a Global Future



Table 11: Comparative Summary of Applications Received (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programme | No. of Applications Received for Academic Year 2017-2018 | No. of Applications Received for Academic Year 2018-2019 | No. of Applications Received for Academic Year 2019-2020 | No. of Applications Received for Academic Year 2020-2021 |
|----------------------------------|--|--|--|--|
| UNDERGRADUATE PROGRAMMES | 5029 | 5503 | 6407 | 6099 |
| Accounting BSC O N | 371 | 381 | 360 | 372 |
| Admin Prof Office Mgmt ASC O N | 71 | 91 | 65 | 91 |
| Banking and Finance (Sp) BSC O N | 73 | 72 | 66 | 80 |
| Banking and Finance BSC O N | 110 | 122 | 123 | 129 |
| Business Admin DIP O N | 125 | 110 | 153 | 151 |
| Business Management ASC O N | 237 | 251 | 226 | 492 |
| Criminology CERT O N | 86 | 73 | 90 | 109 |
| Cross Campus | 0 | 0 | 0 | 1 |
| Cross Campus Cave Hill | 56 | 84 | 224 | 97 |
| Cross Campus Five Islands | 0 | 0 | 0 | 23 |
| Cross Campus Mona | 72 | 115 | 272 | 137 |
| Cross Campus St Augustine | 12 | 21 | 23 | 82 |
| Early Child DevandFamily BED O N | 240 | 240 | 231 | 188 |
| Early Child FamandDev CERT O N | 67 | 72 | 70 | 90 |
| Economics BSC O N | 76 | 99 | 100 | 112 |
| Edu Lead and Mgmt Sp BED O N | 17 | 15 | 15 | 11 |
| Education Lead and Mgmt BED O N | 48 | 46 | 41 | 47 |
| Entrepreneurship BSC O N | 0 | 0 | 0 | 43 |
| Entrepreneurship CERT O N | 1 | 0 | 0 | 0 |
| Financial Management BSC O N | 0 | 0 | 0 | 48 |
| Hlth and Fam Life Ed Ins DIP O N | 30 | 44 | 17 | 33 |
| Human Resource Mgmt BSC O N | 0 | 0 | 0 | 134 |
| Human Resource Mgmt CERT O N | 101 | 73 | 75 | 103 |
| International Mgmt BSC O N | 0 | 0 | 0 | 36 |
| Lit Studies (A) BED O N | 52 | 45 | 54 | 45 |
| Lit Studies (B) BED O N | 22 | 19 | 9 | 12 |
| Literacy Studies BED O N | 0 | 0 | 0 | 2 |

Table 11 Comparative Summary of Applications Received (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programme | No. of Applications Received for Academic Year 2017-2018 | No. of Applications Received for Academic Year 2018-2019 | No. of Applications Received for Academic Year 2019-2020 | No. of Applications Received for Academic Year 2020-2021 |
|----------------------------------|--|--|--|--|
| Management Studies BSC O N | 1489 | 1686 | 1822 | 1017 |
| Marketing BSC O N | 0 | 0 | 1 | 50 |
| Paralegal Cert Govt LOE CERT O | 0 | 0 | 0 | 42 |
| Paralegal Studies ASC O N | 208 | 203 | 235 | 371 |
| Political Science BSC O N | 53 | 78 | 84 | 73 |
| Psychology BSC O N | 306 | 408 | 401 | 437 |
| Public Sector Admin DIP O N | 70 | 53 | 43 | 69 |
| Sec Eng/Lit Ed (A) BED O N | 28 | 28 | 27 | 27 |
| Sec Eng/Lit Ed (B) BED O N | 19 | 24 | 15 | 13 |
| Sec Maths Ed (A) BED O N | 29 | 26 | 30 | 24 |
| Sec Maths Ed (B) BED O N | 25 | 18 | 19 | 14 |
| Social Services DIP O N | 22 | 10 | 14 | 29 |
| Social Work ASC O N | 74 | 69 | 62 | 109 |
| Social Work BSC O N | 354 | 338 | 380 | 338 |
| Social Work CERT O N | 69 | 95 | 82 | 98 |
| Social Work DIP B N | 71 | 93 | 99 | 59 |
| Sociology BSC O N | 57 | 76 | 79 | 84 |
| Specially Admitted UG | 116 | 122 | 449 | 232 |
| Sport and Phys Literacy BSC O N | 0 | 0 | 0 | 6 |
| Sport Coaching BSC O N | 0 | 0 | 40 | 25 |
| Sport Kinetics BSC O N | 0 | 0 | 47 | 42 |
| Sport Leadership and Mgmt BSC ON | 0 | 0 | 71 | 42 |
| Tour and Hos Mgmt Carib CERT O N | 46 | 41 | 46 | 43 |
| Tourism and Hosp Mgmt BSC O N | 0 | 0 | 1 | 56 |
| Youth Development Work BSC O N | 84 | 108 | 108 | 88 |
| Youth Development Work DIP O N | 42 | 54 | 38 | 43 |
| TOTAL | 5980 | 6718 | 7951 | 7387 |

Repurposing for a Global Future



Table 12: Comparative Summary of Applications Received (online CPE)

NB: *Not on offer for Academic Year 2020/2021.

| Programme | No. of Applications Received for Academic Year 2017-2018 | No. of Applications Received for Academic Year 2018-2019 | No. of Applications Received for Academic Year 2019-2020 | No. of Applications Received for Academic Year 2020-2021 |
|-------------------------------|--|--|--|--|
| NGO Professional Management O | 266 | 390 | 116 | 133 |
| Transform Ldshp SDG COA O N | 115 | 69 | 86 | 52 |
| Climate Change COA O N * | 0 | 80 | 0 | 0 |
| Community Policing CERP O N* | 0 | 117 | 0 | 0 |
| TOTAL | 381 | 656 | 202 | 185 |

Table 3(a) provides a comparative overview of student registration for Senate-approved programmes.

Table 13: Comparative Student Registration (Senate-Approved)

NB: Special Admission and Cross Campus included.

| Programme Level | Student Registration for Academic Year | | | | Percentage Difference | | |
|-----------------|--|-------------|-------------|-------------|------------------------|------------------------|------------------------|
| | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2020-2021 vs 2019-2020 | 2020-2021 vs 2018-2019 | 2020-2021 vs 2017-2018 |
| Graduate | 922 | 1049 | 1174 | 1102 | -6% | 5% | 20% |
| Undergraduate | 5339 | 5727 | 6289 | 5671 | -10% | -1% | 6% |
| TOTAL | 6261 | 6776 | 7463 | 6773 | -9% | -.04% | 8% |

Table 14: Comparative Student Registration by Programme (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programmes | Student Registration for Academic Year 2017-2018 | Student Registration for Academic Year 2018-2019 | Student Registration for Academic Year 2019-2020 | Student Registration for Academic Year 2020-2021 |
|-----------------------------------|--|--|--|--|
| GRADUATE PROGRAMMES | 922 | 1049 | 1174 | 1102 |
| Adult and Continuing Ed DIPG O N | 2 | 3 | 0 | 0 |
| Adult and Continuing Edu M O N | 31 | 14 | 4 | 3 |
| Child AdolandYouth Stud PHD O N | 0 | 3 | 21 | 17 |
| Child AdolandYouthStud MPHIL ON | 0 | 9 | 10 | 9 |
| Cross Campus Cavehill GR | 0 | 0 | 1 | 0 |
| Cross Campus Mona | 2 | 1 | 0 | 0 |
| Cross Campus Mona GR | 0 | 0 | 2 | 2 |
| Disaster Risk Mgt andRes CERG ON | 0 | 0 | 0 | 6 |
| Disaster Risk Mgt andRes DIPG ON | 0 | 0 | 0 | 4 |
| Educational Leadership EDD O N | 128 | 163 | 168 | 116 |
| English Language MA O N | 62 | 51 | 48 | 45 |
| Hlth Res and Epidemiology DIPG ON | 0 | 0 | 7 | 21 |
| Instruc Design and Tech MSC O N | 62 | 69 | 63 | 48 |
| Instructional Design DIPG O N | 9 | 11 | 9 | 5 |
| Jnr Cmd and Staff Ldship CERG ON | 0 | 0 | 0 | 21 |
| Jnr Cmd and Staff Ldship DGR O N | 0 | 0 | 0 | 26 |
| Ldship for Sustain Dev CERG ON | 0 | 0 | 16 | 2 |
| Literacy Instruction DIPG O N | 2 | 5 | 5 | 5 |
| Literacy Instruction MED O N | 120 | 88 | 85 | 69 |
| Management Studies DIPG O N | 18 | 22 | 36 | 28 |
| Management Studies MSC O N | 335 | 414 | 420 | 370 |
| Mgmt and Edu Leadership DIPG O N | 8 | 16 | 20 | 19 |
| Mgmt and Edu Leadership MSC O N | 142 | 146 | 146 | 145 |
| Specially Admitted GR | 1 | 6 | 39 | 3 |
| Tching and Lrning w EmTech DGR O | 0 | 5 | 8 | 18 |
| Tching and Lrning w EmTech EDD O | 0 | 19 | 44 | 84 |
| Tching and Lrning w EmTech MED O | 0 | 4 | 22 | 36 |

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Table 15: Comparative Student Registration by Programme (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programmes | Student Registration for Academic Year 2017-2018 | Student Registration for Academic Year 2018-2019 | Student Registration for Academic Year 2019-2020 | Student Registration for Academic Year 2020-2021 |
|----------------------------------|--|--|--|--|
| UNDERGRADUATE PROGRAMMES | 5339 | 5727 | 6289 | 5671 |
| Accounting BSC O N | 593 | 613 | 577 | 583 |
| Admin Prof Office Mgmt ASC O N | 58 | 69 | 63 | 52 |
| Banking and Finance (Sp) BSC O N | 141 | 144 | 132 | 120 |
| Banking and Finance BSC O N | 100 | 124 | 132 | 146 |
| Business Admin DIP O N | 47 | 45 | 47 | 54 |
| Business Management ASC O N | 113 | 127 | 118 | 150 |
| Criminology CERT O N | 29 | 27 | 30 | 37 |
| Cross Campus Cave Hill | 67 | 75 | 179 | 44 |
| Cross Campus Mona | 108 | 100 | 182 | 51 |
| Cross Campus St Augustine | 14 | 21 | 18 | 0 |
| Early Child DevandFamily BED O N | 351 | 334 | 307 | 262 |
| Early Child FamandDev CERT O N | 24 | 32 | 28 | 31 |
| Early Child FamandDev DIP O N | 9 | 3 | 3 | 1 |
| Economics BSC O N | 55 | 73 | 93 | 125 |
| Edu Lead and Mgmt Sp BED O N | 33 | 30 | 25 | 16 |
| Education Lead and Mgmt BED O N | 86 | 85 | 72 | 68 |
| Entrepreneurship BSC O N | 0 | 0 | 0 | 41 |
| Financial Management BSC O N | 0 | 0 | 0 | 117 |
| Hlth and Fam Life Ed Ins DIP O N | 7 | 25 | 8 | 8 |
| Human Resource Mgmt BSC O N | 0 | 0 | 0 | 254 |
| Human Resource Mgmt CERT O N | 23 | 17 | 22 | 27 |
| International Mgmt BSC O N | 0 | 0 | 0 | 139 |
| Lit Studies (A) BED O N | 106 | 95 | 95 | 96 |
| Lit Studies (B) BED O N | 28 | 27 | 21 | 22 |
| Management Studies BSC O N | 1922 | 2093 | 2235 | 1343 |
| Marketing BSC O N | 0 | 0 | 0 | 77 |
| Mgmt Studies with Econ BSC O N | 47 | 34 | 17 | 13 |
| Paralegal Cert Govt LOE CERT O | 0 | 0 | 0 | 36 |
| Paralegal Studies ASC O N | 154 | 173 | 171 | 201 |
| Political Science BSC O N | 27 | 42 | 52 | 67 |
| Psychology BSC O N | 195 | 290 | 344 | 393 |
| Public Sector Admin DIP O N | 39 | 36 | 32 | 36 |
| Sec Eng/Lit Ed (A) BED O N | 37 | 32 | 35 | 38 |

Table 15: Comparative Student Registration by Programme (Senate Approved)

NB: Special Admission and Cross Campus included.

| Programmes | Student Registration for Academic Year 2017-2018 | Student Registration for Academic Year 2018-2019 | Student Registration for Academic Year 2019-2020 | Student Registration for Academic Year 2020-2021 |
|----------------------------------|--|--|--|--|
| Sec Eng/Lit Ed (B) BED O N | 33 | 30 | 25 | 18 |
| Sec Maths Ed (A) BED O N | 50 | 49 | 47 | 45 |
| Sec Maths Ed (B) BED O N | 41 | 38 | 32 | 22 |
| Social Services DIP O N | 7 | 7 | 6 | 9 |
| Social Work ASC O N | 56 | 47 | 45 | 46 |
| Social Work BSC O N | 427 | 456 | 468 | 448 |
| Social Work CERT O N | 21 | 21 | 19 | 25 |
| Social Work DIP B N | 25 | 31 | 26 | 16 |
| Sociology BSC O N | 30 | 45 | 60 | 64 |
| Specially Admitted UG | 80 | 89 | 317 | 67 |
| Sport and Phys Literacy BSC O N | 0 | 0 | 0 | 3 |
| Sport Coaching BSC O N | 0 | 0 | 14 | 12 |
| Sport Kinetics BSC O N | 0 | 0 | 20 | 29 |
| Sport Leadership and Mgmt BSC ON | 0 | 0 | 24 | 28 |
| Tour and Hos Mgmt Carib CERT O N | 9 | 11 | 12 | 8 |
| Tourism and Hosp Mgmt BSC O N | 0 | 0 | 0 | 65 |
| Youth Development Work BSC O N | 140 | 124 | 125 | 107 |
| Youth Development Work DIP O N | 7 | 13 | 10 | 11 |
| Grand Total | 6261 | 6776 | 7463 | 6773 |

Table 4 provides a comparative overview of student registration for three (3) fully online Continuing and Professional Education (CPE) programmes.

