



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES • ST. AUGUSTINE CAMPUS

SUNDAY 4TH SEPTEMBER, 2016



Direct Your Story – FYE 2016



The UWI's FYE (First Year Experience) is in session. FYE is a year-long orientation programme for incoming undergraduate and graduate students. It starts in registration week at the end of August and is aimed at facilitating the best possible university experience for incoming students. This year's theme is **Direct your Story**.

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Shaping The West Indian University Identity

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Do you routinely use THE UWI ST. AUGUSTINE CAMPUS AS A THOROUGHFARE?

In its continued efforts to enhance campus safety and security,

**THE UWI ST AUGUSTINE CAMPUS
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with effect from Monday 5 September, 2016.**

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■ CAMPUS NEWS

Promoting Regionalism and Indigenous Jurisprudence - THE CARIBBEAN COURT OF JUSTICE

The subject of a regional court for the Commonwealth Caribbean is one that has never truly gone underground and continues to generate much interest. It has occupied the minds of scholars, practitioners, politicians and the general public for well over 50 years. The matter is inextricably bound up with concerns of sovereignty, self-sufficiency and maturity in the political and legal spheres.

The evolution of this shared court mirrors the struggle for greater political and economic regional cooperation. The vibrancy and sometimes emotive character of the debate has much to do with the spectre of colonialism as former subjugated colonies strive to find their way in an often hostile world within the environment of a regionalism, resources and confidence.

The Faculty of Law, University of the West Indies has been a staunch proponent of this symbolic, but yet pragmatic and necessary initiative toward a final regional court, a topic firmly entrenched in its syllabus. In 2000, the Faculty produced a publication entitled *Caribbean Justice for All – The Case for a Regional Caribbean Court* (Rose-Marie Antoine, David Berry and Hugh Rawlins), which laid out the arguments toward what is now the Caribbean Court of Justice (the CCJ) firmly and lucidly.

Five years later, in 2005, the Caribbean Community (CARICOM) took a big step, in what lead Prime Minister for the CCJ, Dr. Kenny D Anthony, described as a “Leap toward Enlightenment” when the CCJ was inaugurated in Trinidad and Tobago. The court has jurisdiction to resolve regional trade disputes under the economic grouping known as the Caribbean Single Market and Economy, and has an appellate jurisdiction to hear appeals from domestic courts. The new Court boasted a unique funding methodology and an independent Judicial Services Commission to appoint judges of unimpeachable calibre.

In 2015, at the 10 year anniversary of the CCJ, there was still some work to be done to persuade the remaining CARICOM countries to move in the direction of accession. The Faculty of Law was encouraged when it found new and enthusiastic friends, willing to boldly promote the CCJ. These new friends, the Canadian Embassy, the OAS, the ILO and the UNDP, came together in a historic initiative to host a highly successful Symposium featuring six prominent jurists from the Caribbean and the wider Commonwealth region. These were Reginald Armour SC, President of the Trinidad and Tobago Law Association, Justice the Hon. Justice Logan RFD of Australia, Professor Benoît Pelletier, OQ, AD of Canada, former judge Denys Barrow of Belize and Professor Rose-Marie Belle Antoine, Dean of the Faculty of Law, UWI.

A symposium was attended by more than 100 participants, drawn from the judiciary, the Bar, academia, the private sector and civil society, and also included, notably, the Acting President of Trinidad and Tobago, The Honourable Timothy Hamel-Smith, The Honourable Chief Justice Ivor Archie, Trinidad and Tobago Minister of Justice, Senator the Honourable Emmanuel George, and CCJ President, The Right Honourable Sir Dennis Byron.

The forum provided the opportunity, not only to promote the appellate jurisdiction of the Court, but to demonstrate that the region was not alone in its timidity in letting go of the shackles of legal subservience. Thus, the audience benefitted from the similar experiences of other Commonwealth countries such as Canada and Australia, through the presentations of eminent jurists from those countries, comparing it with our own. For example, Professor Benoit Peltier, a constitutional expert from Canada, spoke on the evolution of the role of the Supreme Court of Canada (SCC), and explained how the SCC's establishment had signalled the end of what he referred to as “judicial colonialism” and the development of judicial independence.

The event also presented an important opportunity for the speakers to assess the substantive work of this eminent Court, in particular the presentations by Barrow and Antoine. Former Justice Denys Barrow CBE, SC focused on the court's contribution in relation to international law and in particular, from ILO sources. He indicated that the CCJ was fully in step with developments in international law.

Dean Antoine, assessed the CCJ's jurisprudence, noting its demonstrable adherence to principles of independence, integrity and fairness and its adoption of universally entrenched norms of sound judicial decision-making and judicial traditions within the expected parameters of a superior court. She identified important, diverse and often path-breaking cases both in the CCJ's original jurisdiction and its appellate jurisdiction, wading into public law and commercial law. Antoine described the CCJ as a “premier legal institution and an independent, informed judicial body in step with international juridical mores, firmly grounded in its environment and shaping appropriately the destiny of Caribbean peoples”.

One of the pivotal moments at the symposium came when Reginald Armour SC, the panellist representing the Law Association of Trinidad and Tobago, for the first time confirmed publicly his organisation's support for the accession to the CCJ by the Government of Trinidad and Tobago. The Institute of International Relations provided a home for a publication, allowing the rich contributions of this Symposium to be preserved. The Institute also shared its own important vision of the place of the CCJ in the regional political and social framework, examining it within the widening sphere of regional courts globally, as seen in the final paper that centers the volume, added post Symposium by Dr. Michelle Scobie of the Institute.

It is hoped that this contribution - Vol. 4, No. 1, June 2016, available on the CJIRD journal's website link: <http://journals.sta.uwi.edu/iir>, will serve as a vital resource document for stakeholders and for researchers on the subject and help to elevate the development of the Commonwealth Caribbean.

FROM THE PRINCIPAL

The UWI Experience is a Chance to Direct your Story



On behalf of all staff of St Augustine Campus of The University of the West Indies let me welcome all new and returning students for the 2016/2017 Academic Year.

For new students, the year-long orientation programme, FYE (First Year Experience) would only have just begun. Under this year's theme, *Direct your Story*, we encourage you to create your own script, one that will direct your life experience from here on. You should immerse yourselves in student life even as you engage extracurricular activities, residence hall engagement, sporting events and the plethora of opportunities that awaits you as a member of this community.

This thematic approach of directing your own story fits seamlessly with my vision for this University. Having assumed office just a little ahead of your arrival, I started my tenure as your Campus Principal by considering the ways the University can fine-tune its mandate of preparing you for becoming a productive citizen for your immediate benefit and for the greater benefit of the communities your lives will touch.

The UWI has to operate within a universal education system that should, in the first instance, prepare every citizen for crisis by ensuring that they possess the most basic survival skills. A cursory glance at world affairs would easily clarify how important this is. Like many other institutions of learning, our current focus is on education for every citizen to achieve a decent standard of living through adequate preparation in the knowledge and skills required for the local, regional and global workplace. However, we are also shaping the UWI to better nurture the creative and innovative talents required for citizens to contribute to national and regional sustainable development. At the same time, your UWI experience will provide myriad pathways to support personal development and overall, ensure that you are equipped to be a productive citizen.

In my view, the highest priority for any society, and those who govern it, is to build and maintain efficient wealth generation systems that will ensure a high degree of sustainable development – “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (see the World Commission on Environment and Development – *The Brundtland Report*).

The most effective way of doing this is for citizens to lower their priority on ‘education for getting a job’ and assume the philosophy of education that inculcates a strong innovation culture. I call this the “Innovation Imperative.” This imperative demands that developing nations close the “innovation gap” by strategically construct their wealth generation systems (National Innovation Systems) and kick-start and maintain their engines of wealth creation. This facet of national structure is what significantly distinguishes developed nations from all others.

Closing the innovation gap requires a complete review and assessment of how you spend your time at the UWI. The University experience should be one that nurtures higher levels of critical thinking rather than education for regurgitation of facts. It is about providing you with the knowledge keys to enter new doors of opportunity; giving you pathways to creativity, the ability to identify problems and realise solutions. As the world changes, you will face many challenges that your forebears would have never even envisaged.

Your time and experience at The UWI will also allow you to learn how to network and ‘teamwork’ for leveraging diversity and complementary capabilities. Moving forward in the Information Age V 2.0, you should also have an understanding of how to maintain control of your creativity by understanding Intellectual Property rights.

As we go forward, we will increasingly emphasise education for the development of the whole person, the citizens of tomorrow, even as we strive to address the innovation imperative. This has to be the vision of the future of the UWI, even long after my term has come to an end.

My university years were some of the most exciting, potential-filled times of my life. I ask you to consider these years among those that will have the most impact on your future - so begin with an open mind and set out to grow into the best version of yourself you can imagine. Work hard, work smart but have some fun.

Brian Copeland

PROFESSOR BRIAN COPELAND
Campus Principal

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■ CAMPUS NEWS

Welcome! New Members of Staff

The **Staff Orientation Programme** aims to engage new staff and reinforce to current staff and the community, the University's mandate and services, and to inform and reinforce general knowledge at all levels (University, Campus and country). The event was designed for and is open to persons who are new to the Campus or who have never benefitted from this type of orientation.

The opening ceremony comprised of a welcome and introduction to The UWI by the Acting Deputy Campus Principal, followed by a presentation by the HR Director. This presentation provided a brief introduction to the staff and student administration offices. An interactive presentation by the Arts in Action group ended the short

The event was designed for and is open to persons who are new to the Campus or who have never benefitted from this type of orientation.

formalities and the day's events continued outside on the grounds of the Daaga Auditorium with an orientation fair.