Table 16: Comparative Student Registration (online CPE programmes)

| Programme | Student Registration for Academic Year 2017-2018 | Student Registration for Academic Year 2018-2019 | Student Registration for Academic Year 2019-2020 | Student Registration for Academic Year 2020-2021 |
|-------------------------------|--|--|--|--|
| NGO Professional Management O | 158 | 103 | 5 | 0 |
| Transform Ldshp SDG COA O N | 36 | 13 | 30 | 0 |
| Community Policing CERP O N | 0 | 117 | 117 | 0 |
| TOTAL | 194 | 233 | 152 | 0 |



Table 17: Graduate Statistics By Programme 2018 - 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| GRADUATES BY PROGRAMME TYPE | | | | | | | | | |
| Undergraduates | | | | | | | | | |
| Bachelors of Education | 121 | 21.42% | 15.34% | 111 | 19.01% | 13.74% | 119 | 18.95% | 13.57% |
| Bachelors of Science | 344 | 60.88% | 43.60% | 377 | 64.55% | 46.66% | 416 | 66.24% | 47.43% |
| Associates of Science | 34 | 6.02% | 4.31% | 44 | 7.53% | 5.45% | 38 | 6.05% | 4.33% |
| Diploma | 51 | 9.03% | 6.46% | 28 | 4.79% | 3.47% | 25 | 3.98% | 2.85% |
| Certificate | 15 | 2.65% | 1.90% | 24 | 4.11% | 2.97% | 30 | 4.78% | 3.42% |
| Total Undergraduates | 565 | 100.00% | 71.61% | 584 | 100.00% | 72.28% | 628 | 100.00% | 71.61% |
| Postgraduates | | | | | | | | | |
| Doctor of Education | 13 | 5.80% | 1.65% | 24 | 10.71% | 2.97% | 4 | 1.61% | 0.46% |
| Master | | | | 3 | 1.34% | 0.37% | 0 | 0.00% | 0.00% |
| Masters of Arts | 18 | 8.04% | 2.28% | 14 | 6.25% | 1.73% | 10 | 4.02% | 1.14% |
| Masters of Education | 32 | 14.29% | 4.06% | 30 | 13.39% | 3.71% | 29 | 11.65% | 3.31% |
| Masters of Science | 141 | 62.95% | 17.87% | 127 | 56.70% | 15.72% | 147 | 59.04% | 16.76% |
| Graduate Diploma | 20 | 8.93% | 2.53% | 24 | 10.71% | 2.97% | 35 | 14.06% | 3.99% |
| Graduate Certificate | | | | 2 | 0.89% | 0.25% | 24 | 9.64% | 2.74% |
| Total Postgraduates | 224 | 100.00% | 28.39% | 224 | 100.00% | 27.72% | 249 | 100.00% | 28.39% |
| Total Number of Graduands | 789 | 100.00% | 100.00% | 808 | 100.00% | 100.00% | 877 | 100.00% | 100.00% |

Table 18: Graduate Statistics by degree classification 2018 – 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|
| | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| CATEGORY | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| GRADUATES BY PROGRAMME TYPE | | | | | | | | | |
| Second Class Honours - Lower Division | 78 | 13.81% | 9.89% | 70 | 11.99% | 8.66% | 53 | 8.44% | 6.04% |
| Pass | 96 | 16.99% | 12.17% | 93 | 15.92% | 11.51% | 83 | 13.22% | 9.46% |
| Distinction | 9 | 1.59% | 1.14% | 6 | 1.03% | 0.74% | 12 | 1.91% | 1.37% |
| Honours | 7 | 1.24% | 0.89% | 5 | 0.86% | 0.62% | 9 | 1.43% | 1.03% |
| Credit | 29 | 5.13% | 3.68% | 39 | 6.68% | 4.83% | 34 | 5.41% | 3.88% |
| Total Undergraduates | 565 | 100.00% | 71.61% | 584 | 100.00% | 72.28% | 628 | 100.00% | 71.61% |
| GRADUATES BY CLASS OF DEGREE (POSTGRADUATE) | | | | | | | | | |
| High Commendation | 2 | 0.89% | 0.25% | 4 | 1.79% | 0.50% | 0 | 0.00% | 0.00% |
| Distinction | 101 | 45.09% | 12.80% | 91 | 40.63% | 11.26% | 97 | 38.96% | 11.06% |
| Pass | 121 | 54.02% | 15.34% | 129 | 57.59% | 15.97% | 152 | 61.04% | 17.33% |
| Total Postgraduates | 224 | 100.00% | 28.39% | 224 | 100.00% | 27.72% | 249 | 100.00% | 28.39% |
| Total Number of Graduands | 789 | 100.00% | 100.00% | 808 | 100.00% | 100.00% | 877 | 100.00% | 100.00% |



Table 18: Graduate Statistics by Country

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| Bahamas | 33 | 4.18% | 4.18% | 25 | 3.09% | 3.09% | 24 | 2.74% | 2.74% |
| Barbados | 32 | 4.06% | 4.06% | 44 | 5.45% | 5.45% | 40 | 4.56% | 4.56% |
| Belize | 24 | 3.04% | 3.04% | 33 | 4.08% | 4.08% | 40 | 4.56% | 4.56% |
| British Virgin Islands | 9 | 1.14% | 1.14% | 9 | 1.11% | 1.11% | 7 | 0.80% | 0.80% |
| Cayman Islands | 15 | 1.90% | 1.90% | 11 | 1.36% | 1.36% | 7 | 0.80% | 0.80% |
| Dominica | 40 | 5.07% | 5.07% | 42 | 5.20% | 5.20% | 45 | 5.13% | 5.13% |
| Grenada | 60 | 7.60% | 7.60% | 60 | 7.43% | 7.43% | 56 | 6.39% | 6.39% |
| Jamaica | 131 | 16.60% | 16.60% | 131 | 16.21% | 16.21% | 181 | 20.64% | 20.64% |
| Montserrat | 6 | 0.76% | 0.76% | 5 | 0.62% | 0.62% | 6 | 0.68% | 0.68% |
| St Kitts and Nevis | 26 | 3.30% | 3.30% | 34 | 4.21% | 4.21% | 33 | 3.76% | 3.76% |
| St Lucia | 89 | 11.28% | 11.28% | 89 | 11.01% | 11.01% | 94 | 10.72% | 10.72% |
| St Vincent and the Grenadines | 69 | 8.75% | 8.75% | 74 | 9.16% | 9.16% | 82 | 9.35% | 9.35% |
| Trinidad and Tobago | 201 | 25.48% | 25.48% | 184 | 22.77% | 22.77% | 177 | 20.18% | 20.18% |
| Turks and Caicos | 3 | 0.38% | 0.38% | 4 | 0.50% | 0.50% | 9 | 1.03% | 1.03% |
| Virtual International Student Office (Guyana) | | | | 4 | 0.50% | 0.50% | 3 | 0.34% | 0.34% |
| | 789 | 100.00% | 100.00% | 808 | 100.00% | 100.00% | 877 | 100.00% | 100.00% |

Table 18 Graduate Statistics Academic Year 2018 - 2021

| GRADUATES BY GENDER | | | | | | | | | |
|---------------------|------------|----------------|----------------|------------|----------------|----------------|------------|----------------|----------------|
| Females | 697 | 88.34% | 88.34% | 695 | 86.01% | 86.01% | 740 | 84.38% | 84.38% |
| Males | 92 | 11.66% | 11.66% | 113 | 13.99% | 13.99% | 137 | 15.62% | 15.62% |
| | 789 | 100.00% | 100.00% | 808 | 100.00% | 100.00% | 877 | 100.00% | 100.00% |

Table 19: Graduate Statistics Academic Year 2018 - 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| Average Age of Females | 37 | | | 38 | | | 37 | | |
| Average Age of Males | 37 | | | 38 | | | 37 | | |
| Youngest Graduate | 20 | | | 19 | | | 18 | | |
| Oldest Graduate | 65 | | | 69 | | | 73 | | |

Table 18: Graduate Statistics Academic Year 2018 - 2021

| CATEGORY | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
|--|--------|------------------------|------------------------------------|--------|------------------------|------------------------------------|--------|------------------------|------------------------------------|
| GRADUATES BY PROGRAMME | | | | | | | | | |
| Associate of Science: | | | | | | | | | |
| ASc in Administrative Professional Office Management | 4 | 0.51% | 0.51% | 9 | 1.11% | 1.14% | 7 | 18.42% | 0.80% |
| ASc in Business Management | 7 | 0.89% | 0.89% | 7 | 0.87% | 0.89% | 11 | 28.95% | 1.25% |
| ASc in Paralegal Studies | 19 | 2.41% | 2.41% | 21 | 2.60% | 2.66% | 15 | 39.47% | 1.71% |
| ASc in Social Work | 4 | 0.51% | 0.51% | 7 | 0.87% | 0.89% | 5 | 13.16% | 0.57% |
| Bachelor of Education: | | | | | | | | | |
| BEd Early Childhood Development and Family Studies | 50 | 6.34% | 6.34% | 39 | 4.83% | 4.94% | 44 | 37.29% | 5.02% |
| BEd Educational Leadership and Management (Major) | 18 | 2.28% | 2.28% | 17 | 2.10% | 2.15% | 8 | 6.78% | 0.91% |
| BEd Educational Leadership and Management (Special) | 8 | 1.01% | 1.01% | 6 | 0.74% | 0.76% | 2 | 1.69% | 0.23% |
| BEd Literacy Studies | 22 | 2.79% | 2.79% | 28 | 3.47% | 3.55% | 35 | 29.66% | 3.99% |
| BEd Secondary English/ Literature Education | 8 | 1.01% | 1.01% | 8 | 0.99% | 1.01% | 20 | 16.95% | 2.28% |
| BEd Secondary Mathematics Education | 15 | 1.90% | 1.90% | 13 | 1.61% | 1.65% | 9 | 7.63% | 1.03% |



Table 19: Graduate Statistics Academic Year 2018 - 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| Bachelor of Science (Social Sciences): | | | | | | | | | |
| BSc Accounting | 62 | 7.86% | 7.86% | 54 | 6.68% | 6.68% | 64 | 15.35% | 7.30% |
| BSc Economics | | | | 4 | 0.50% | 0.50% | 8 | 1.92% | 0.91% |
| BSc Management Studies | 86 | 10.90% | 10.90% | 83 | 10.27% | 10.27% | 66 | 15.83% | 7.53% |
| BSc Management Studies (Entrepreneurship) | 2 | 0.25% | 0.25% | 6 | 0.74% | 0.74% | 11 | 2.64% | 1.25% |
| BSc Management Studies (Financial Management) | 13 | 1.65% | 1.65% | 14 | 1.73% | 1.73% | 21 | 5.04% | 2.39% |
| BSc Management Studies (Human Resource Mgt.) | 25 | 3.17% | 3.17% | 49 | 6.06% | 6.06% | 48 | 11.51% | 5.47% |
| BSc Management Studies (International Mgt) | 17 | 2.15% | 2.15% | 19 | 2.35% | 2.35% | 35 | 8.39% | 3.99% |
| BSc Management Studies (Marketing) | 7 | 0.89% | 0.89% | 13 | 1.61% | 1.61% | 21 | 5.04% | 2.39% |
| BSc Management Studies (Economics Minor) | 10 | 1.27% | 1.27% | 3 | 0.37% | 0.37% | 6 | 1.44% | 0.68% |
| BSc Political Science | | | | | | | 3 | 0.72% | 0.34% |
| BSc Political Science (Economics) | | | | | | | 1 | 0.24% | 0.11% |
| BSc Psychology | 8 | 1.01% | 1.01% | 19 | 2.35% | 2.35% | 18 | 4.32% | 2.05% |
| BSc Psychology (Human Resource Management) | | | | | | | 2 | 0.48% | 0.23% |
| BSc Sociology | | | | 1 | 0.12% | 0.12% | 2 | 0.48% | 0.23% |
| BSc Sociology (Human Resource Management) | | | | | | | 1 | 0.24% | 0.11% |
| BSc Social Work | 57 | 7.22% | 7.22% | 51 | 6.31% | 6.31% | 46 | 11.03% | 5.25% |
| BSc Social Work (Youth Development Work) | 0 | 0.00% | 0.00% | 2 | 0.25% | 0.25% | 5 | 1.20% | 0.57% |
| BSc Tourism and Hospitality Management | 6 | 0.76% | 0.76% | 10 | 1.24% | 1.24% | 9 | 2.16% | 1.03% |
| BSc Youth Development Work | 16 | 2.03% | 2.03% | 15 | 1.86% | 1.86% | 10 | 2.40% | 1.14% |
| BSc Youth Development Work (Management Studies) | 0 | 0.00% | 0.00% | 1 | 0.12% | 0.12% | 1 | 0.24% | 0.11% |

Table 19: Graduate Statistics Academic Year 2018 - 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|-----------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| Undergraduate Diplomas: | | | | | | | | | |
| Certificate in Social Work | 2 | 0.25% | 0.25% | 3 | 0.37% | 0.37% | 0 | 0.00% | 0.00% |
| Certificate in Tourism and Hospitality Management in the Caribbean | 1 | 0.13% | 0.13% | 4 | 0.50% | 0.50% | 5 | 16.67% | 0.57% |
| Diploma in Business Administration | 10 | 1.27% | 1.27% | 13 | 1.61% | 1.61% | 7 | 28.00% | 0.80% |
| Diploma in Early Childhood Development and Family Studies | 1 | 0.13% | 0.13% | 1 | 0.12% | 0.12% | 1 | 4.00% | 0.11% |
| Diploma in Health and Family Life Education Instruction | 21 | 2.66% | 2.66% | 5 | 0.62% | 0.62% | 4 | 16.00% | 0.46% |
| Diploma in Public Sector Administration | 10 | 1.27% | 1.27% | 6 | 0.74% | 0.74% | 12 | 48.00% | 1.37% |
| Diploma in Social Services | 1 | 0.13% | 0.13% | 0 | 0.00% | 0.00% | 0 | 0.00% | 0.00% |
| Diploma in Social Work | 6 | 0.76% | 0.76% | 1 | 0.12% | 0.12% | 1 | 4.00% | 0.11% |
| Diploma in Youth Development Work | 2 | 0.25% | 0.25% | 2 | 0.25% | 0.25% | 0 | 0.00% | 0.00% |
| Postgraduate Certificates: | | | | | | | | | |
| Postgraduate Certificate in Disaster Risk Management and Resilience | | | | | | | 8 | 33.33% | 0.91% |
| Postgraduate Certificate in Junior Command and Staff Leadership | | | | | | | 16 | 66.67% | 1.82% |
| Postgraduate Certificate in Leadership for Sustainable Development (VISO) | | | | 2 | 0.25% | 0.25% | 0 | 0.00% | 0.00% |
| Post Graduate Diploma in Health Research and Epidemiology | | | | | | | 1 | 2.86% | 0.11% |
| Post Graduate Diploma in Literacy Instruction | 1 | 0.13% | 0.13% | 1 | 0.12% | 0.12% | 3 | 8.57% | 0.34% |
| Post Graduate Diploma in Management Studies | 7 | 0.89% | 0.89% | 9 | 1.11% | 1.11% | 11 | 31.43% | 1.25% |



Table 19: Graduate Statistics Academic Year 2018 - 2021

| ACADEMIC YEARS 2018-2019 to 2020-2021 GRADUATE STATISTICS (as at October 25, 2021) | | | | | | | | | |
|---|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|------------|------------------------|------------------------------------|
| CATEGORY | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
| | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands | Number | Percentage by category | As a percentage of total graduands |
| Post Graduate Diploma in Management and Edu Leadership | 4 | 0.51% | 0.51% | 5 | 0.62% | 0.62% | 3 | 8.57% | 0.34% |
| Post Graduate Diploma in Teaching and Learning With Emerging Technologies | | | | 5 | 0.62% | 0.62% | 1 | 2.86% | 0.11% |
| Masters of Arts: | | | | | | | | | |
| M.A. English Language | 18 | 2.28% | 2.28% | 14 | 1.73% | 1.73% | 10 | 100.00% | 1.14% |
| Masters of Education: | | | | | | | | | |
| M.Ed. in Literacy Instruction | 24 | 3.04% | 3.04% | 30 | 3.71% | 3.71% | 27 | 93.10% | 3.08% |
| MEd in Teaching and Learning With Emerging Technologies | | | | | | | 2 | 6.90% | 0.23% |
| Master in Adult and Continuing Education | 8 | 1.01% | 1.01% | 3 | 0.37% | 0.37% | 0 | 0.00% | 0.00% |
| Masters of Science: | | | | | | | | | |
| M.Sc. Instructional Design and Technology | 15 | 1.90% | 1.90% | 20 | 2.48% | 2.48% | 10 | 6.80% | 1.14% |
| M.Sc. Management Studies | 93 | 11.79% | 11.79% | 73 | 9.03% | 9.03% | 111 | 75.51% | 12.66% |
| M.Sc. Management and Educational Leadership | 33 | 4.18% | 4.18% | 34 | 4.21% | 4.21% | 26 | 17.69% | 2.96% |
| Doctor of Education: | | | | | | | | | |
| EdD. Educational Leadership | 13 | 1.65% | 1.65% | 24 | 2.97% | 2.97% | 4 | 100.00% | 0.46% |
| Total Number of Graduates | 789 | 100.00% | 100.00% | 808 | 100.00% | 100.00% | 877 | 100.00% | 100.00% |



Graduat





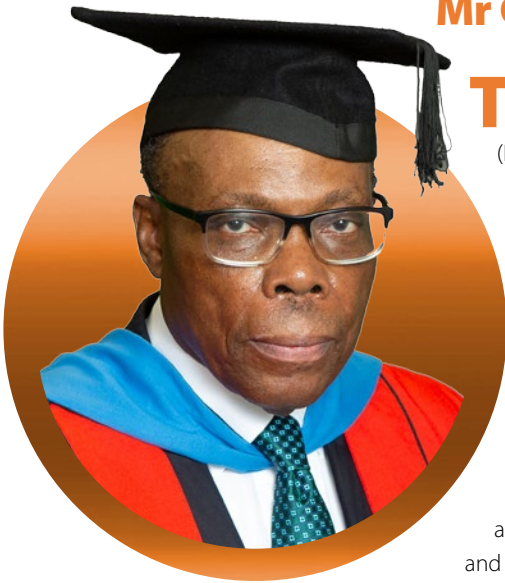
tes 2021



Celebration and Recognition

Honorary Graduate

Mr George Samuel Willie



The University of the West Indies Open Campus conferred an honorary degree, Doctor of Laws (LLD) on Mr George Samuel Willie, CPA, CGMA, CGFM CGFM, International Auditor, Leader and Philanthropist at its Virtual Graduation Ceremony on Saturday, October 16, 2021.

Mr Willie, a national of Jamaica is currently Managing Partner of Bert Smith and Company, one of the esteemed minority-owned firms in the Washington DC Metro area. He has worked for over 40 years in public accounting, specialising in consulting and programme management, financial and performance audit, financial reporting and accounting services.

His life story is replete with examples of activities designed to improve the lives of the underserved in his native land Jamaica, as well as other minority populations in the USA. He currently serves on numerous boards and committees including Chairman of the US representative to the Small and Medium Practices (SMP) Committee of the International Federation of Accountants; and Chairman, Advisory Board for the Center for Accounting Education – Howard University.

Mr Willie holds a Bachelor of Business Administration (Magna Cum Laude) in Accounting from Howard University and a Master of Business Administration in Finance from the American University.

His life story is replete with examples of activities designed to improve the lives of the underserved in his native land Jamaica, as well as other minority populations in the USA.

Valedictorian

Mrs Laura Ramoutar



Mrs Laura Ramoutar of the Open Campus St Augustine Country Site in Trinidad and Tobago the 2021 Valedictorian. Laura satisfied the requirements for the award of the Bachelor of Education in Early Childhood Development and Family Studies with First Class Honours. Apart from obtaining First Class Honours, Laura emerged as the Valedictorian based on a rigorous selection process among five candidates that included a video presentation and an interview.

Laura's passion for education is lifelong. From as early as her teenager years, her professional goal was to become

a primary school teacher. These ambitions were temporarily delayed as she pursued motherhood and focused on nurturing her children holistically. "From my childhood, I have manifested an unwavering and fiery passion for teaching and learning, combined with an innate desire to be of service to others," the Trinidadian explained.

"Looking at my offspring inspires me to persevere on my quest to create opportunities for the success of children in my country," Laura stated. "I continue working towards increasing the quality of life of others and guiding all of my children towards becoming the best version of themselves," the 2021 Valedictorian explained.

Repurposing for a Global Future



THE UWI OPEN CAMPUS

Graduation 2020/2021

Undergraduate Studies



VALEDICTORIAN

Laura Ramoutar

Bachelor of Education
Early Childhood Development
& Family Studies
First Class Honours
Trinidad and Tobago



Anthea Connor

Bachelor of Science
Accounting
First Class Honours
Anguilla



Dawn Ortiz

Bachelor of Science
Financial Management
First Class Honours
Belize



Javan Cannonier

Bachelor of Science
Social Work
First Class Honours
St Kitts & Nevis

Graduate Studies



John Horsfall

Doctor of Education
Educational Leadership
(Education Systems & Schools)
Trinidad and Tobago



Kempton McCalmont

Master of Science
Management Studies
(Human Resource Management)
with Distinction
Antigua and Barbuda



Jenine Bayley

Master of Science
Management Studies
(Public Sector Management)
with Distinction
Barbados



Alden Delmar

Master of Science
Management Studies
Project Management
with Distinction
St Lucia



Nadia Pinard

Master of Science
Management Studies
(Marketing)
with Distinction
Dominica



Heida Joyles-Selwood

Master of Science
Management & Education Leadership
with Distinction
The British Virgin Islands

Scholarship Awardees 2020/2021

| Name | Country | Type of Scholarship |
|-----------------------------------|-----------------------------|----------------------------|
| Dania Martelly | St Lucia | UWI Open/TM 2017-2018* |
| Stephina Martin | Dominica | UWI Open |
| Nordia McKoy | Mona, Jamaica | UWI Open |
| Jamarl Alexander | St Vincent & the Grenadines | UWI Open/TM 2018-2019* |
| Jamilla Guischard | Trinidad and Tobago | UWI Open |
| Kenna Questelles George | St Vincent & the Grenadines | UWI Open |
| Amberje Brown | Mobay, Jamaica | UWI Open/TM 2019-2020* |
| Leteshia Bowns | St Vincent & the Grenadines | UWI Open |
| Lee-Ann Edgar | St Lucia | UWI Open |
| Sashauna Gordon | Junction, Jamaica | UWI Open |
| Chrisline Montoute | St Lucia | UWI Open |
| Victoria Maharaj | Trinidad and Tobago | UWI Open/TM 2020-2021* |
| Janice McMaster-O'Loughlin | St Vincent | UWI Open |
| Annissa Moulon | Dominica | UWI Open |
| Kristal Avril | St Lucia | UWI Toronto Gala |
| Stacy-Ann Patel | Trinidad and Tobago | UWI Toronto Gala |
| Ariel Primus | Grenada | UWI Toronto Gala |
| Simeon Darcie | Dominica | UWI Toronto Gala |
| Shevon Hypolite | Grenada | UWI Toronto Gala |
| Xia Williams | Grenada | UWI Toronto Gala |
| Jinaele Douglas | Grenada | UWI Toronto Gala |
| Shevon Jno. Baptiste | Dominica | UWI Toronto Gala |
| Delecia Daniel | St Lucia | UWI Toronto Gala |
| Hyacinth Wickham-Robinson | Brown's Town, Jamaica | Vivienne Roberts |
| Damali Dunbarr | Sav-la-mar, Jamaica | CB Group/UWI 5K |
| Hyacinth Wickham-Robinson | Brown's Town, Jamaica | Vivienne Roberts |
| Damali Dunbarr | Sav-la-mar, Jamaica | CB Group/UWI 5K |

TM* - Top Matriculant



Leadership Team



**Professor
Sir Hilary Beckles**
Vice-Chancellor



Dr Luz Longworth
Pro Vice-Chancellor & Principal



Dr Francis Severin
Deputy Principal



**Mrs Karen
Ford-Warner**
Campus Registrar



**Dr Noel
Morgan**
Chief Financial Officer



Professor Julie Meeks
Director, School of Graduate
Studies and Research



Dr Cheryl Soley
Director, Open Campus
Country Sites



Dr Denise Gaspard-Richards
Director, Academic Programming
and Delivery Division (APAD)