Another key part of staff orientation took place at the Centre for Excellence in Teaching & Learning (CETL). This took the form of an interactive workshop designed to orient teaching staff to the foundations of teaching and learning at the university level as they relate to the competencies of the distinctive UWI graduate. Participants were introduced to the University's blended learning programme and learning management system, and will explore how scholarship of teaching and learning can become part of their research agenda.

PHOTOS: ANEEL KARIM



Staff taking a minute to socialise and enjoy complementary corn soup at the orientation fair



The Tourism Development Company gave tips to all staff, new and continuing, on where to go to enjoy our country



The happy staff of the Marketing and Communications department, at the service of their colleagues



An immigration officer was on hand to assist expats employed at The UWI with regularising their status



Whatever they saw in the 'red book', staffers were quite pleased



Not behind the books: Campus Librarian Frank Soodeen and Dep. Campus Librarian Allison Dolland

REVISED WORK TERMS FOR UWI ESTATE POLICE

In mid August the Estate Police Association (EPA) and The St. Augustine Campus of the University of the West Indies (UWI), signed a Memorandum of Agreement (MOA) on behalf of the Estate Police Persons employed by The UWI St. Augustine Campus. The agreement is for the period 1 August 2011 to 31 July 2014 for an overall increase in salaries of 8% broken down as follows: 1% for the first year, 1% for the second year and 6% for the third year. The MOA also included increases in the following: Allowances; Cost of Living, Subsistence and Call out/Call Back Allowance. The signing took place at the Office of the Campus Principal.

The negotiation took just over two and a half years to complete and agreement was reached at the bilateral level without the intervention of a third party. Stephen Sheppard, Director of Division of Human Resources said, "This agreement is important because it is for a period long past. Our hard-working Estate Police persons are still being paid at 2011 rates in 2016 while prices are going up every day, thus negatively affecting their standard of living. Many other organisations and their unions already have agreements in place for this period so it was important for us to treat our staff fairly. The signing represents revised terms and conditions of work for the Estate Police Persons".



(L-R) Stephen Sheppard - Director of Division of Human Resources, Professor Indar Ramnarine - Ag. Deputy Campus Principal, David Weeks - Assistant General Secretary, EPA, Professor Brian Copeland - Pro Vice-Chancellor and Campus Principal, Andrea Taylor-Hanna - Campus Bursar and Richard Saunders - Campus Registrar.

EVENT

Lovelace and Chamoiseau headline THE MELTING POT

BY DARA WILKINSON BOBB

“Enhancing discussion without the barrier of language, particularly in such a multi-lingual region as the Caribbean – to promote deeper integration, collaboration and exchange between academics.” This, according to Dr Savrina Chinien is the aim of the international conference entitled, *The Caribbean, Melting Pot of the Americas: From Upheaval and ‘Origins’ to the Historical Future and its Representations*.

Melting Pot as it is abbreviated to, is a joint initiative of the Department of Modern Languages and Linguistics (MLL) at The UWI, St. Augustine, and Bordeaux Montaigne University in France. The proceedings are scheduled to take place in French, English and Spanish with real time translations, from Thursday 13 – Saturday 15 October. The venue is the Centre for Language Learning (CLL) on campus – which is equipped to enable simultaneous interpretations into the languages not being used by each presenter. This makes the conference inclusive of the diverse voices in the heterogenous Caribbean space.

Dr Chinien, Lecturer at the Department of Modern Languages and Linguistics at The UWI and an Associate Member of Bordeaux Montaigne University, is one of the co-organisers, along with Professor Jean-Michel Devesa of Bordeaux Montaigne University. Dr Chinien highlighted that this uniquely inclusive approach of interpretation is a big undertaking. She added that, “Our department is collaborating more with foreign universities as this is very important in enabling the Caribbean to be both regionally and internationally represented”.

The conference organisers have already secured a contract with the Agence Universitaire Francophone (AUF) to publish a peer-reviewed book based on conference papers presented, with publication set for September 2017. In Dr Chinien’s words, the conference seeks, on the one hand, to assess previous attempts by the scientific community to speak and think the Caribbean, as well as formulate new hypotheses in three areas. These are: (1) in the analysis of the processes through which inequitable and extremely violent relationships between people and classes, perpetuated by slavery, have ‘informed’ Caribbean societies; (2) in questioning the use of a ‘borrowed’ language for communication and creation; (3) the re-assessment of categories and notions through which criticism tends to comment and ‘territorialise’ Caribbean literary productions or writers and artists - from economic and social Caribbean formations.



Earl Lovelace

Socio-political and economic issues pertinent to the Caribbean region will also be examined. For example, scholars from Martinique will be discussing the notion of ‘integration’ within the Caribbean, and against the historical backdrop Martinique as an overseas department of France. A non-exhaustive list of topics planned for examination include: culture and identity; the linguistic aspect (including the Creole languages); questions of domination/emancipation of populations; the struggle of social classes and the ‘battle of the sexes’; cinema; the effects of globalisation; the economic aspect; strategies for evolving towards a consolidated regional ‘integration’; intra-Caribbean politics; the opening up of the Caribbean to the world.

Two well-known guest speakers who will give addresses are writers, Earl Lovelace and Patrick Chamoiseau. From Trinidad and Martinique respectively, both these men are acclaimed authors who are studied at the undergraduate level at St Augustine. As artist-scholars, they are known for embracing creoleness in their writing, and therefore represent the concept of integration on that level.

The worthy effort of putting this conference on is however, not without its challenges. Dr Chinien indicates that the main challenge is funding. Bordeaux University has contributed to the expenses associated with interpretation. Support has also been forthcoming from the Head of the Department of Modern Languages and Linguistics, Dr Nicole Roberts as well as the Dean of the Faculty of Humanities and Education, Dr Heather Cateau, and the newly appointed Campus Principal, Professor Brian Copeland, all of whom have allocated resources, but there are still some short falls. The organisers have reached out to external stakeholders to raise further support for this initiative to think and speak the Caribbean. They continue to welcome favourable responses by private companies and other organisations that wish to lend financial support.

On a daily level, the idea of bridging language barriers in academia is perpetuated by the MLL department that boasts of one course of French and Spanish cross-disciplinary study taught by Dr Nicole Roberts and Dr Elizabeth Walcott-Hackshaw. There is also a new course named Francophone Caribbean Cinema, designed by Dr Savrina Chinien that will soon be offered to students from diverse disciplines. The latter was taught last semester to undergraduates in the BA French programme. Dr Chinien says that “cross-disciplinary initiatives should be encouraged to foster a deeper understanding and appreciation of the wealth of cultural diversity, identities and artistic expressions that exist uncelebrated within the Caribbean region”.

The conference is free of charge and the general public is welcome to attend. **For further information, please consult the conference webpage <http://sta.uwi.edu/conferences/16/icc/>**



Patrick Chamoiseau

PHOTO: RADIO-CANADA/
CHRISTIAN CÔTÉ

Secondary School TEACHER ABSENTEEISM in Trinidad

BY PAUL BALWANT

Secondary school teacher absenteeism has become increasingly problematic in Trinidad and Tobago over the past decade. Excessive absenteeism in a labour intensive field such as education is particularly problematic for numerous reasons. Some of the major reasons are: (1) hiring substitute teachers is difficult, costly, and can be ineffective, (2) unanticipated absences can adversely affect students' academic performance, and (3) students tend to regard their teachers as role models, and thus imitate their teachers' absence behaviour.

Trinidad and Tobago's government has been seeking ways to address teacher absenteeism.

To do so, our government must first identify the antecedents of teacher absenteeism so that policies can be designed based on these factors. I identify a few of these antecedents in a recent study titled, Socio-Demographic Predictors of Secondary School Teacher Absenteeism in Trinidad that was published in the International Journal of Employment Studies. For the study, I used a sample of 146 secondary school teachers from eight schools in Trinidad. The findings show that age and form teacher position are predictors of teacher absenteeism, even when controlling for prior absenteeism – the strongest predictor of absenteeism, job scope, and teaching load.

Younger teachers are more frequently absent than their elder counterparts. Younger individuals tend to seek a 'boundaryless' career – one in which they can continuously explore job opportunities by moving in and out of various organisations. Therefore, policies may need to be directed towards making the teaching profession more attractive towards younger teachers, for example, more opportunities for promotion. In addition, recruiters should use realistic job previews



(RJPs) in order to paint an accurate picture of what a teaching job entails. A RJP describes both the positive and negative attributes of a job. RJPs can shape young teachers' expectations of what the teaching job gives them in return for what they give to the job. The intention here is to set realistic job expectations, which may then reduce absenteeism.

Teachers who hold form teacher positions are less absent than those who do not hold this position. The form teacher position should provide higher skill variety, task identity, task significance, and autonomy than regular teacher positions. Based on this finding, secondary schools should enrich regular teachers' jobs in a similar fashion to form teachers because doing so may motivate teachers to come to work. At the same time, teachers' growth need strength may influence the degree to which the use of job enrichment strategies reduce absenteeism, and hence further research is needed here.

In addition to age and form teacher position, the study shows that gender and number of young children are marginal predictors of teacher absenteeism.

With respect to gender, women teachers are more absent than men teachers. This finding may be because women teachers may have a lower status in comparison to men teachers, which may lead to women teachers becoming withdrawn from their school. If further research confirms that women teachers are more absent than men teachers, then potential causes of this difference need to be investigated further, for example, women's participation and leadership in decision making in secondary schools.

Teachers with young children are more absent than those without young children. Teachers with young children have extra childcare commitments that may lead to increased absenteeism.

Schools may need to implement daycare centers or childcare programmes, both of which have been successful in reducing absenteeism in other countries. Another strategy may be to temporarily give teachers with young children more flexible teaching schedules that can minimise unanticipated absences.