Repurposing for a Global Future



Mr Tommy Chen
Chief Information Officer,
Computing & Technology Services (CATS)



Mrs Ceceile Minott
Head & Director, Consortium for Social
Development and Research (CSDR)



Mr Eric Innocent Baron
Director, Human Resources
Management



Mrs Cheryl Peltier-Davis
Senior Librarian (Ag)



Dr Ngoni Chipere
Senior Planning and Development Officer,
Planning and Institutional Research (PAIR)



Dr Cleveland Sam
Manager, Marketing
& Communications



The UWI Open Campus Council 2020/2021

| Name | Designation |
|---|---|
| Ambassador Dr The Honourable June Soomer | Chair |
| Professor Sir Hilary Beckles | Vice-Chancellor |
| Dr Luz Longworth | Pro Vice-Chancellor and Principal |
| Dr Francis Severin | Deputy Campus Principal |
| Mrs Karen Ford-Warner | Campus Registrar |
| Dr Noel Morgan | Chief Financial Officer |
| Mrs Cheryl Peltier-Davis | Senior Librarian (Ag) |
| Mr Tommy Chen | Chief Information Officer |
| Representatives of the Governments | |
| Representative | TBA, Virgin Islands |
| Mr Edgar Hunter | Senior Technical Advisor, Ministry of Environment, Rural Modernisation and Kalinago Upliftment, Dominica |
| Mr Phillip Scott | Senior Policy Advisor (Human Capital Development), Cayman Islands |
| Honourable Walter H. Roban JP, MP | Deputy Premier and Minister of Home Affairs, Bermuda |
| Dr the Honourable Nyan Gadsby-Dolly | Minister of Education, Trinidad and Tobago |
| Appointed by the Chancellor | |
| Dr Robertine Chaderton | Chancellor's Representative |
| Mrs Marion Bethel | Chancellor's Representative |
| Dr Marcelo Coyi | Chancellor's Representative |
| Mr Stanley Everton Reid (OBE) | Chancellor's Representative |
| Mr Richard W. Duncan | Chancellor's Representative |
| Open Campus Leadership Team | |
| Professor Julie Meeks | Director Graduate Studies and Research |
| Dr Ngoni Chipere | Senior Planning & Development Officer, Planning and Institutional Research (PAIR) Unit, Office of the Principal |
| Dr Cleveland Sam | Manager Marketing and Communications |
| Professor Paul Bacsich | Professor of Practice Academic Programming and Delivery Division |
| Mr Eric I. Baron | Director Human Resources |

The UWI Open Campus Council 2020/2021

| | |
|--|--|
| Directors/Deans | |
| Dr Denise Gaspard-Richards | Director, APAD |
| Dr Cheryl Sloley | Director, OCCS |
| Mrs Ceceile Minott | Director, CSDR |
| Dr Akshai Mansingh | Dean, Faculty of Sport |
| Representatives of Academic Boards | |
| Mrs Elia Grant-Fraser | Head Online Programmes Delivery Department Academic Programming and Delivery Division |
| Dr Kimone Joseph | Head, Open Campus Country Sites (OCCS) The University of the West Indies Open Campus Dominica |
| Dr Heather Ricketts | Senior Lecturer, and Deputy Dean Department of Sociology, Psychology & Social Work |
| Dr Hélène Zamor | Lecturer Department of Language, Linguistics and Literature Faculty of Humanities and Education UWI, Cave Hill Campus |
| Professor Rose-Marie Antoine | Dean and Professor Labour Law and Offshore Financial Law Faculty of Law |
| Dr Kelly Charles | Five Island Campus |
| Representatives of Tertiary Level Institutions | |
| Mr Nigel Scott | ACTI Representative Director, Association of Caribbean Tertiary Institutions Inc |
| Dr Duranda Greene | ACTI Representative President, Association of Caribbean Tertiary Institutions Inc |
| Guild of Students Representatives | |
| Mr Leon Dawson | Guild President |
| Mr Dexter Waldron | Post Graduate Representative |
| Senior Administrative & Professional Staff Representative | |
| Mrs Vivienne Harding | Head, Online Programming and Product Department Academic Programming & Delivery Division |
| Administrative, Technical and Service Staff Representative | |
| Ms Susanne Uter | MONATS Zone Representative - UWI Open Campus (Jamaica) Assessment, Awards and Records |
| Alumni Representative (Guild of Graduates) | |
| Ms Hannah Hamilton | Alumni Representative |

The UWI Open Campus Council 2020/2021

| Permanent Invitation | |
|--|---|
| Dr Maurice D. Smith | University Registrar |
| Mrs Andrea McNish | University Bursar |
| Professor Densil A. Williams | Pro Vice-Chancellor, Industry/Academic Partnership and Planning AND Principal, Five Island Campus |
| Professor Clive Landis | Pro Vice-Chancellor for Undergraduate Studies, BUS |
| Professor Stephan Gift | Pro Vice-Chancellor Graduate Studies and Research BGSR |
| Dr Luz Longworth | Pro Vice-Chancellor, (Global Affairs) |
| The Most Honourable Professor V. Eudine Barriteau | Pro Vice-Chancellor and Principal, Cave Hill Campus |
| Professor Brian Copeland | Pro Vice-Chancellor and Principal, St Augustine Campus |
| Professor Dale Webber | Pro Vice-Chancellor and Principal, Mona Campus |
| Dr Robertine Chaderton | Audit Committee Chair |

Heads of Country Sites and Departments

| Office of the Principal | |
|--|--|
| Dr Susan Sarah Owen | Director, Continuing and Professional Education Centre |
| Ms Anneshia Welsh | Head, Business Development Unit |
| Dr Emily Dick-Forde | Manager, Special Initiatives |
| Mrs Sandra Griffith-Carrington | Campus Officer of Alumni Relations |
| Mr Kervin Jean | Head, Open Campus Academy of Sport |
| Mr Christopher Thomas | Facilities Manager |
| Office of the Deputy Principal | |
| Dr Janetha Long | Programme Officer, Prior Learning Assessment |
| Dr Monica Masino | Programme Officer, Prior Learning Assessment |
| Dr Pamela Dottin | Quality Assurance Officer, Office of the Board for Undergraduate Studies |
| Mr Sunil Lackan | Chief Process Manager, Enterprise Resource Applications Unit |
| Academic Programming & Delivery Division (APAD) | |
| Mrs Vivienne Harding | Head, Online Programming and Production Department |
| Mrs Elia Grant-Fraser | Head, Online Programmes Delivery Department |
| Campus Library and Information Services | |
| Mrs Cheryl Peltier-Davis | Senior Librarian (Ag) |
| Ms Martina Mendoza | Librarian (Resource Management) |
| Mr Selwyn Rodulfo | Librarian (Liaison Services) |
| Mrs Arlene Alleyne-Regis | Librarian (Liaison Services) |
| Mrs Adele Merritt Bernard | Librarian (Liaison Services) |
| Mr Adrian Kellman | Librarian (Resource Management) |
| Computer and Technology Services | |
| Mr Reeve Ramharry | Systems Engineer |
| Mr Reiza Haniff | IT Security Specialist |
| Mr Derrick Thompson | Country Site Telecommunications Manager |
| Mr Randyll Pandohie | Enterprise Applications Support Manager |
| Consortium for Social Development & Research (CSDR) | |
| Mrs Ceceile Minott | Head, Caribbean Child Development Centre |
| Ms Cerita Buchanan | Head, Social Work Training & Research Centre |
| Ms Taitu Heron | Head, Women and Development Unit |
| Mr Donald Roberts | Head, Hugh Shearer Labour Studies Institute |
| Human Resource Department | |
| Dr Roger Nesbeth | Human Resource Officer, Jamaica |
| Ms Aisha Estwick | Human Resource Officer, Barbados |
| Mr Ronnie Squires | Human Resource Officer, Barbados |
| Mr Kristyan Chance | Human Resource Officer, Trinidad and Tobago |
| Mrs Reisha Prudhum-Ali | Health, Safety and Environment Officer |

Heads of Country Sites and Departments

| Office of Finance | |
|--|--|
| Ms Ann-Marie Morrison | Financial Manager, Jamaica |
| Mrs Deborah Trotman | Financial Manager, Barbados |
| Ms Shelly-Ann Roberts | Financial Manager, Barbados |
| Mrs Cherry Renee | Financial Manager, Trinidad and Tobago |
| Office of the Director – Open Campus Country Sites (OCCS) | |
| Dr Cheryl E. McDonald-Sloley | Director, Open Campus Country Sites (OCCS) |
| Mr Ryan Byer | Deputy Director |
| Mrs Deanna Noel | Administrative Officer |
| Registry | |
| Mrs Gillian Holder | Senior Assistant Registrar, Office of Graduate Studies & Research |
| Mrs Wendy Nurse-Weekes | Assistant Registrar, Assessment, Awards and Records |
| Mrs Camille Charles | Assistant Registrar, Secretariat |
| Mrs Alecia Walters-Archie | Assistant Registrar, Student Support & Services |
| Mrs Keisha Campbell | Assistant Registrar, Recruitment, Admissions and Registration |
| Ms Paula Alleyne | Functional Analyst, Records and Information Management |
| School for Graduate Studies and Research | |
| Dr Schuyler Esprit | Research Officer |
| Ms Janet DeSouza | Administrative Officer |
| Heads/Managers Open Campus Country Sites | |
| Ms Coleen Letlow | Head, Antigua & Barbuda |
| Mr Sherwin Rollins | Officer-In-Charge, Barbados |
| Mrs Bridgette Cooper | Head, The Bahamas |
| Dr Phyllis Fleming-Banks | Manager, British Overseas Territories (BOTs) – Anguilla, British Virgin Islands, Cayman Islands, Turks & Caicos Islands |
| Dr Sharmayne Saunders | Head, Belize |
| Dr Kimone Joseph | Head, Dominica |
| Dr Nicole Phillip-Dowe | Head, Grenada |
| Ms Levene Griffiths | Head, Jamaica Eastern Region |
| Mrs Sandra Evans | Head (Ag), Jamaica Western Region |
| Mr Ian Hayles | Officer-in-Charge, Montego Bay |
| Ms Gracelyn Cassell | Head, Montserrat |
| Mrs Gaile Gray-Phillip | Head, St Kitts and Nevis |
| Mrs Lesley Crane-Mitchell | Head, St Lucia |
| Mrs Deborah Dalrymple | Head, St Vincent and the Grenadines |
| Mrs Karen Rosemin | Country Manager, Trinidad and Tobago |

Graduation and Enrolment Statistics 2020/2021

As of October 25, 2021

Figure 13

Graduates by gender

N=877

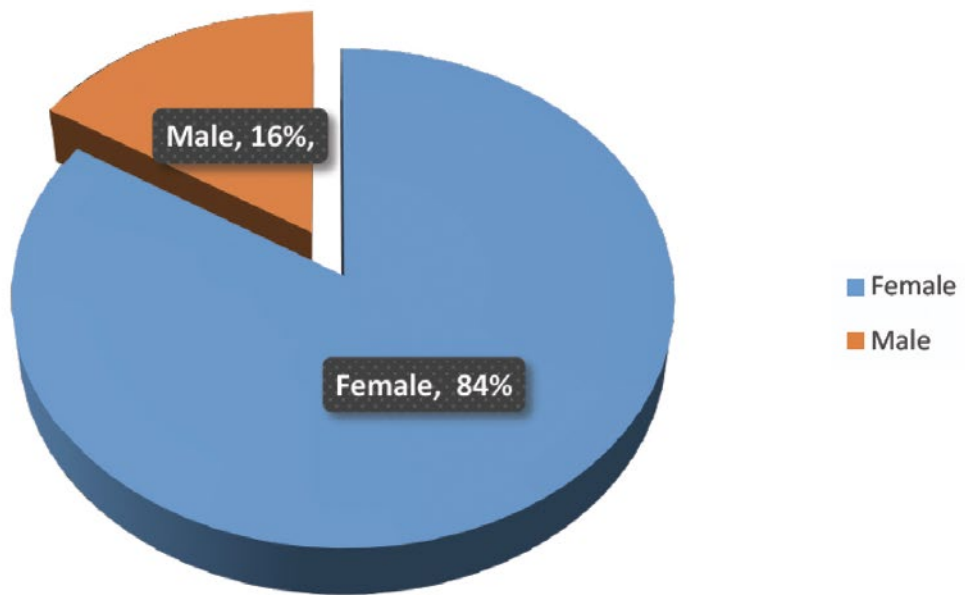
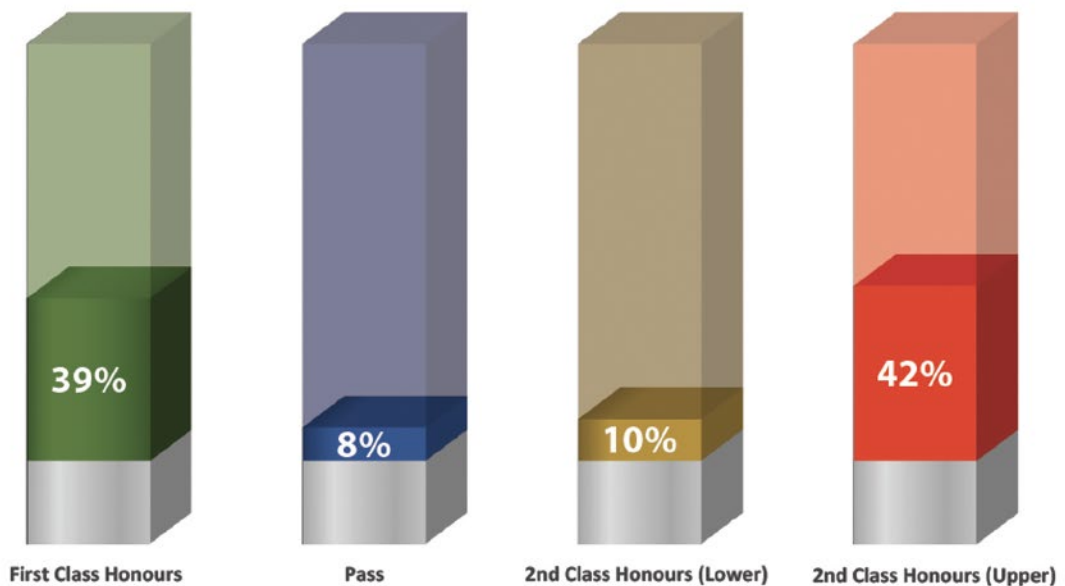