Overall, the study's findings are meant to assist local governing bodies and school authorities with the development of policies geared towards reducing teacher absenteeism. The above mentioned prevention techniques can be targeted towards those sub-groups of teachers that are most prone to absenteeism. These sub-groups are young teachers and those who are not form teachers. In addition, women teachers and those with young children may also be more vulnerable to absence behaviour, but further research is needed here. Finally, marital status, education, and position of dean are all unrelated to teacher absenteeism. These findings on secondary school teacher absenteeism should be used as a platform for investigations into the psychological and social processes that underlie the 'hard' socio-demographic predictors.

Teachers with young children are more absent than those without young children. Teachers with young children have extra childcare commitments that may lead to increased absenteeism.

■ CAMPUS NEWS

TWO-PART PAYMENT FOR STUDENT AMENITIES FEE

Following the announcement of the introduction of the Student Amenities Fee for the academic year 2016/2017 on August 16, administration at The UWI St. Augustine Campus noted concerns from students on the new fee. A meeting was convened with representatives of the Executive of the Guild of Students to address these concerns and discuss a way forward in the best interest of the student body. Out of these discussions the following provisions are put into place in an attempt to alleviate any undue pressure on students:

- There is the offer of a staggered payment option with the fee payable in two installments of TT\$250, one per semester, to account for the total annual fee of TT\$500. It should be noted that this provision applies only to this academic year 2016/2017, as the inaugural year. However, students who are in a position to pay the full annual Student Amenities Fee at the beginning of academic year 2016/2017 are encouraged to do so.
- For students requiring such, an extended deadline for the payment of the Semester I installment of TT\$250 is offered up to September 30, 2016. A commitment is made that there will be no holds on student accounts before this deadline date. It should be noted however that students failing to pay by this date, will be subject to financial holds on their accounts, which will impact their access to learning resources and other services.
- Special provisions will also be made for students who participated in early registration, like those in the Faculty of Medical Sciences, who would not have been informed about the introduction of the new Student Amenities Fee. These provisions will be communicated to applicable students directly.
- Students with special cases of financial hardships are encouraged to consult the Financial Advisory Services section



in the Division of Student Services and Development, located in the Lloyd Brathwaite Student Administration Building at the St. Augustine Campus. The section can be contacted at (868) 662 2002 ext. 82360 or via email to Chandar.Supersad@sta.uwi.edu.

- Early in the new semester, the Guild of Students will host a Student Forum to discuss the implementation of the Student Amenities Fee with the student population.

In a Memorandum addressed to all students, Pro Vice-Chancellor and Campus Principal, Professor Brian Copeland clarified that the decision to introduce this new fee has been under consideration since 2014 and involved extensive discussions with campus representatives, faculty, administrators, and students through its Guild Executive representatives over the three-year period. "Fees on the St. Augustine Campus have not been increased in the past 15 years. The TT\$500 Student Amenities Fee was conceptualised to support the growing need to enhance and improve the facilities offered to students. There are similar fees charged at our sister campuses in the region and the TT amenities fee is the lowest fee of this kind when compared to the other campuses. It is the feedback from the Guild of Students that informed the priority inaugural projects of the Student Amenities Fund," he said.

The new Student Amenities Fee is not a Guild Fee, nor is it a second Caution Fee or an increase in tuition. Rather, it is a fee exclusively proposed for the development and enhancement of student amenities as well as to support services provided to students through the Division of Student Services and Development. It is intended to provide various ranges of amenities that will benefit all categories of students – undergraduate, postgraduate, full-time, part-time and evening. Students, through their Guild representation, are encouraged to propose projects for consideration. The University Finance and General Purposes Committee – convened on May 27, 2016 – gave final approval for the implementation of the fee for the start of the academic year 2016/2017 with the support of the Guild of Students whose President is a member of this committee. Further, the campus administration and the Guild have been in continuous consultation on the implementation of the fee, since its approval at the various campus governance bodies.



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‘Emeritus St Augustine’ for Three

The esteemed status of ‘**Emeritus Professor**’ was bestowed on three long-serving and decorated retired professors at the end of the last academic year, May 2016. For the St Augustine campus these are: **VIJAY NARAYNSINGH, GURMOHAN KOCHHAR and BALSWAROOP BHATT.**

The UWI Today extends hearty congratulations to each man and is pleased to highlight each of their stellar contributions in the following summaries.



PROFESSOR BALSWAROOP BHATT is proud to admit that “even from a tender age” Mathematics was his passion. Born in India, he earned a PhD in Fluid Dynamics from the University of Rajasthan, Jaipur, in 1976 and then pursued research in Fluid Dynamics and Bio Mathematics. He says, “For the last 20 years I have been trying to use Mathematics to understand the dynamics of some relationships and

physiological flows”.

Through his supervision of students, Professor Bhatt has successfully mentored five PhD candidates here at The UWI to completion of research on topics that include fluid dynamics and mathematical models of crime. Now he is applying the models to understanding the dynamics of the stock market and

cancer. He firmly believes Mathematics can benefit any area because prior to any endeavour – time management, budgets, even relationships – one must plan parameters and make some form of modeling to measure (and adjust accordingly) – which are mathematically based functions. Professor Bhatt says that mathematical modeling can reveal the stability or instability of systems, even marriage.

As a researcher and now emeritus professor, his intention is to support whoever needs his help academically. He wishes to further promote his field and, in his opinion, there are many more avenues for the application of mathematical concepts. Even in cancer treatment, he says, mathematical models can predict outcomes better than just the judgment of a doctor relying on his experience.

One highlight of Professor Bhatt’s career is that he was awarded an academic staff fellowship of the Commonwealth to do research at DAMTP, University of Cambridge, U.K.

for a year where he produced two research papers. One was published in the Journal of Fluid Mechanics which comes from Cambridge University and the other, QJMAM which comes from Oxford University.

Professor Bhatt loves both teaching and research. Together with his colleagues, the Department began to offer an MSc in Mathematics which had its first intake in 2005. He also implemented a programme to share further mathematical knowledge with school teachers and engineers in a course format. From 2006 to present he has organised three international conferences in the field. In 2004 he achieved professor status and in 2005 he became Fellow of the Institute of Mathematics and its Applications, (FIMA) based in the United Kingdom. Of this new title - ‘Emeritus Professor’ – he said he is honoured and looks forward to giving his services and assistance to anyone who needs help with mathematical modeling.



PROFESSOR GURMOHAN KOCHHAR first arrived at The UWI’s campus when there were 2000 students and when he retired there were 18,000. He specialises in the field of Mechanical Engineering and says he likes to tinker with things – trying to make them work, and has always liked working with his hands.

Professor Kochhar’s family came to Trinidad and Tobago as refugees from West Pakistan. His father worked in military engineering and this influenced his choice of career. As a scholar, he pursued his first degree in India, his Masters’ degree at the University of Wisconsin and his PhD here at The UWI. A student at The UWI from 1970 to 1976, he left to work in Canada as a professional engineer and then returned to become a lecturer. In 1996, he attained the title of professor. Indeed, Professor Kochhar has held the posts of Deputy Dean of Engineering,

Dean of Engineering, Advisor to the Vice Chancellor, and then Deputy Principal.

Aside from making The UWI the home of his full-time academic pursuits, he says that this university has helped him to create his family home as well in that he met his wife on campus. “I got two certificates from UWI,” he says with a grin, “One is a PhD and the other is a marriage certificate. Both have no expiration date”. Professor Kochhar is also proud of his two daughters and his son and the fact that they are achievers – a doctor, a lawyer and an engineer.

The specialty field embraced by Professor Kochhar is Heating, Ventilating and Air Conditioning (Thermal Sciences). His philosophy is you teach what you research and you research what you teach. In addition, he says that he loves his students and is supervising five MSc theses at present. His approach is to always reference the practices of the industry hand in hand with pursuing the theoretical research in order to comprehensively prepare students.

For him, the title of Emeritus Professor is indicative that,

as he says, “My university which I have given all my life to has recognised me, and that recognition is going to be a lifelong recognition and I am very grateful for that”.

Regarding current endeavours, he has just reviewed a book for the United Nations Environmental Programme (UNEP), an undertaking which speaks to his concern for the protection of green spaces. He says that as an engineer your job is to find a solution to the problems of people in the most cost effective way without harming the environment.

Years ago as Deputy Principal, some of his successes were air-conditioning the cafeteria and setting up the food outlets. He says, “I have always been very student-centred. I am here because of students not the other way around”.

Professor Kochhar, who has turned down lucrative opportunities for private consultancy, says that in life you make choices and you make them not just based on material gain. He says, “I am a person who likes to help and I think I have been able to do that in the university system. My satisfaction is in seeing my students do well”.



PROFESSOR VIJAY NARAYNSINGH has had a distinguished career that led to fellowships in several International Colleges, Reader in Surgery (1990), Personal Chair (1997), and Departmental Chair (2002) in the University of the West Indies. At age 42, he was one of the youngest recipients of the National Award (The Chaconia Gold) for service in Medicine to Trinidad and Tobago. In 2003, he was the first and only

Caribbean Surgeon to be granted the Fellowship of the Royal College of Surgeons (FRCS England) without examination. He was also the first and only Caribbean Surgeon to be made an Examiner at the Royal College of Surgeons of England for their postgraduate surgical exams. In 1991, he was chosen by Medicine Sans Frontieres (Nobel laureate) to be one of five surgeons worldwide to sit on an international panel on colon trauma surgery (Brussels, Belgium). He was chosen as the surgeon to the Pope when John Paul II visited Trinidad and Tobago in 1985.

Internationally, Professor Naraynsingh has been a pioneer in the design of twelve new operations, never done in the world before. These procedures have all been recorded in the

international surgical literature. In the Caribbean region, he has been credited with the many advances including: the first to perform kidney transplantation in 1988, carotid surgery for stroke under local anaesthesia in 1984, no colostomy surgery for left colon obstruction in 1985 and colon trauma in 1991 and extensive use of myocutaneous flaps in general and orthopaedic surgery from 1981 to 2010 in Trinidad and Tobago.

Professor Naraynsingh is an educator, community leader, mentor, scholar, adviser, author and surgeon. He has taught and administered programmes at The UWI for more than twenty-five years, and has started the postgraduate surgical specialties and sub-specialties in Trinidad and Tobago. His outstanding research accomplishments led to a prolific publication record and contribution to nationhood and public service. He continues to publish having authored 52 publications in peer reviewed journals in 2009 to 2012. On the basis of his published work, Professor Naraynsingh has been invited to lecture and sit on international expert panels. He has also supervised and mentored over fifty colleagues on their first scientific publication and training contributed to the careers of some fifteen specialist surgeons who are now employed at the highest level at home and abroad.

Professor Naraynsingh has a distinguished record of public service. He has led outreach activities beginning

since graduation from medical school. He has founded the Avatar Medical Auxiliary which provides access for the underprivileged to medical and surgical care. To further this goal, on 6 separate occasions, he set up activities to provide 108 patients with free surgical treatment. He was also the Trinidad and Tobago consultant surgeon for the Kids First programme for underprivileged children in Guyana.

For more than 30 years Professor Naraynsingh has shared his secrets of success with young students through youth groups, holding camps and illustrating study techniques. The most recent workshop recorded 300 attendees from over 20 schools and tertiary institutions. These social endeavours have been well appreciated by recipients as well as organisations, national and international, including the Government of Trinidad and Tobago, The Rotary Club, The Lions Club, St. George County Council, San Fernando City Council, and the Spiritual Baptist Church. His most recent awards include the Award for Excellence in Medicine and Community Service, Global Organisation of People of Indian Origin in August, 2010 and the Award of Excellence for Exceptional Contributions to Educational Development, Medical and Community Service and Humanitarianism in the Caribbean by The Holi Samelan Committee of New York, USA in September 2010.

Look Who Visited The UWI



All Ears: Professor Copeland (c) and Dr Michael Sutherland Deputy Dean, Undergraduate Affairs - Geomatics Engineering & Land Management, are attentively listening to US Ambassador Estrada (l) during his campus meet and greet.



His Excellency Mitsuhiro Okada, Ambassador of Japan to the Republic of Trinidad and Tobago is presented with a coffee table book on the history of The UWI while visiting Pro Vice-Chancellor and Campus Principal, Professor Brian Copeland.



Professor Copeland (r) greets Opuemele Denz (l), the Chargé d'Affaires at the Embassy of the Republic of Suriname, at the start of a courtesy call on the Campus Principal.

Lucky 13th for UWI/SPEC International Half-Marathon

On Sunday October 23 at the sound of the starters' pistol, thirteen hundred runners are expected to set off on the 13.1 mile journey for the 13th edition of The University of the West Indies' Sports and Physical Education Centre (UWI SPEC) International Half-Marathon.

Online registration for the race was formally launched on August 13 and will continue till October 7. As is tradition, on-the-spot registration can also be done at the following First Citizens branches: Scarborough, West Court, Independence Square, Arima, Chaguanas and San Fernando.

UWI SPEC and Race Director, Major David Benjamin indicated that of the 1,300 spaces for participants this year, 100 spaces are reserved for students from 13 Secondary Schools along the East-West corridor to participate. "We hope to increase the pool of young athletes between the ages of 15 to 19 participating in our event and we think this gesture will contribute to building new runners and increase the youth participation in the half-marathon," he expressed.

First Citizens is once again the presenting sponsor for the International Half-Marathon, a partnership that has been in place since the inception of the event. Mr. Jason Julien, Deputy CEO of Business Generation at First Citizens, said the financial institution is pleased to once again be the main sponsor and indicated that for them, it is an important initiative. "For us the UWI/SPEC International Half-Marathon is not just an event on the calendar, but something we believe in investing in, as part of our efforts to encourage everyone in our community, the nation as a whole and the Caribbean to take part and challenge themselves in a special way," he said.

The race is once again recognised and sanctioned by the National Association of Athletics Administrations of Trinidad and Tobago (NAAA-TT) and \$150,000 in cash and gift prizes are up for grabs. Additionally, this year will feature a challenge for local athletes as there will be incentive-based prizes for the first local male athlete that breaks the 1 hour, 10 minutes mark and the first female athlete that breaks the 1 hour, 17 minutes and 30 seconds barrier. Last year's Top 5 male and female champs are expected to defend their titles. This includes Richer Pérez Cobas (Cuba), Kenneth Rotich (Kenya), Kirk Brown (Jamaica), Pedro Espinoza-Perez (Mexico), Rupert Green (Jamaica), Caroline Kiptoo (Kenya), Tonya Jacinta Nero (Trinidad), Yailen Garcia (Cuba), Celine Lestrade (Trinidad), April Francis (Trinidad). Participants of this year's race can also run for a cause, as the Half-Marathon will partner with the Diabetes Association of Trinidad & Tobago (DAT) to raise awareness and funds for the organisation.

Registration can be done online at www.sta.uwi.edu/spec/marathon/register.php and takes place from August 13-October 7, 2016. Registrants will require a credit card or international debit card to make registration payments online. If interested persons do not have either option, a race registration code can be purchased at the First Citizens branches listed above. Package collection for participants will take place from October 5 - October 18, 2016 at UWI SPEC from 9.00am - 5.00pm on weekdays and 9:00am - 1:00 pm on weekends. Additional race updates and announcements will be made over the next 13 days. For further queries, please contact UWI SPEC at (868) 645-9239 or (868) 662-2002 ext. 83771, 82660, 83556 or 83571 or e-mail specinfo@sta.uwi.edu.

■ FEATURE

A COMMUNITY WITHIN A COMMUNITY

It's early August and the halls are at rest. Down by the campus park Canada Hall sits serenely on the greens. A short walk north is Trinity Hall, whose only raucous noise comes from a blackbird steuping down at the occasional passerby. Off campus, up St. John's Rd, the massive Arthur Lewis Hall is quiet but for the sound of the radio in the lobby, Olympics coverage.

These three, along with Milner Hall and Joyce Gibson-Innis Hall at the Eric Williams Medical Sciences Complex, comprise UWI St. Augustine's halls of residence. Apart from the few remaining students (mostly international) they are empty. By the following week that will change. By mid-August the students will begin to stream in – from the region, the wider world, Tobago and even areas such as South Trinidad. As many as 1200 new and returning residents will populate these halls, a community within the campus community, one of UWI St. Augustine's most vibrant communities of all.

"If you want a family atmosphere, if you want to be part of a community that supports and looks out for your development and ensures you that you get to the end of the journey, then the halls are the best place for you," says Kevin Snaggs, Manager of Student Accommodation On and Off Camps at UWI St. Augustine.

Speaking to me from his office at Arthur Lewis Hall, Snaggs is well-placed to explain hall life. Since 2010 he has been the residence manager at Arthur Lewis, the newest and largest hall of residence with a capacity for over 450 students. The second largest, Milner Hall (which can accommodate 330 students) is also the oldest, founded in 1927 when the campus was still the Imperial College of Tropical Agriculture.

Last year he was promoted to his current post as part of an overall restructuring of St. Augustine's Student Advisory Services, which has now become the Division of Student Services and Development. His jurisdiction has grown from one hall to every hall, along with oversight on off-campus private housing in the nearby neighborhoods.

His sentiments on a hall life are the same as those of Allyson Logie-Eustace, hall supervisor of Trinity Hall: "The whole purpose of being on hall is to give students the opportunity to bond, to become part of a community and to learn diversity. It's about community living".

Logie-Eustace has developed a powerful reputation for her work as a hall supervisor. For her efforts she was presented with UWI St. Augustine's Overall Employee Excellence Award at the Employee and Service Excellence Award 2014 ceremony. She sees enhancing the cohesion of the young women at Trinity Hall (St. Augustine's lone all female hall of residence) as one of the most important aspects of her occupation.

Founded in 1972, Trinity Hall has capacity for more than 140 students, similar to its "brother" residence, Canada Hall. The all male hall, opened in 1963, has rooms for 168 students.

Speaking on life as a resident on Trinity Hall, Makini Barrow says, "We form a sisterhood".

Makini, who is now going into her final year, has fully embraced hall life. Not only was she formed lasting friendships, she has taken up positions in student government, first becoming a block representative and earlier this year winning the election to become the chairperson of the residence's hall committee.

Promoting this sense of community on hall is for the comfort of students. These are people, most of them having never lived outside of their parents homes, entering a new living arrangement and quite often a new country.

"We have a big percentage of residents from the region," says Snaggs. "Quite a lot come from Barbados and St. Vincent as well as a growing population from Belize and the Bahamas. In the region as well we have a small portion from Haiti and we are starting to see more coming from Guyana. Internationally we have students coming from the US, Canada and Europe. And thanks to CARPIMS (the Caribbean-Pacific Island Mobility Scheme, a student exchange agreement) we have residents from Fiji, Samoa, the Solomon Islands, Papua New Guinea and Vanuatu".

Increasingly, students from Trinidad are staying on hall. Snaggs says that as much as 40 percent of Arthur Lewis residents are local (not including Tobago).

In these unfamiliar surroundings with so many unfamiliar people integration is important for the mental health of the students. It also helps with the inevitable disputes that arise.