Figure 14

Award Class for Bachelor's Degree

N=535



Graduation and Enrolment Statistics 2020/2021

Figure 15

Award Class for Masters Degrees

N=186

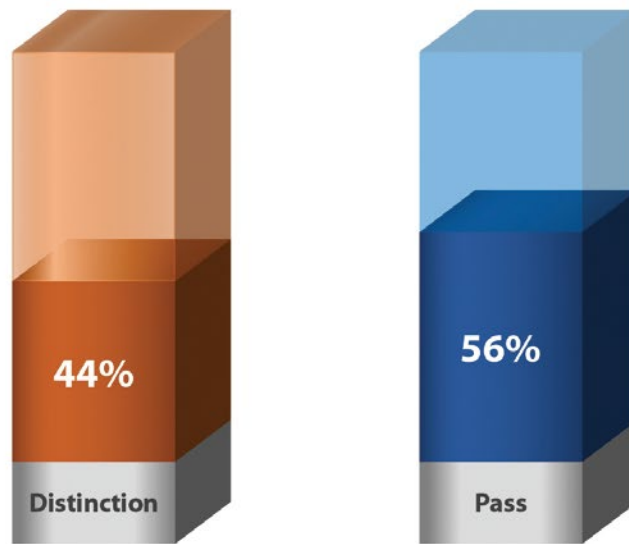
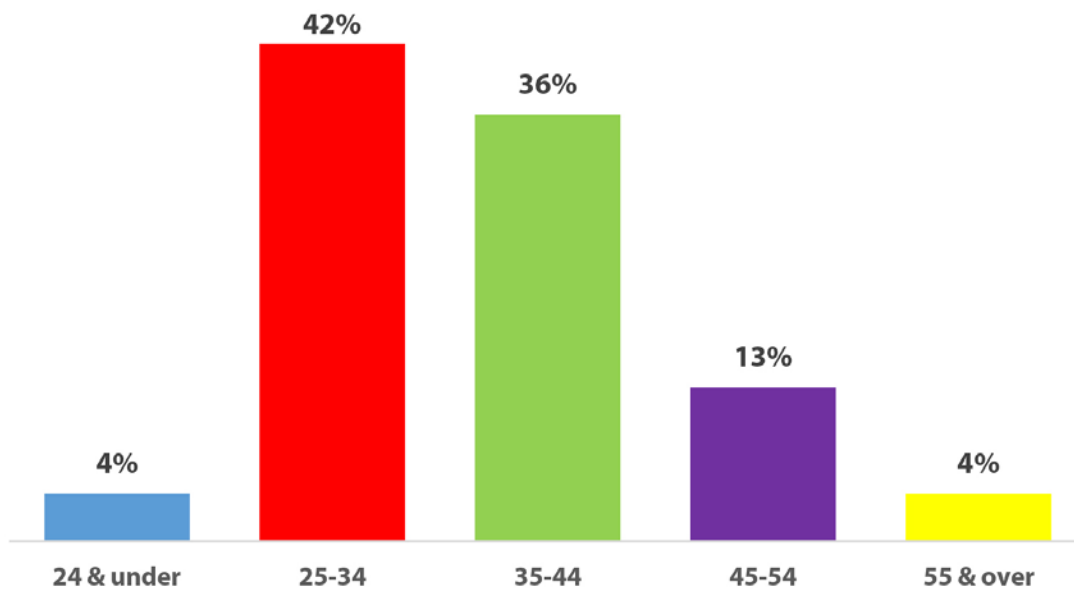


Figure 16

Graduates by age-range

N=877



Graduation and Enrolment Statistics 2020/2021

Figure 17

Graduates by programme level

N=877

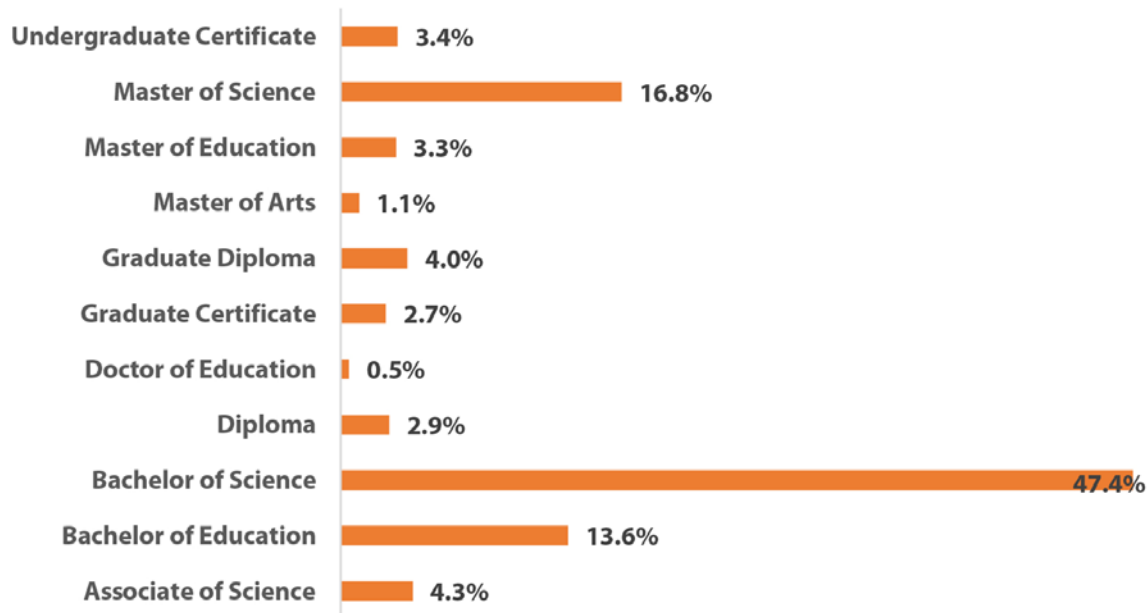
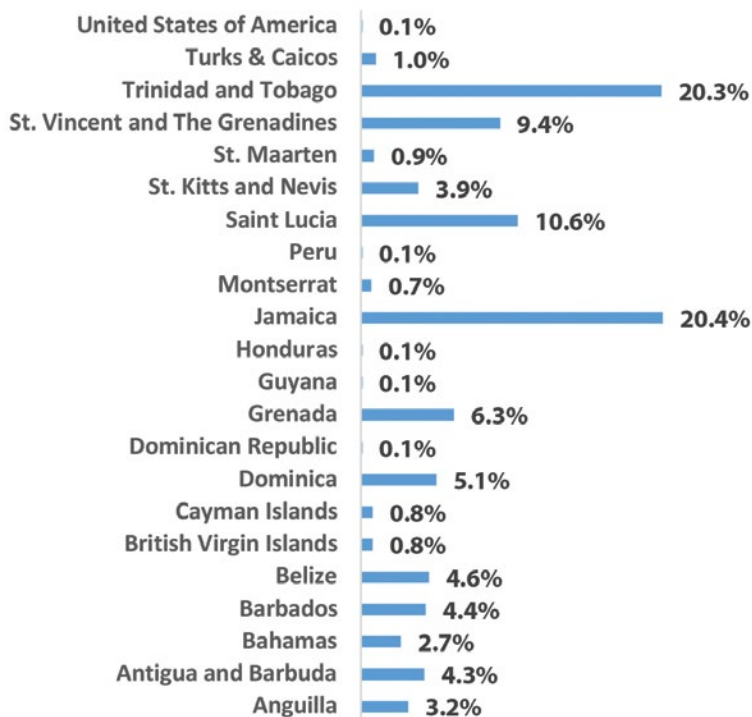