"If there are two individuals sharing a room for the first time you might have a clash bases in cultural differences," Makini says. "Some people come from homes where their parents took care of everything for them so they are not accustomed to cleaning up after themselves. They might have a roommate who is super clean and neat. I might study at night and my roommate might prefer to study during the day. These differences can cause conflict".

Community norms can prevent or limit such conflicts through an atmosphere compromise and a resident driven system for conflict resolution.

Logie-Eustace says, "Being on hall, being on campus, you are going to have struggles – academic struggles and social struggles. Hall life is about facing challenges and finding support. The students want to do well. They want to make friends. They want to fit in. We help them do that".

The other crucial aspect of living on hall is that it contributes to the development of the student. Learning is about more than successfully completing a course of study. There are life skills that can be enormously beneficial (and necessary) for young adults in both their professional and personal lives.

"Our goal," Snaggs says, "is helping to develop students who are well-adjusted, who are engaged and who contribute to the region. We are looking for people who are culturally aware, who understand and appreciate diversity and who partake in the activities of the university and the society. So once they graduate they become better citizens".

HALL

BY JOEL



THE INSIDE VIEW

It was the eve of hall committee elections and Makini Barrow had prepared her speech. She had written it, practised it and was ready to speak before the sisterhood of Trinity Hall, to tell them why she was the candidate they should choose for the position of hall chairperson, the highest post in hall of residence student government. But standing before the young women of Trinity Hall, she decided instead to speak without the prepared statements.

"I threw it away and just spoke," Makini said. "I told them what my experiences were from the time I came on hall and how it contributed to my development. I told them the reason I wanted to be hall chair was to give back – not just what I have to give as an individual but also what the hall gave to me in terms of growth".

Her message resonated with Trinity Hall. She took more than 70 percent of the 115 votes. After all, her story is very much a common story for residents at Trinity and the other halls of residence of UWI St. Augustine. She entered a new environment, faced certain challenges, found acceptance, built lasting friendships and felt a sense of personal development through the experience.

UWI Manager of Accommodations On and Off Campus, Kevin Snaggs, describes experience:

"You are away from home for the first time and you are in a strange place. People are coming from far away. Even coming from Tobago or South may seem far to you because you have never been here before, far less coming from somewhere such as the South Pacific".

For Makini, who came from St. Vincent and the Grenadines to study public sector management, not only did coming to live on hall in Trinidad mean leaving home, it meant leaving her young daughter.

"I'm a mother, I have a daughter and leaving her was the hardest thing," she says.

It was in becoming part of the Trinity Hall community that she dealt with these pressures. She dealt with them so well in fact that she is now hall chairperson.

UWI campuses have a surprisingly well-articulated student government system that extends to the halls of residence as well. Each hall as several block representatives that oversee and handle disputes in the different blocks within the hall (Trinity Hall, for example, has six blocks).

Above the block representatives is the hall committee, which consists of committee members that handle different portfolios related to the hall. Hall committees may include a library representative, a computer representative, a food and beverage representative (who caters for all events), an entertainment representative (who has links to the various night clubs) and even a "tuck shop" representative for the in-hall snack vendor.

The committee has an executive which includes chair, deputy chair and public relations officer. Members of the hall committees are also members of the Guild of Students.

The most recent addition to the hall structure is the resident assistant (RA). These are older, graduate level hall residents appointed by the university to provide support for students. RAs support the hall community by providing assistance, bringing residents together and resolving disputes.



LIFE

HENRY



ON HALL LIFE

“In the first week they will have a meeting – either a pizza lime or a Sunday cook,” Snaggs explains the process at Arthur Lewis Hall. They get people together. Then they may have a more formal block meeting where they talk about the rules of the hall. They will also go door to door, introducing themselves and checking in on people.”

That knock on the door can be crucial for reaching the less outgoing residents. On Trinity Hall that kind of community ethic is often carried out by the block representatives themselves.

“On my first week, that was the thing that pulled me in,” says Makini. “Somebody came and knocked on the door and said come outside, we are going to have fun. There was a girl there, I thought she was so rude and uptight when I first met her and on that day they said some joke and I was laughing at her. She said ‘why are you laughing at me?’ And I said well if you did something stupid I must laugh. From that we become friends. She is one of my best friends today. Everybody on our block became friends from that one little cook out.”

Now I go around and knock on the door and get the girls to come out of their room. Even if you are an introvert you will come out. We cook, we eat pizza, we play music, we play games, we talk about home. We just have fun.”

But hall life is about more than fun. Students are there to experience life but they are also there to complete courses of study and do well in those courses. Just as they play together, hall communities work together. During “matta season” (the last three weeks before exams) the lively halls go silent as exam preparations become the priority. Even lax residents are motivated to study because of the positive reinforcement of their hall mates.

Hall life is an asset for academics. Their libraries contain the notes and past papers of previous residents. Their communities contain the collective knowledge of hundreds of bright young minds who direct contact or social media can share knowledge, information and advice.

“We have a lot of high achievers on hall,” Makini says, “and not just in academics. We have great athletes. We have dietitians. I am anemic and through my friendships on hall I get proper advice on healthy eating.”

Entering her final year at university and her first year as hall chair, Makini has grown from the person she was before leaving home. More than anything else, she has become more open to people and possibilities: “To be honest, when I was in St. Vincent I thought my life was getting a job, getting a loan to study, going to study, come back and work. But now I realise there are so many opportunities beyond what my mind had told me. That’s why I stayed here this vacation. I could have gone home and been with my daughter but I decided to make the sacrifice and go to Guild meetings.”

She says, “It built me as an individual to realise it is not me alone in the world. A lot of people form friendships on campus but being on hall you form friendships like sisters. You get sick, these are the people who tend to you. You have a bad exam, these are the people you cry to. Most people think they are alone and they have nobody to turn to. Hall taught me otherwise.”

PROVIDING LIFE SKILLS AND SUPPORT

“I came to Trinity Hall in 2000. I discovered my passion for it in 2006,” says Allyson Logie-Eustace, hall supervisor.

Like many outside, and some inside, she did not at first grasp the significance of life on hall.

“I was doing my job, lots of paperwork, keeping my head down,” she describes.

That changed one day while walking through the hall and encountering a final year student:

“I said to her, ‘how are you? Sorry to see you go. I hope you had a nice year’. And she turned around and said to me ‘it was the worst year of my life’. My jaw dropped. Her story changed my life and sparked my passion to learn more about student personnel administration.”

The thing about communities, although they can be enormously enriching, sometimes they have a dark side. Sometimes communities can be exclusionary. Sometimes they can feel exclusionary even if they are not, if the person on the outside doesn’t have the emotional tools necessary to integrate.

The university is more mindful of this than ever before.

“We see ourselves providing for a full range of the developmental needs of students, the developmental needs that come out of living on your own and learning how to cope on your own,” says Student Accommodation Manager Kevin Snaggs.

Like Logie-Eustace, when he took the post of residence manager at Arthur Lewis Hall (he opened the hall in 2010), Snaggs underestimated the task.

“My background is in hotel management so when I came here it was with very much that mindset. I found afterwards it was very different,” he says. “In a hotel our goal was to keep the place clean, keep it well-maintained and keep the guests happy, very simple. Managing a hall is much more than that. We have a responsibility for the development of the students, their out of classroom learning.”

This ethos has very much shaped the modern management of the St. Augustine Campus’s halls of residence of which Allyson Logie-Eustace is a pioneer.

She says of Trinity Hall, “What we try to encourage here is more than just tolerance. We have to appreciate diversity. We have to appreciate each and every person for what they have to offer. People say the campus is friendly and welcoming. What makes it welcoming? We are the ones that must make it so.”

As supervisor on Trinity Hall she has created a host of events and activities for the benefit of the residents. Many of the campus’s experts in areas such as medical health, mental health, security and self-defense and many others make visits to the hall to interact with and educate the young women (how to cope with the transition into adult life. She also surveyed the residences themselves to better understand their needs, and how to create positive activities that may enhance their campus and hall life experience.

“You don’t know what challenges a student has before they come to campus,” she says. “Perhaps they have experienced sexual abuse, abuse in the home. We have to be mindful.”

The hall supervisor operates with the motto “do no harm”.

Arthur Lewis Hall has some of the same types of initiatives

– from the very simple such as giving residents knowledge from cooking and washing their clothes, to support for accessing campus resources like counseling and financial aid, to developmental programmes.

Mr. Snaggs says, “We also try to identify students who may be at risk. I’m talking about risk of depression because they are away from home. They may be struggling because they don’t have enough money. They may be struggling academically. We learn how to identify the signs. They start to isolate themselves or getting sick often or lashing out at people”.

Hall staff and the resident assistants, graduate-level hall residences appointed by the university may approach students they believe to be at risk and offer support.

“Because we have such a close relationship with our residents, we have an opportunity to identify these things before they become a bigger problem,” he says.

One of the problems hall residents have traditionally faced that the university has made major strides in dealing with is hazing. Hazing, called “grubbing” or “ragging” on the campus, is the act of putting individuals through ritualistic ordeals as a price for membership in the group. It happens in certain exclusive occupations such as the protective services, secret societies and university fraternities. Hazing can include sleep deprivation, verbal and physical abuse and forced exercise. For many years hazing was a part of hall culture.

“They (the student power structure on hall) believed that in order to belong you had to be initiated,” says Logie-Eustace. “They tried to twist it by saying it is like what happens at fraternities and sororities but it is not. It is bullying”.

Among her files the hall supervisor has written statements by past residents describing not only the abuse but its emotional effects – anxiety, isolation and even poor academic performance. The young woman she first encountered in 2006 that called her year on hall the worst of her life, was a victim of hazing.

“That girl changed my life,” Logie-Eustace said. “I told myself never again”.

Through her pioneering work and the efforts of others in the university community hazing has been (significantly reduced), unfortunately, in other Halls it may have been forced underground, due to the zero tolerance policy by Administration.

“Over the years hazing has become something the university has identified as a problem and we have done a lot to improve the situation,” says Snaggs. “When we opened Arthur Lewis we had a complete overhaul of how we operated these things”.

One of the key changes was the introduction of resident assistants (RAs). It is important to remember that hazing is directed by the social leaders within the hall, sometimes including the hall committees. The RAs live on hall and are separate from the student power structure, as they are part of administration, assisting students on hall who have been marginalised by the hall community.

“Hazing is used as a way to get people to become part of the hall culture,” Snaggs says. “So we have changed the hall culture to find better ways to make people part of the community”.





UWI
ST. AUGUSTINE
CAMPUS

UWI SPEC INTERNATIONAL HALF-MARATHON 2016

PRESENTED BY



First Citizens

SUNDAY OCTOBER 23, 2016 AT 5:30 AM

UWI SPORT & PHYSICAL EDUCATION CENTRE, ST. AUGUSTINE, TRINIDAD & TOBAGO

REGISTRATION PERIOD: AUGUST 13 – OCTOBER 7, 2016

OVER \$150,000 IN CASH PRIZES

OPEN/INTERNATIONAL

1st Male	US \$2,500	First Citizens
1st Female	US \$2,500	First Citizens
2nd Male	US \$1,800	First Citizens
2nd Female	US \$1,800	First Citizens
3rd Male	US \$1,200	First Citizens
3rd Female	US \$1,200	First Citizens
4th Male	US \$800	First Citizens
4th Female	US \$800	First Citizens



New Course Record Male (1.05.06.9)	US \$1,000
New Course Record Female (1.12.07.6)	US \$1,000

Local Runners Incentive
Male Sub – (1:10mins) TTD\$5000 • Female Sub (1:17:30 sec) TTD\$5000

University Student Male & Female
1st TT \$1,500 • 2nd TT \$1,000 • 3rd TT \$500

UWI Student Male & Female
1st TT \$1,500 • 2nd TT \$1,000 • 3rd TT \$500

UWI Staff Male & Female
1st TT \$1,500 • 2nd TT \$1,000 • 3rd TT \$500

UWI STA Alumni Male & Female
1st TT \$1,500 • 2nd TT \$1,000 • 3rd TT \$500

NAAA National Championship
1st TT \$1,500 • 2nd TT \$1,000 • 3rd TT \$500

THESE CATEGORIES EXCLUDE THE TOP FIVE (5) MALE & FEMALE ATHLETES

15 – 19 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

20 – 29 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

30 – 39 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

40 – 49 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

50 – 59 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

60 – 69 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

70 – 79 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

Over 80 Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

Physically Challenged Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

Special Olympics Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

Wheelchair Male & Female
1st TT \$1,000 • 2nd TT \$700 • 3rd TT \$500

Team/Club Category
1st TT \$8,000 • 2nd TT \$4,000 • 3rd TT \$3,000

MAP OF THE ROUTE



Online Registration
(Local and International)
www.sta.uwi.edu/spec/marathon
and
First Citizens Branch Registration
AUGUST 13 – OCTOBER 7, 2016

PACKAGE COLLECTION
OCTOBER 5 – 18
AT UWI SPEC
Weekdays: 9:00 AM – 5:00 PM
Weekends: 9:00 AM – 1:00 PM

visit us at www.sta.uwi.edu/spec

REFLECTION

A Teacher Will SAVE THE WORLD

BY DAN BUTIN

I admit that usually, traditionally, teaching is far too tedious, far too boring, far too useless. Whether it is in the primary grades or at the university, most students find education something that must be gotten through rather than something enjoyed. Kind of like taking cough syrup. It's supposed to be good for you but tastes horrible.

This is why educational researchers talk about the problems of shallow learning and disengaged students. This is why the famous Brazilian educator Paulo Freire deplored the “banking” model of education: the teacher deposits information into passive and empty students who then regurgitate it back on the test. Such education, Freire argued, destroyed life and embraced death because it viewed the world as static and mechanistic and students as nothing more than “receiving objects”. Such an education, Freire warned, wanted “to control thinking and action”.

But a true education, a transformational education, is exactly the opposite. It helps and prods and forces students to engage in their learning and in the world, to confront the assumptions they make and the lives that they lead, to learn to ask difficult questions rather than settle for easy answers, to think deeply and act decisively.

This is not easy to do. It is actually the hardest thing to do in all of education. To support students to move beyond their comfort zones, to think outside the box, to see the world from a different perspective, to accept that they could be wrong and that it will require work and perseverance and an open mind to find a better answer. No, these are not easy things to teach.

We in education pride ourselves on creating new and better models and methods and strategies and technologies for teaching. And sometimes they work. But all too often we forget that our teaching means nothing if our students aren't learning. This is why over one hundred years ago the American philosopher and educator John Dewey warned teachers that they were fooling themselves if they thought they had this figured out. Teaching without learning, he cautioned, is like selling without buying. You can't claim to have sold a car if no one has bought it. It is the same in the classroom. Our success in teaching is absolutely and fundamentally tied to our students' success in learning. You cannot have one without the other.

And this is why a teacher will save the world.

Because good teachers understand that education matters and help their students understand it too. They make the subject come alive, become relevant, become useful, become important. They show students how it takes caring hearts and careful thoughts to turn knowledge into



action and thus why knowledge is power. They help students glimpse the road ahead, how to successfully navigate what can't be known in advance, how to be lifelong learners.

Don't get me wrong. Many of us become smart and happy and successful adults without a transformational education. Many roads can lead to the same mountaintop. But in these cases, I would suggest, we get to the top despite our education rather than because of it. We succeed because we care about our goals and dreams. And that is exactly what a transformational education does. It links theory and action, knowledge and practice, the life of the mind with the work of the hands.

There are teachers all over the world that already do this. These men and women are artisans in the classroom, crafting real-world assignments, developing simulations, building partnerships, fostering problem-solving projects, all of which help students better understand and embrace their education. For such teachers, education is not confined to the four walls of the classroom. Exploration and discovery can of course occur while sitting at a desk. But such teachers see the world as their classroom. They use city streets, online resources, workplaces, riverbeds, laboratories, local schools, indeed, whatever they can find, to turn education into a living process rather than a dead product.

Which is exactly what both Freire and Dewey wanted. Students become teachers and teachers become students. Knowledge becomes something valuable to be used and developed.

I know that all of this sounds utopian and unreal. Universities all too often don't have the funding to transform how they are structured, professors all too often don't have the desire or training to transform their teaching and students all too often don't have the incentive to transform themselves. Everything is much, much easier if it stays static, mechanistic, the same.

Until we come to realise that staying the same is actually giving up on ourselves, our children, our world. I say this as someone who has been transformed by a teacher and who as a teacher (I hope) has transformed others. And if you are reading this, I bet that you too have experienced something similar. And so both you and I know that it is possible to be transformed. Both you and I know that with the right teacher in the right classroom nothing is impossible.

So in the end, I don't think of a transformational education as the almost-impossible rather, I see a powerful education every day when good teachers involve and engage their students to co-create their futures and fortunes. That is something we should all believe in.

Professor Dan Butin will be the keynote speaker at the Premium Teaching Awards, sponsored by UWI St. Augustine and Guardian Group Limited, on September 23 at the St. Augustine Campus. The theme of this year's award ceremony is Student/Teacher Partnerships: The Crux of Learning and celebrates the work of exemplary teachers. Professor Butin is also the Founding Dean of the School of Education and Social Policy at Merrimack College, USA. He is the author of over eighty academic publications, including eight books, three of which have been translated into other languages. Dr. Butin has been named by Education Week as one of the top 200 “Public Presence” Education Scholars four years in a row and blogs at the Huffington Post.

Diversification in the Caribbean: Keeping the basket filled

BY ROXANNE BRIZAN-ST. MARTIN

Diversification, which means having multiple and unrelated sources of income for one's economy that is viewed as a means of increasing productivity and achieving sustainable development. Economists believe that a diversified economy, during volatile economic conditions allows one industry to be more competitive when another might be stressed. The performing industries can keep the economy relatively healthy and export markets can be kept competitive. Despite these advantages, diversification of Caribbean economies has been particularly difficult given their traditional agricultural-based-mono-crop nature, small size, lack of output and export diversification and the difficulties of shifting resources from one sector to another.

While countries such as Barbados, Jamaica and Trinidad have achieved some level of success in economic diversification, particularly as it relates to Information Communication and Technology (ICTs), financial services sector and marketing, the economies of many other Caribbean countries remain relatively undiversified. Although Trinidad and Tobago has been identified as having one of the most diversified and advanced production structures in the Caribbean region, this economy has recently faced many challenges amidst falling oil price bringing to fore the timeliness of the diversification dialogue. Additionally, it is believed that Caribbean countries with dependency on service exports (tourism) are more resilient to changing economic conditions and less volatile than goods export.

However, volatile economic conditions such as recessions and the changing global economy can create incentives for Caribbean countries to adopt a more proactive approach to diversification and in so doing strengthen their economies. Economists recommend that for Caribbean economies to achieve a diversified economic structure of production there is the need to develop new products and services, attracting foreign direct investment and seeking more export markets for the same product. Initiatives such as CSME can be capitalised to achieve these.