Figure 18

Graduates by country

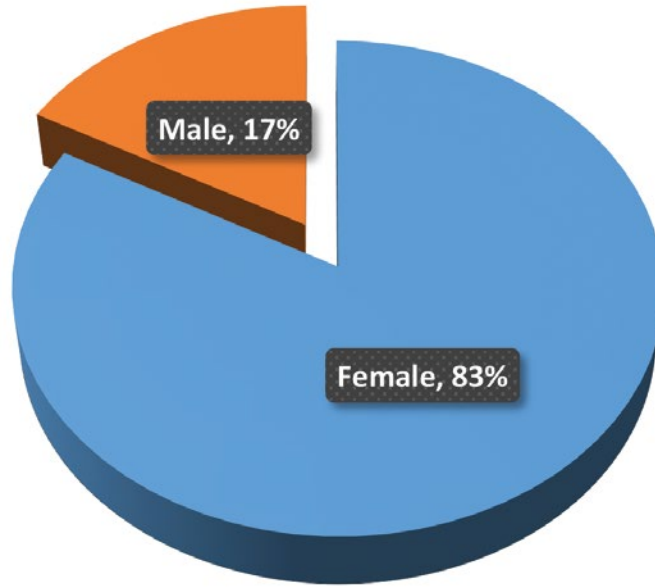
N=877



Graduation and Enrolment Statistics 2020/2021

Enrolment 2020-2021 Senate Approved Programmes

Figure 19



Student registration as of February 10, 2022

Graduation and Enrolment Statistics 2020/2021

Figure 20

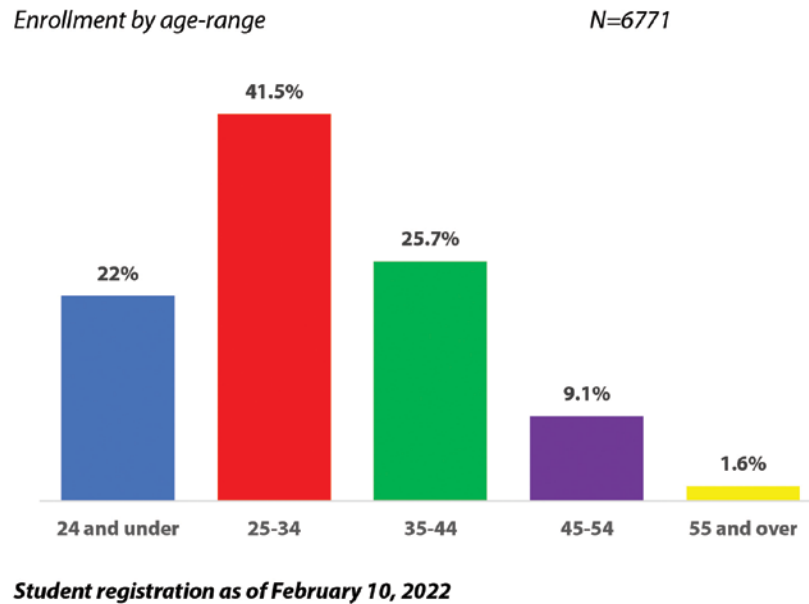
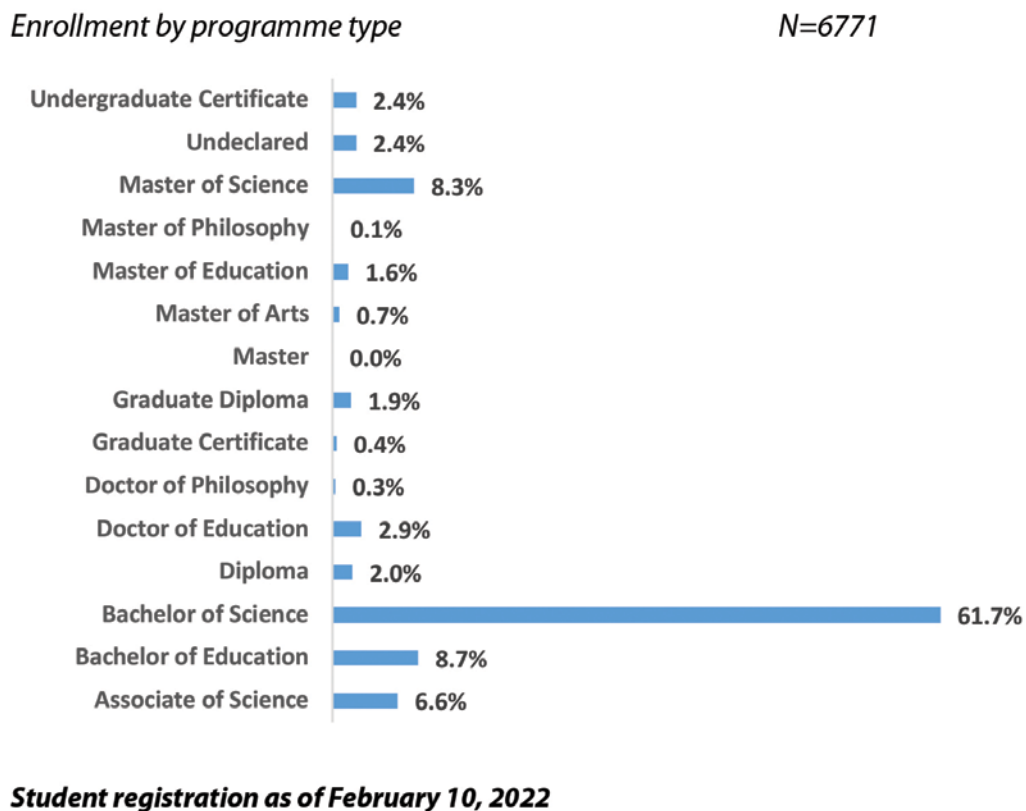


Figure 21

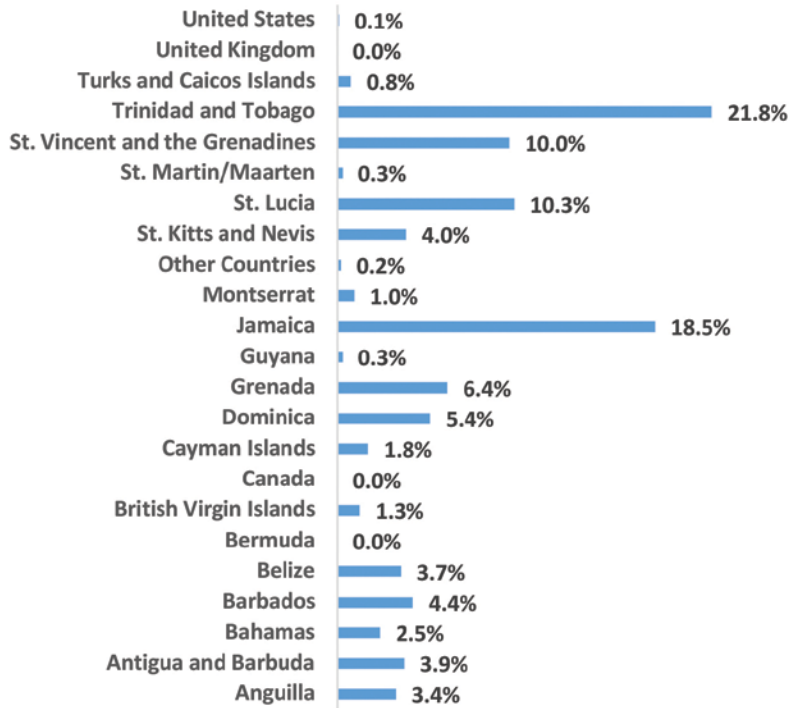


Graduation and Enrolment Statistics 2020/2021

Figure 22

Enrollment by country of residence

N=6771

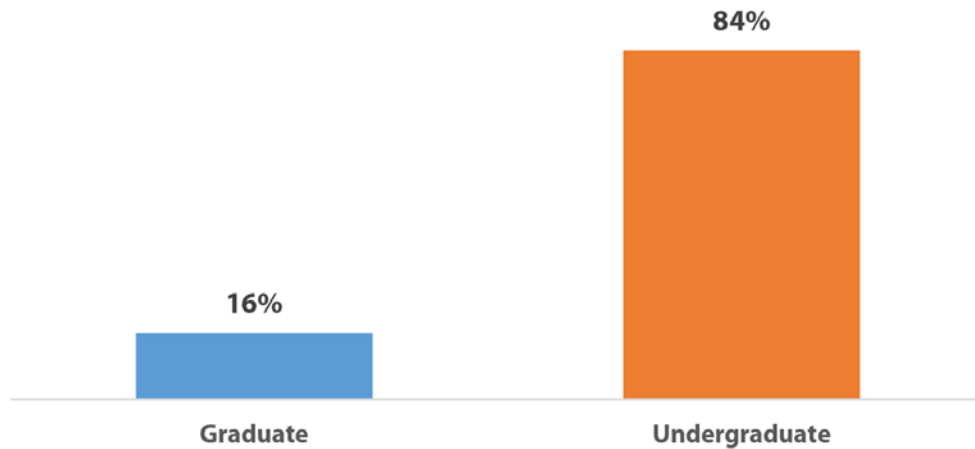


Student registration as of February 10, 2022

Figure 23

Enrollment by programme level

N=6771



Enrollment 2020-2021

Graduation and Enrolment Statistics 2020/2021

Figure 24

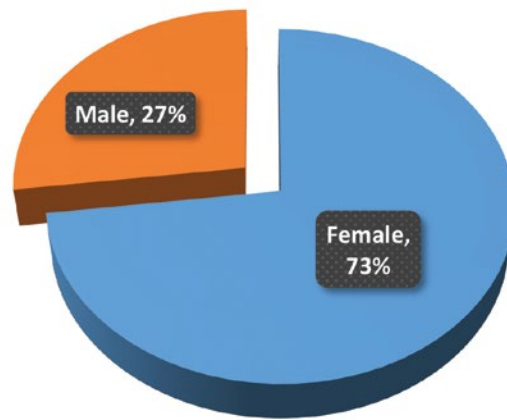
Continuing and Professional Education (CPE)

CPE Enrollment by gender

N=11514

Course Enrollment = 17 965

Unique student enrollment = 12 466

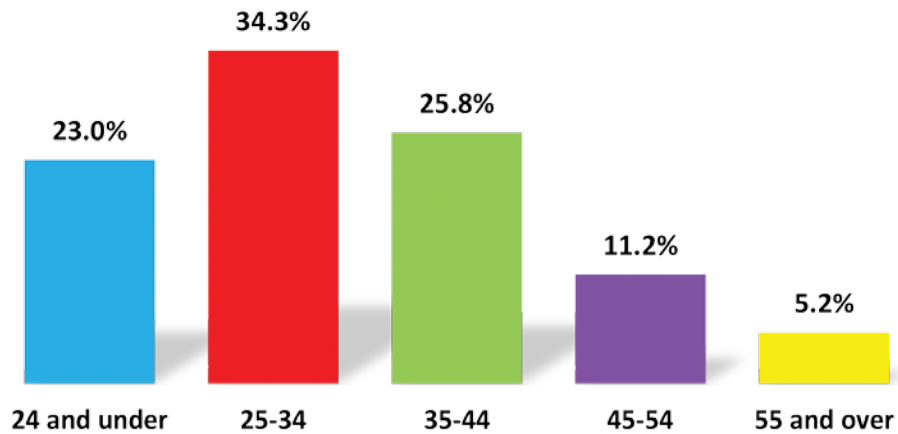


Unknown=952

Figure 25

CPE Enrollment by age range

N=12466



Graduation and Enrolment Statistics 2020/2021

Figure 26

CPE Enrollment by country of residence

N=12466

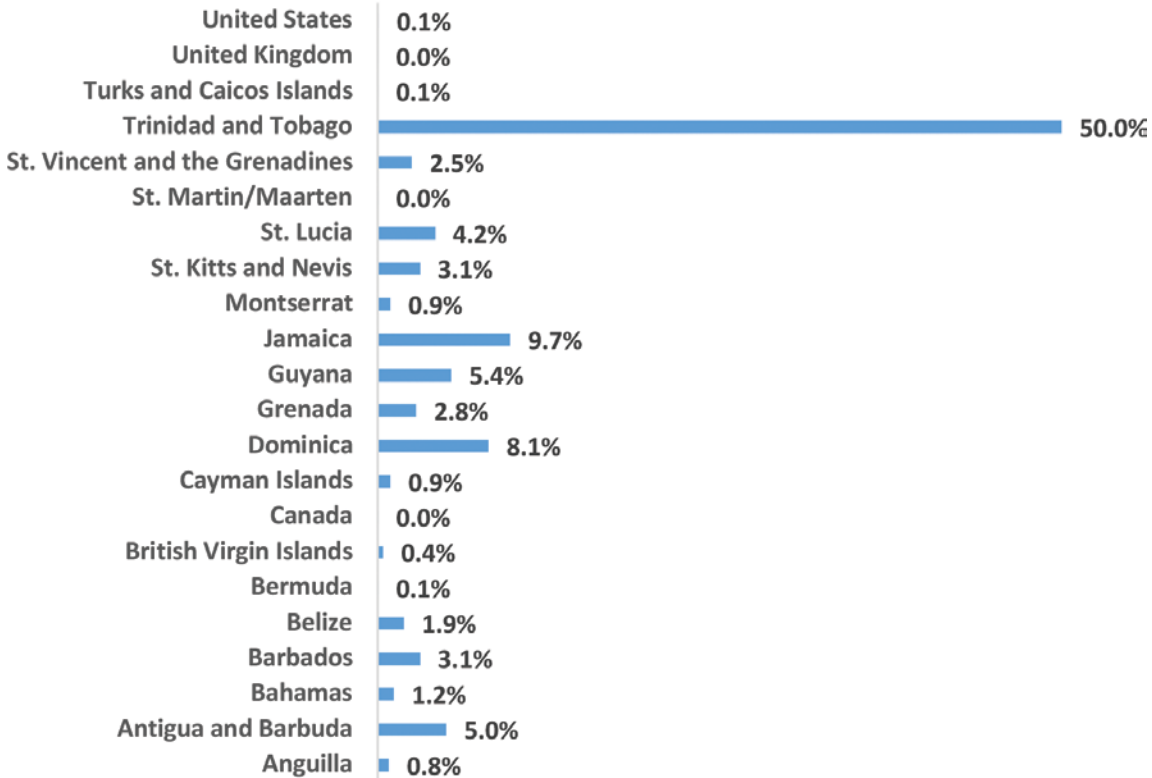
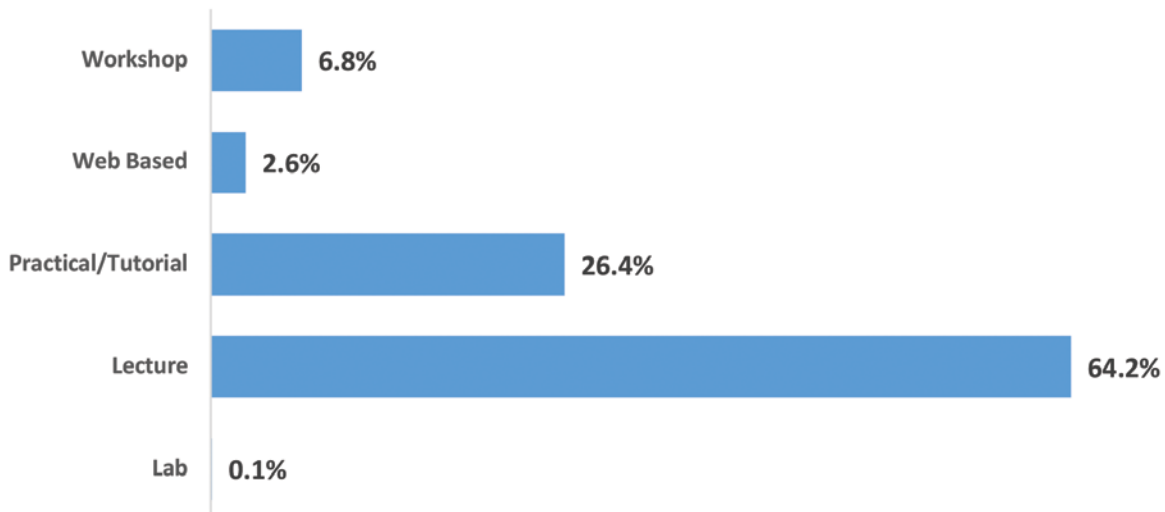