While there are many advantages of having diversified economies and there is the awareness of the benefits of a well-diversified economy in the context of the Caribbean, there is the need to question the appropriateness of models of diversification for Caribbean economies and the ways in which diversification is facilitated. The literature points to an advantage of diversification as being its ability to encourage the development of new sectors of the economy. As such, the annual Conference of the Economy (COTE) presentations will be organised along the following five sub-themes exploring possibilities for diversification in Trinidad and Tobago and the wider Caribbean in these sectors:

- Education and Human Resource Development
- The Energy Sector and Diversification
- Trade and Development
- Agriculture Sector Development
- Services Sector including Financial Services

**COTE
2016
OCTOBER
13-14**

COTE is organised every year by the Department of Economics and is on this year between October 13 and 14 at The UWI, St. Augustine Campus. The conference this year honours former Head of Department and Senior Lecturer Mr Martin Franklin, and will explore the theme **Managing Development in a Volatile Economic Environment: Addressing Diversification Challenges.**

Roxanne Brizan- St. Martin is an Instructor with the Department of Economics, The University of the West Indies, St Augustine Campus.

SOIL - *Our Silent Ally*

BY GAIUS EUDOXIE

The Global Soil Partnership (GSP-FAO) of South and Latin America, Mexico and the Caribbean met in June to discuss the status of legal and institutional mechanisms governing soil management, conservation and protection among member states. One of the key points arising from this meeting is that Caricom member states lacked national recognition of soil and its role in sustainable development.

Apart from Jamaica, no other country apparently had any laws or policies directed at soil and its management. This deficiency in legal tools across Caricom countries highlights among other issues the importance afforded to natural resource management and notably agriculture which occupies the greatest proportion of non-natural land use.

Although I am critical, it would be inaccurate to paint a picture of total inaction. Caricom under the umbrella of COTED has stated that one of the short term goals in the 2015-2019 community strategic plan is to manage natural resources and the environment in a sustainable manner. This position is shared among member states manifested legally through various laws, policies, regulations and plans.

So why then my particular concern for soils, well, it's because such instruments do not clearly articulate aspects related to soil use and management compared to other resources, including water, air, forestry, biodiversity and so on. The question lingers, why is soil not treated similarly to all other natural resources? Actually from my perspective I would ask, why is soil not treated better than the other resources? I will posit two opinions in support of this question, which may further convince readers of its relevance.

Firstly, most of us use the terms soil and land interchangeably, hence, inadvertently we assume that land legislation should satisfy soil requirements. Succinctly it is implied that land owners have rights to soil ownership and hence management, which may exclude the state from management except where lands are state owned. The consequences of this premise can be disastrous. Similar to water, air, forests, biodiversity and minerals, soils represent a resource that belongs to all citizens and must be treated in a manner to ensure everyone benefits from the range of ecosystem services it provides. This approach has been adopted for the previously mentioned natural resources which have a more direct link to humans, with the advent of several national policies.

Further, I will present an assessment of this distinction using Trinidad and Tobago as an example. I also reflect on the 'bastard' status that our soils presently endure. Just before getting into that discussion, the second point supporting the need for greater prominence to soil deals with its role in the environment and the intricate relationship with other spheres (Figure 1). Soils reside at the centre of our environment, connecting all its natural elements. With

Most of us use the terms soil and land interchangeably, hence, inadvertently we assume that land legislation should satisfy soil requirements.

such a role it is difficult yet easy to understand how and why it seems to be the only natural resource not explicitly protected by law.

With respect to Trinidad and Tobago, the National Environmental Policy (NEP, 2009) provides the broadest framework covering resource management and guides many of the more specific policies. It focuses on sustainable use of environmental assets towards economic development and is enforced under the Environmental Management Act (EMA, 2000). Many environmental assets are specifically mentioned within the policy including water, air, biodiversity, and land, but mention is not made of soil.

The latter is probably subsumed as previously postulated under land. This lack of designation is echoed in the only regulation to highlight soils, the Draft National Action Plan to Combat Land Degradation (NAP, 2006). Section 33.9 indicates that soils are not managed and protected effectively as a non-renewable resource, with ever increasing demand and pressure coming from all productive and socio-economic sectors.

The reality remains that in the local context, soil is the least discussed and most ignored of all natural resources. To date, there has not been any specific policy direction focusing on the protection and management of soils resources, nor is there a framework in place for their monitoring and assessment. The somewhat unrecognised, almost hidden role of soil resources and the potential consequences of mismanagement have spawned the institutionalisation of the UN International Panel on Soils (IPS), which aims to correct the perception that our soils are forever resilient.

Policy is needed as suggested by the NAP for managing soils and to ensure that there are arable soils for agriculture. The NAP stresses that there is no cadastre on degraded soils while information on soil types and soil erosion processes is sporadic and greater than 40 years old. Efforts are required to address these deficiencies and bring soil to a similar level of prominence as that bestowed on other non-renewable resources.

This is also critical as the country moves towards mitigating and adapting to climate change and variability. Section 9.3 of the Climate Change Policy (CCP, 2011) requires the assessment of sectoral vulnerability to climate change, but does not specify soil as a component of the natural environment. I mention this in the context that globally soils have been recognised as one of the largest carbon pools and complementary sinks for atmospheric CO₂. Notably it is our management of this resource that determines the efficiency and effectiveness of the latter.

The National Spatial Development Strategy (NSDS, 2013) a sustainable development policy tool provides a refreshing, distinct, geospatial policy framework addressing land resources. It incorporates and builds on the NEP, CCP and the NAP, targeting strategic sustainable development through integrated planning. Policy 13 addresses the sustainable use of natural resources, but similarly fails to recognise soil as a significant resource.

While one may question the emphasis on legal instruments, the GSP identified five pillars for sustainable soil management. Pillar two seeks to encourage investment, technical cooperation, policy, education, awareness and extension in soil. The recently ratified Voluntary Guidelines for Sustainable Soil Management (VGSSM) identifies regulatory support as a critical component and further as a pre-requisite to effective management strategies.

As a country and region we may be aware of the importance of our soils, but we require more than awareness to guarantee continued use and enjoyment of this resource. We require action through legislation. It is clear at least to me that we have championed the battle for the other natural resources, stories told and action taken. I challenge you, support our soils, speak for our soils and refrain from treating it like dirt.

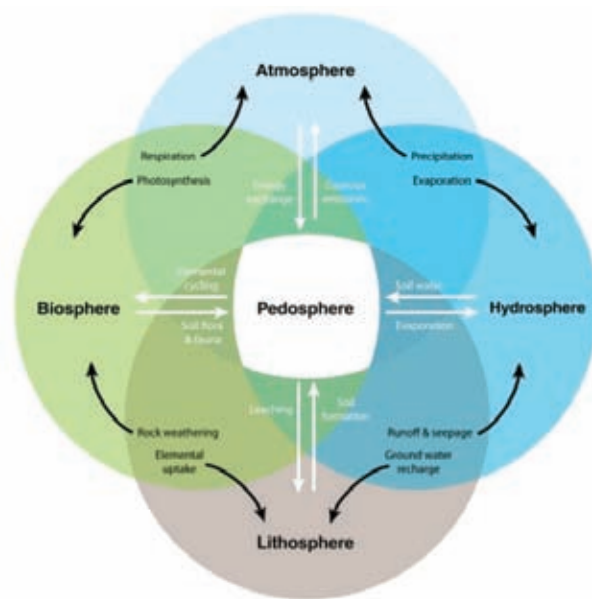


Figure 1. Interrelatedness among soil and other natural resources

Shaping the West Indian University Identity

BY JEROME TEELUCKSINGH

The university in the Caribbean is perhaps the most significant instrument which incorporated the British West Indies into the scholarly networking of the British Empire after 1850. The term 'scholarly network' is usually associated with intellectual or academic activities. Those persons included agriculturists, university lecturers/professors, engineers, doctors and geologists. These professionals were from Britain and her West Indian colonies, and sought to regularly convene conferences to share ideas and offer advice. Some of these specialists published books or journal articles whilst others delivered scholarly lectures.

Scholarly networking within the British Caribbean from the 1850s was dominated by links with British universities. These academic linkages were as a one way street - directed and controlled from the imperial centre - England. In the nineteenth century there was little scholarly reciprocity with the Caribbean colonies since these were perceived as underdeveloped and evolving from a background of slavery and indentureship.

Although the British West Indies had its first university established in Jamaica in the 1960s, the university received its accreditation as a college of the University of London. Its academic programme was London-directed and known as The University College of the West Indies. Later the university became independent with various faculties.

Scholarly networking within the British Empire also linked scholars of the Indian diaspora in the Caribbean with universities in India. This was achieved through the Government of India in its awarding of scholarships for study at Bombay University, Agra University, Delhi University and also at Calcutta and Lucknow Universities. Graduates in medicine, the humanities and engineering returned to serve in various Caribbean territories. In the latter part of the twentieth century an increasing number of Indians from the Caribbean pursued courses in Indian culture, music, languages and religious philosophy at recognised universities in India. This exposure to programmes at universities in India contributed to the socialization of the Indian diasporic community in the Caribbean. It has enhanced the revival of Indian culture and the development of Hinduism in the large Hindu communities especially in Trinidad and Guyana.

The British scholarly network with the Caribbean has for several decades, included the provision of technical education for West Indians particularly through external examinations of The City and Guilds London Institute. Its standards have directed the curriculum of several technical institutes and apprentice programmes such as engineering, computer science, or hospitality and catering for the tourism-based economies on certain Caribbean islands. Before its merger with City and Guilds, the Pitman Examination Institute of Britain served as a major accrediting body for Secretarial and Business studies for several West Indian islands.



The UWI must continue to forge its unique Caribbean identity but also maintain its colonial tradition of high academic standards in publishing research and teaching.