Figure 27

CPE Enrolment by course schedule type

N=12466



Staff Matters

New Permanent Appointments

Ms Coleen Letlow

Head of Site
Open Campus Country Site
Antigua & Barbuda

Mrs Bridgette Cooper

Head of Site
Open Campus Country Site
Commonwealth of the Bahamas

Ms Melissa Cumberbatch

Human Resource Assistant II
Human Resource Department
Barbados

Ms Richan Durant

Human Resource Assistant II
Human Resource Department
Barbados

Mrs Cheryl Peltier-Davis

Librarian III
Open Campus Libraries and Information Services
Trinidad & Tobago

Mrs Michelle Huggins-Watts

Site Coordinator, Pre-University Open Campus Country Site
Trinidad & Tobago

Mr Darren Leon

Financial Manager – Treasury and Risk Management
Office of Finance
Trinidad & Tobago

Mrs Fionna Perez-Alexander

Office Attendant
Open Campus Country Site,
Trinidad & Tobago

Dr Noel Morgan

Chief Financial Officer
Office of Finance
Barbados

Ms Kimili Brown

Clerical Assistant II
Registry - Recruitment, Admissions
and Registration Department
Trinidad & Tobago

Ms Charlotte Ramnath

Business Development Officer
Business Development Unit
Trinidad & Tobago

Ms Sophia Wellington

Senior Administrative Assistant I
Open Campus Camp Road
Jamaica

Ms Nakeisha Lorde

Programme Assistant
Women and Development Unit
Barbados

Ms Shari Yearwood

Administrative Assistant
Business Development Unit
Barbados

Mr Patrick Bailey

Grounds Assistant/Attendant
Open Campus Montego Bay
Jamaica

Permanent Appointments

Ms Khadene Barker

Course Delivery Assistant
Programme Delivery Department,
Academic Programming and Delivery Division,
Jamaica

Ms Vicky-Ann Reynolds

Administrative Assistant II
Registry – Student Support and Services
Jamaica

Ms Pria Lala

Clerical Assistant II
Registry – Recruitment
Admissions and Registration Department
Trinidad & Tobago

Mr Census Hinds

Site Technician
Open Campus Country Site
St Vincent & the Grenadines

Staff Matters

Promotions

Ms Seana DeFreitas

promoted to Clerical Assistant II
Open Campus Country Site
Trinidad & Tobago

Ms Marion Joseph

promoted to Human Resource Assistant
Human Resource Department
Trinidad & Tobago

Ms Rebecca Ramtahal

promoted to Administrative Assistant
Human Resource Department
Trinidad & Tobago

Mrs Leslyn Bowen-Bartholomew

promoted to Senior Administrative Assistant
Open Campus Libraries and Information Services
Trinidad & Tobago

Mrs Olwen Edwards-Pile

promoted to Senior Administrative Assistant
Human Resource Department
Barbados

Ms Marcella Franklyn

promoted to Administrative Assistant
Office of Graduate Studies and Research
Barbados

Ms Tischanna Jones

promoted to Senior Administrative Assistant
Online Programme Delivery Department,
Academic Programming and Delivery Division
Trinidad & Tobago

Ms Samantha Williams

promoted to Library Assistant II
Open Campus Country Site
St Vincent & The Grenadines

Mr Wallace Slusher

promoted to Office Attendant III
Open Campus Country Site
Belize

Ms Annette Arjoosingh

promoted to Programme Officer II
Open Campus Country Site
Trinidad and Tobago

Dr Emily Dick-Forde

promoted to Manager, Special Initiatives
Office of the Principal
St Augustine,
Trinidad and Tobago

Ms Colleen Johnson

promoted to Research Officer II
Open Campus Library Information Services
Trinidad and Tobago

Mr Christian Lee

promoted to Helpdesk Supervisor II
Computing and Technological Services
Trinidad and Tobago

Mr Donovan Williams

promoted to Marketing and Research Officer II
Open Campus Country Site,
St Augustine
Trinidad and Tobago

Reassignments

Dr Schuyler Esprit

from OCCS Antigua & Barbuda to School of Graduate Studies
and Research as Research Officer II
Jamaica

Ms Janet DeSouza

from Office of the Deputy Principal to School of Graduate
Studies and Research as Administrative Officer
Jamaica

Mrs Libby Martinez

from Senior Administrative Assistant, OCCS Belize to
Administrator, School of Graduate Studies and Research
Belize

Mr Ion Cacho

temporarily reassigned to Registry
– Recruitment, Admissions and Registration
Belize

Mrs Gillian Holder

from Registry – Assessment, Awards and Records to Registry
-Office of Graduate Studies & Research as Senior Assistant
Registrar I
Barbados

Mrs Ginella Samuel-Austin

temporarily reassigned to the Office of the Deputy Principal as
Senior Administrative Assistant I
Dominica

Staff Matters

Mrs Wendy Nurse-Weekes

from Office of the Principal to Registry – Assessment, Awards and Records as Assistant Registrar II Barbados

Mrs Nicole Welsh

temporarily reassigned Curriculum Development Specialist Online Programming and Production Department, Academic Programming and Delivery Division Grenada

Ms Ngozi Liburd

from Registry – Assessment Awards and Records to Registry -Office of Graduate Studies and Research Barbados

Ms Naseera Mohammed

temporarily reassigned to Registry – Recruitment, Admissions and Registration as Technical Assistant I Trinidad & Tobago

Mr Keith Scantlebury

reassignment extended as Office Assistant Office of the Pro-Vice Chancellor and Principal Barbados

Ms Latoya Joseph

temporarily reassigned as Clerical Assistant II Grade 5 to Online Programmes Delivery Department, Academic Programming and Delivery Division Trinidad & Tobago

Mrs Keisha Lincoln-James

temporarily reassigned to Registry – Recruitment, Admissions and Registration Trinidad & Tobago as Clerical Assistant I Grade 3

Mrs Riana Mohammed

temporarily reassigned to the Registry – Office of the Secretariat Trinidad & Tobago as Clerical Assistant I Grade 3

Mrs Riana Mohammed

reassigned until further notice to the Programmes Department OCCSTT Gordon Street Trinidad & Tobago as Clerical Assistant I Grade 3

Ms Asha Moore

reassigned to the Registration Department, Open Campus Country Sites, Gordon Street, Trinidad & Tobago as Grade 9 Administrative Assistant

Mr Garth Nichols

temporarily reassigned to the Academic Programming and Delivery Division Trinidad & Tobago as Clerical Assistant II Grade 5

Ms Karen Noel

temporarily reassigned to the Online Programmes Delivery Department, Academic Programming and Delivery Division Trinidad & Tobago as Contract Officer III

Ms Simín Dolphin

from Office of the Principal to the Business Development Unit as Temporary Project Manager Barbados

Ms Natalie Wiltshire

temporarily reassigned to Office of Alumni Relations as Stenographer/Clerk Barbados

Ms Gemma Alexander

temporarily reassigned to the Registry – Records and Information Management Unit Trinidad & Tobago as Junior Records Analyst

Ms Latoya Jordan

temporarily reassigned to the Health, Safety and Environment Unit, Human Resource Department, Trinidad & Tobago as Clerical Assistant II Grade 5

Mr Archie Leiba

temporarily reassigned to the Facilities, Open Campus Gordon Street, Trinidad & Tobago as Sports Clerk Grade 7

Ms Natasha Douglas temporarily reassigned to the Registry – Office of Graduate Studies and Research Jamaica

Mrs Keziah Simmons-Grant

temporarily reassigned to the Business Development Unit as Secretary Trinidad and Tobago

Staff Matters

Reclassification/Redesignation

Ms Ernica Noel

Course Delivery Supervisor
Online Programmes Delivery Department (OPDD), APAD
re-designated to Manager Course Quality OPDD, APAD
Grenada

Ms Pauline Osbourne

Course Production Supervisor
re-designated to Programming and Delivery
Administrator in APAD
Jamaica

Positions Retitled

Ms Paulette Ferguson

Senior Administrative Assistant I
OCCS Jamaica Eastern May Pen Site to Site Coordinator

Appointment of Staff to New Post

Professor Julie Meeks-Gardner

Director
School of Graduate Studies and Research
Jamaica

Ms Eureka Simpson

Office Manager II
Open Learning Centre
Mona, Jamaica

Dr Cheryl Sloley

Director,
Open Campus Country Sites
Jamaica

Dr Francis Severin

Deputy Principal
Office of the Deputy Principal
Barbados

Ms Sherry Toppin

Senior Administrative Assistant
of the Deputy Principal
Barbados

Mrs Emmogene Budhai-Alvaranga

Programme Coordinator
Academic Programming and Delivery Division
Jamaica

Mrs Crystal Gilchrist-Rodriguez

Centre Administrator,
Esmond D. Ramesar Centre (EDRC)/Chaguanas Site
Open Campus Chaguanas
Trinidad & Tobago

Mrs Vivienne Harding

Head, Online Programming and Production Department
Academic Programming and Delivery Division
Jamaica

Mrs Elia Grant-Fraser

Head, Online Programmes Delivery Department,
Academic Programming and Delivery Division
Trinidad & Tobago

Dr Avanelle Joseph-Edwards

Manager, Course Production
Online Programming and Production Department,
Academic Programming and Delivery Division
Trinidad & Tobago

Mrs Hilary Drakes-Morris

Manager, Online Programming
Online Programmes Delivery Department,
Academic Programming and Delivery Division
Trinidad & Tobago

Ms Vicky-Ann Reynolds

Administrative Assistant II,
Registry - Student Support & Services
Jamaica

Mr Cenus Hinds

Site Technician
Open Campus Country Sites,
St Vincent & the Grenadines
St Vincent

Dr Avanelle Joseph-Edwards

Manager, Course Production
Academic Programming and Delivery Division
Trinidad and Tobago

Mrs Keziah Simmons-Grant

Secretary
Business Development Unit
Trinidad and Tobago

Staff Matters

Temporary Appointments of 1 year or more

Mrs Sonia Browne

Stenographer/Clerk
Open Campus Country Sites
Barbados

Mr Sherwin Rollins

Officer-in-Charge
Open Campus Country Sites
Barbados

Mr Sherwyn Reid

Part-time Laboratory Technician
Open Campus Country Sites
Barbados

Ms Janelle Pierre

Course Delivery Assistant
Academic Programming and Delivery Division
Barbados

Ms Simín Dolphin

Project Manager
Business Development Unit
Barbados

Ms Nicole Romany

Programme Manager
Academic Programming and Delivery Division
Trinidad & Tobago

Mrs Charon Ince-Christopher

Programme Manager
Online Programmes Delivery Department,
Academic Programming and Delivery Division
Trinidad & Tobago

Mrs Lesley Crane-Mitchell

Head of Site
Open Campus Country Site
St Lucia

Ms Siguthani Joseph

Marketing & Outreach Officer
Open Campus Country Site
St Lucia

Mr Ian Hayles

Officer-in-Charge
Open Campus Montego Bay
Jamaica

Ms Stacy-Ann Meggo

Programme Manager
Online Programmes Delivery Department,
Academic Programming Delivery Division
Jamaica

Ms Whaheeda Irving

Course Delivery Assistant
Academic Programming and Delivery Division
Jamaica

Ms Yvonne Lane

Library Assistant I
Open Campus Country Sites
Montserrat

Acting Appointments of 1 Year or more

Mr Ryan Byer

Deputy Director
Open Campus Country Sites
Barbados

Mrs Donna Smith-Wallace

Senior Administrative Assistant
Open Campus Country Sites
Bahamas

Ms Kirshel Peters

Administrative Secretary
Open Campus Country Sites
St Lucia

Staff Matters

Relocation

Ms Jamie-Lee Roche

Programme Manager
CPE Centre
Office of the Principal
relocated from Barbados to Belize

Secondment

Mrs Pauline Francis-Cobley

Training Coordinator
(seconded to Office of Online Learning)
Barbados

Transfers

Ms Althea Gittens

from Production Assistant Course Development Department
to Office of Online Learning, Cave Hill Campus
Barbados

Ms Shernette Luke

from Open Campus Camp Road to Office of Finance as
Student Services Officer
Jamaica

Mr Winston Welsh

Assistant Site Coordinator OCCS Camp Road
to the Office of Finance as Student Services Officer

Sabbatical Leave

Dr Veronica Simon

Deputy Director
Open Campus Country Sites,
St Lucia

Leave of Absence

Mrs Rhonda Small-Charles

Trinidad & Tobago

Mrs Assefa Garib-Williams

Trinidad & Tobago

Resignations

Ms Larissa Dixon

Administrative Assistant
Open Campus Country Site
Cayman Islands

Ms Paulette Chotan

Clerical Assistant
Open Campus Country Site
Cayman Islands

Ms Clea Handfield

Administrative Assistant
Open Campus Country Site
Turks & Caicos Islands

Ms Rushell Townsend

Secretary
Social Work Training and Research Centre,
Consortium for Social Development and Research,
Jamaica

Retirements

Dr Vilma Clarke

Head of Site
Open Campus Montego Bay
Jamaica

Mr Ronald Vincent

Ancillary Worker/Cleaner
Open Campus Camp Road
Jamaica

Ms Mary Alexander

Cleaner
Open Campus San Fernando
Trinidad & Tobago

Ms Deborah Williams

Cleaner
Pre-University Extension
Trinidad & Tobago

Ms Jasmine Mc Dougall

Senior Administrative Assistant
Human Resources Department
Trinidad & Tobago

Ms Marva Morris

Senior Departmental Attendant
Open Campus Camp Road
Jamaica

Staff Matters

Ms Anna Murphy

Cleaner
Open Learning Centre
St Augustine
Trinidad & Tobago

Ms Bernadette Mason

Cleaner
Pre-University Centre
Trinidad & Tobago

Mr Headen Lionel

Caretaker
Open Campus Country Site
St Lucia

Ms Deborah Dalrymple

Head of Site
Open Campus Country Site
St Vincent & the Grenadines

Mr Donald Roberts

Head, Hugh Shearer Labour Studies Institute
Consortium for Social Development and Research
Jamaica

Mrs Karen Ford-Warner

Campus Registrar
Registry
Jamaica

Mr Michael Thomas

Senior Research Officer
Office of the Principal
Barbados

Dr Janetha Long

Programme Officer
Prior Learning Assessment Unit,
Office of the Deputy Principal
Barbados

Dr Marguerita Alleyne-Whittington

Curriculum Development Specialist
Online Programming and Production Department Academic,
Programming and Delivery Division
Barbados

Dr Luz Longsworth

Pro Vice-Chancellor and Principal
Office of the Principal
Barbados

Termination

Mr David Brown

Technician
Open Campus Country Site
St Vincent & the Grenadines

Non-Renewal of Contract

Mr Everson Benjamin

Administrative Officer
Open Campus
Country Sites
British Virgin Islands

Ms Dianne Williams

Administrative Assistant
Open Campus Country Sites
Jamaica

Post Retirement Appointment

Ms Marva Morris

Senior Departmental Attendant
or the period January 4, 2021 to June 30, 2021,
Open Campus Camp Road, Jamaica

Ms Blossome Fagan

Chief Office Attendant
for the period January 1, 2021 to June 30, 2021,
Open Learning Centre, Mona, Jamaica

Deaths

Mr David Foster

Senior Laboratory Technician
Open Campus, Barbados
June 30, 2021

Publications

Book Chapters

Alleyne Regis, A. *Underserved Patrons in University Libraries: Assisting Students Facing Trauma, Abuse, and Discrimination*. DOI: 10.1080/15228959.2021.1977000. Journal: Public Services Quarterly (in Press)

Alleyne M., 2020. Writing in the Caribbean: Attitudes Matter. Creole Composition: Academic Writing and Rhetoric in the Anglophone Caribbean. (Parlor Press)

Alleyne M., 2020. Fostering Senegalese immigrant students' language and literacy learning: Experiences and academic achievement. Black immigrants in the United States: Essays on the politics of race, language, and voice. (Peter Lang Publishing)

Anaokar, P., Campbell, M., Meeks Gardner, J., Minott, C., Perkins, A., Thomas, K., & Thomas, J. (2020). *Experiences in Providing Vocational Skills Support for Youth in Care in Jamaica*. Equitable Education for Marginalised Children and Youth in Latin America and the Caribbean, Routledge Research Series. (Abstract)

Esprit, S. (2021). Heterotopias of Resistance: Framing Caribbean Narratives in Digital Spaces. In R. Risam & K. B. Josephs (Eds.), *The Digital Black Atlantic*. University of Minnesota Press.

Peltier-Davis, C. (2020). "Disruptive Technologies in Libraries: Case Studies from the Field." In *Library and Book Trade Almanac*, 65th ed, edited by John Bryans, 19-29. Medford, New Jersey: Information Today.

Phillip-Dowe, N., Head completed and submitted the paper 'Cry for Freedom': An examination of three revolutions in Grenada's history 1795, 1951 and 1979 for potential book publication with Centre for Reparations Research Jamaica.

Thompson, B., (2020). "Teachers' perspectives on the use of Home Language in the acquisition of Standard English" Transformative Pedagogical Perspectives on Home language Use in the Classroom, IGI Global Publishers

Articles in Refereed Journals

Alleyne, M., 2020. Disrupting (mis)representation in the literacy achievement of "(under)performing" youth. *Journal of Education and Development in the Caribbean*. 18(2), 111-165. DOI: <https://doi.org/10.46425/j518021775> Affiliated with USF.

Alleyne, M., 2020. 'You hear my funny accent?' Problematizing assumptions about Afro-Caribbean teachers turned educators. *International Multilingual Research Journal*. 14(3), 248-269. DOI: 10.1080/19313152.2019.1710042

Bailey-Belafonte, S., 2021. Challenges in adapting field placement during a pandemic: A Jamaican perspective. *International Social Work*. <https://doi.org/10.1177/0020872820976738>

Buchanan, C., 2021. Challenges in adapting field placement during a pandemic: A Jamaican perspective. *International Social Work*. <https://doi.org/10.1177/0020872820976738>

Charles, C., Roberts, D., Marsh, L., & Reid, G. (2019). 'Political Trust, Workers and the Jamaica Labour Party Government's 2016 Tax Plan'.

Esprit, S. (2020). Digital experimentation, courageous citizenship, and Caribbean futurism. *Digital Scholarship in the Humanities* [online]. 36 (Supplement_1)

Ferguson, G.M., Meeks Gardner, J.M. et al. (2021) Food-focused *media* literacy for remotely acculturating adolescents and mothers: A randomized controlled trial of the "JUS Media? Programme", *Journal of Adolescent Health*, Available online 17 July 2021

Ferguson, G.M., Nelson, M., Fiese, B.H., Meeks Gardner, J.M. Koester, B. (2020) U.S. Media Enjoyment without Strong Media Literacy Undermines Adolescents' and Mothers' Reported Efforts to Reduce Unhealthy Eating in Jamaica. *Journal of Research on Adolescence*. 30 (4).

Hanson, A., Peltier-Davis, C., Ramtahal, K. Pierre-Louis, E., 2021. Rethinking Open Access: A Case Study of ACURIL's Disaster Fund Social Mediathon. *Caribbean Library Journal* 5.

Publications

Longworth, L.; Sam, C.; Alleyne, M. (2020). The University of the West Indies Open Campus Opens Doors to Learners. *Connections*. 25 (3) 10. COL, British Columbia.

Marsh, L., Clarke, C., Roberts, D. (2018). *Unemployment Insurance for Jamaica: Forecasting Implementation Gains and Challenges*. Submitted to SALISES in February 2018.

Marsh, L., & Reid, G. (2020). *The Impact of Social Media Usage on Work Productivity: A Study on Private and Public-Sector Workers in Jamaica*. (June, 2020). Submitted to the Journal of Social Media

Marsh, L, Roberts, D., & Levy, J. (2018). Contract Labour in the Caribbean: Manifestations, Challenges and Recommendations for Policy Development. (Expected to be published by the ILO in Oct. 2021)

Meeks Gardner, J., 2021. Food-focused media literacy for remotely acculturating adolescents and mothers: A randomized controlled trial of the JUS' Media? Program. *Journal of Adolescent Health*, advance online publication. <https://doi.org/10.1016/j.jadohealth.2021.06.006>

Meeks Gardner, J., 2020. U.S. Media enjoyment without strong media literacy undermines adolescents' and mothers' reported efforts to reduce unhealthy eating in Jamaica. *Journal of Research on Adolescence*. 30(4): 928-942 <https://doi.org/10.1111/jora.12571>

Mendoza, M, Kellman, A., Baptiste, P. & Alleyne-Regis, A. *Pushing Students towards Ebooks: A critical Look at Usage, Awareness, Perceptions and the Impact of Covid - 19* (Accepted for publication in the May 2021 issue of LIAJA Journal)

Merritt-Bernard, A. (2021). School Libraries on the Information Superhighway: COVID-19 Response to Online Teaching in Jamaica. *Journal: LIAJA Journal*, Number 3 (2021). Reviewed Journal Article.

Pandohie, R., Introducing Tagasaurus, an Approach to Reduce Cognitive Fatigue from Long-Term Interface Usage When Storing Descriptions and Impressions from Photographs *Journal 2021 MDPI - Technologies* 2021, 9(3), 45; <https://doi.org/10.3390/technologies9030045>

Peltier-Davis, C., 2021. Rethinking Open Access: A Case Study of ACURIL's Disaster Fund Social Mediathon. *Caribbean Library Journal* [https://journals.sta.uwi.edu/clj/Roberts, D., & Cowell, N. \(2018\). The Changing Patterns of Industrial Disputes in Jamaica. *Social and Economic Studies*, UWI, Mona Campus](https://journals.sta.uwi.edu/clj/Roberts, D., & Cowell, N. (2018). The Changing Patterns of Industrial Disputes in Jamaica. Social and Economic Studies, UWI, Mona Campus)

Roopnarine, R., Eudoxie, G., Wuddivira, M.N., Saunders, S., Lewis, S., Spencer, R., Jeffers, C., Haynes-Bobb, T., Roberts, C., (2021). Capacity building in participatory approaches for hydro-climatic Disaster Risk Management in the Caribbean. *International Journal of Disaster Risk Reduction*. Volume 66, 2021, 102592, ISSN2212-4209 (<https://www.sciencedirect.com/science/article/pii/S2212420921005537>)

Conference Presentations

Guscott, K., (2020) Online Recruitment - Hiring and Training of instructors for Online Teaching. [Paper presentation]. Magna Publications Leadership in Higher Education Virtual Conference.

Drakes-Morris, H., (2021, March). An Academic Advising Model for Students in the Online Environment [Paper presentation] Academic Advising and Mentoring Symposium, The University of the West Indies, St Augustine Campus.

Peltier-Davis, C., (2020 September) *From Papyrus to 3D Printers: Disruptive Technologies in Libraries* [Paper presentation]. From Zero to Hero Rising to the Challenge in a Time of Crisis, the University of Johannesburg in collaboration with the Association of Commonwealth Universities, September 14-15, 2020. <https://ujlibraryevents.co.za/conference2020>

Ramsobhag, K., (2020). The Changing Dynamics of Online Education: A Pandemic Discussion [Paper presentation]. Education with Technology Virtual Conference, UoC 2020 Hosted by the University of Curacao.

Sam, C. (2020). *Blended Education – Friend or Foe*: Presented at the Ministry of Education, Port of Spain and Environs Annual Education Conference, December 8, 2020.

Welsh, N., (2020, October). Reasons why Moodle is like a catamaran [Paper presentation]. Presentation at Moodle Moot US Online.

Publications

Technical Reports

Anaokar, P., Campbell, M., Gaye-Wright, M., Meeks, J., Minott, C., Perkins, A., Thomas, J., Thomas, K.A., Thompson, J., (2021). *Transitional Living Programme for Children in State Care - End of Project Report*

Heron, T., *Towards a Republic of Dignity: The Principle of Dignity and Future Policy Making in Barbados*. Ms Heron has been invited to submit the presentation to Barbados Republican Status Transition Advisory Committee. The presentation has also been accepted for publication in the the Central Bank of Barbados' Annual Policy Working Papers Series, 2022 (*Accepted for Publication*)

Maynard, D-M., Khan, K., Minott, C., Abel, W., April 2020 to October 2020. *Wellbeing and psychosocial state of staff and students during the covid-19 pandemic. The UWI Rapid Response COVID-19 Impact Survey Report*. The Psychosocial operational unit of the regional UWI COVID-19 Task Force

Roberts, D. (2020) *Report on Board of Enquiry, Investigation in alleged City of Guilds Examination Malpractices at HEART Trust*

Roberts, D. (July 2021). Report of the Workforce Strategy Committee on Redeployment across The UWI Open Campus,

Peer Reviews

Buchanan, C. and Bailey-Belafonte, S. (2021). Challenges in adapting field placement during a pandemic: A Jamaican perspective. *International Social Work*, 64(2), 285–288. <https://doi.org/10.1177/0020872820976738>

Heron, T. (2021 March). *Every Child Can Learn, Every Child Must Learn' Until Sexuality Comes up: An Analysis of Approaches to Sexual Diversity and Inclusion in Caribbean Secondary Education* (peer reviewed book chapter). Esther Corona Vargas and Fernanda Blanca (Eds.), *Education, Gender Inequality and Sexual Diversity in Latin America and the Caribbean*, IIEP-UNESCO. Submitted and under peer review, March 2021. (*Publications under review*)



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