After Trinidad and Tobago attained independence in 1962, The UWI continued to maintain its academic umbilical cord with Britain. For many persons, The UWI still served as a conservative colonial institution that neither challenged the government nor sought solutions to the Caribbean's social problems. This ivory tower image of The UWI would soon be abruptly transformed in 1969. That year witnessed riots among undergraduate students, who faced racism, at Sir George Williams University (now Concordia University) in Montreal, Canada. It was the beginning of the Black Power Movement in Canada and later influenced the Black Power Movement in Trinidad and Tobago. And, on 26 February 1969, UWI students at St. Augustine prevented the Governor-General of Canada, Roland Michener, from entering the campus. The embarrassed UWI administration considered expelling students who were involved and these included Geddes Granger (Makandal Daaga) and Dave Darbeau (Khafra Kamboon). However, the university's administration soon abandoned the idea probably fearing more protests.

In the 21st century, there is a remarkable strengthening of linkages between certain tertiary institutions in the Caribbean and universities

in Britain, particularly in Law and also Business Administration. For example, external degrees from the Universities of Leicester, Warwick and Dundee are awarded through partnership with Caribbean tertiary institutions.

The most important result of the scholarly networks was the gradual creation of a West Indian identity. In the future, The UWI must continue to forge its unique Caribbean identity but also maintain its colonial tradition of high academic standards in publishing research and teaching. More than sixty year after being established, UWI's growth and progress include linkages with British universities including supervision of graduate theses, collaboration on research projects and conferences.

The scholarly networks of the colonial era contributed to the emergence of West Indian leaders who demonstrated world class leadership and intellectual skills as their counterparts in Britain and other developed countries.

In the future, there will be the continued 'brain drain' as UWI graduates depart to developed countries. In retrospect, this loss in human capital should be interpreted as a positive step as Caribbean intellectuals and academics continue to make their contribution to the global networking of scholarship making the world richer, not from the crisis of the 'brain drain syndrome' but from the wealth of a rich and diverse 'brain circulation' that seeks to promote peace and find solutions for the myriad of social problems.



■ EDITOR'S NOTE:

This feature arrived at The UWI Today a day after the passing of Makandal Daaga and was no doubt being authored before his untimely death. It has since emerged as a contextual piece on what Daaga stood for, and is a fitting tribute

from The UWI to his legacy. Dr Teelucksingh has since added the following note: "Daaga played a crucial role in ensuring that citizens of Trinidad and Tobago would not be judged on the basis of race, ethnicity, or class. He will also be remembered for his struggle to promote unity among Indo-Trinidadians and Afro-Trinidadians. This was important in forging an alternative West Indian identity that was progressive and liberal during the 1970s".

On behalf of The UWI community, we extend condolences to Makandal Daaga's family and to the nation on the passing of a man whose contribution to our definition of self, should never be forgotten.

REFLECTIONS

Beyond Expectations

BY JEANNETTE G. AWAI

Three weeks of writing and being critiqued by a group of strangers in the middle of nowhere with no meat, alcohol or caffeine - how would this hedonist survive? That was my second thought on realising I was selected to participate in Beyond Expectations – The Cropper Foundation Caribbean Writers' Residential Workshop 2016 for prose, fiction, poetry and playwriting development in Balandra.

I'm happy to report that my initial trepidation evaporated and the overall experience was indeed 'beyond expectations' and met the elation of my first thought about being in the programme. Where food was concerned, I ended up having some of the best meals, vegetarian or otherwise, during that time which was prepared by chef Carrol McConney and her staff. Picture crispy baigan rounds; roasted ochro with homemade coconut bake and creamy spiced porridge so good it could render you speechless and that was just the breakfast menu. I was not alone in my adulation of the sweet hands that fed us. Many a meat-mouth in our group became vegetarian converts, even if only for three weeks. The role of food throughout the workshop undoubtedly gave us the fuel we needed for our rigorous daily critique sessions.

Every year the writing programme welcomes writers at all stages of their literary endeavours and my group spanned the gamut of life experiences. Among the eight diverse people in the group, there was a retired engineer turned published writer, a Bahamian LGBT and women's rights activist, an MFA student and I - a corporate communications writer. Literary veterans, Professor Emeritus Funso Aiyejina and former Lecturer and Dean of Humanities and Education, Dr Merle Hodge, led the roundtable critical discussions. These were centered on a designated person's submission for which in-depth criticism was required.

Critic was one role, with the flipside of that being writer, arguably the more difficult of the two as it was not easy to hear that your writing did little for your audience. However, you were left with a greater understanding of why and what tools you could use to reach the audience you intended. Surprisingly, everyone took their critiques well, so much so we were praised for it. Our egos took a beating, but we were made stronger writers for it.

The logistics of managing a group of people in a remote location while printing submissions, scheduling meals, arranging field trips and ensuring things run smoothly requires a dedicated team of professionals working around the clock and that was housed in one body belonging to Dr Danielle Lyndersay, former Head of the Department of Creative and Festival Arts (DCFA). She was "den mother" and the greatest source of energy for our group who worked tirelessly and efficiently to make sure that we got the ultimate Cropper experience.

Dr Lyndersay, a drama professor by trade and seemingly a magician all other time, was always trying to find sources of funding for the programme. The value of programmes like Cropper that helps in the creation of new Caribbean literature was repeatedly underscored by our guest lecturers Dr Elizabeth Walcott-Hackshaw, Barbara Jenkins, Rhoda Bharath and Sharon Millar.

Being part of the Cropper Foundation taught me that there is no blueprint for what a Caribbean writer should write about. One of the best lessons from the Workshop is that my writing voice was valid and would reach my audience once I committed myself to the discipline of writing and reading widely. In an open microphone "read-out" that was held at the legendary Arthur's Bar, members of the Toco community participated by singing, reading their

works of fiction and share freely their personal stories. The Cropper Foundation taught me that we owe it to ourselves to tell and celebrate our stories as only we can.



About the Cropper Foundation

The Cropper Foundation is a not-for-profit philanthropic organisation committed to Caribbean development across a range of disciplines and sectors. A family foundation of modest resources, the Foundation seeks to catalyse activities in its various programmes by

bringing together other like-minded individuals and organisations to work towards common objectives that contribute to the public good. Through its support for Caribbean writers programme, The Cropper Foundation seeks to contribute to the literature of the region by creating opportunities for instruction, appraisal and intellectual debate for aspiring writers. Undertaken in partnership with the Department for Creative and Festival Arts, UWI, a series of workshops have given emerging writers the benefit of the guidance of established writers and scholars like Merle Hodge, Funso Aiyejina, Rachel Manley, Earl Lovelace, and Ken Ramchand. For more on the Cropper Foundation Residential Workshop for Writers, please visit their Facebook Page.



Cropper Foundation Class of 2016 (From L to R): Paula Hamilton, Celia Soraindo, Amanda Choo Quan, Curlicia McConney (honorary Cropperite), Alicia Wallace, Motilal Boodooosingh, Jeanette G. Awai, Kwasi Shade

Jeanette G. Awai is a writer who is on a steady literary diet. To find out how she stays so fit, please email jeanette.awai@sta.uwi.edu.

ELEVEN HONORARY DEGREES

at The UWI 2016 Graduation Ceremonies

Members of the Council of The University of the West Indies (The UWI) approved 11 honorary degrees to be awarded at the University's 2016 graduation ceremonies. The ceremonies are expected to kick off at the Open Campus in St Kitts and Nevis on 8 October, followed by the Cave Hill Campus in Barbados on 15 October, the St Augustine Campus in Trinidad and Tobago on 20-22 October and will conclude with the Mona Campus in Jamaica on 28-29 October.

The decision to confer the degrees was confirmed at the annual meeting of The UWI's University Council held earlier this year. The Council awards honorary degrees to persons of eminence in the arts and sciences or other fields of intellectual endeavour, or persons who have made outstanding regional or international contributions. These honorary degrees are traditionally presented by UWI Chancellor, Sir George Alleyne during the annual graduation ceremonies.

Of the 11 persons to be conferred this year, one will be at the Open Campus graduation ceremony, four at the Cave Hill Campus ceremonies, and three at the St Augustine Campus and Mona campus ceremonies respectively.

The recipients are as follows:

OPEN CAMPUS (8 October, 2016)
Dr Sir Prince Ramsey – DSc

CAVE HILL CAMPUS (15 October, 2016)
Mr Richard Anthony Best – DLitt
Sir Trevor Carmichael – LLD
Dr Carissa Etienne – DSc
Dr Carol Jacobs – DSc

ST AUGUSTINE CAMPUS (20-22 October, 2016)
Professor KE Bingsheng – DLitt
Reverend Daniel Teelucksingh – LLD
Mr Anthony Williams – DLitt

MONA CAMPUS (28-29 October)
Mrs Shelly-Ann Fraser-Pryce – LLD
Mr Daniel 'Danny' Glover – DLitt
Ms Lorna Goodison – DLitt

HONORARY GRADUANDS 2016



Professor KE Bingsheng – DLitt

Professor KE Bingsheng, President of the China Agricultural University, earned his BSc from Peking University, his MSc in Economics from Beijing Agricultural University (now China Agricultural University) and his PhD in Agronomy from the University of Hohenheim in Germany. He has a long record of research accomplishments on issues related to agricultural policy and rural development. He is author or co-author of 12 books and his publications include some 100 papers in Chinese journals and 30 in international journals and proceedings of international conferences.

Professor Bingsheng has received several national awards for his contributions to agricultural and rural development policy research in China. He is the Vice President of the Chinese Association of Agricultural Economists, Vice Chair of the Ministry of Agriculture's Science Committee, and a member of the Degree Awarding Committee of the State Council. Under his direct leadership, the St Augustine Campus of The University of the West Indies and the China Agricultural University developed a strategic relationship, beginning with the opening of a Confucius Institute in 2013 at the Campus. His commitment to The UWI and to furthering the educational, cultural and social bonds between China and Trinidad and Tobago has been further demonstrated with the establishment of an Agricultural Innovation Park at the Faculty of Food and Agriculture in Orange Grove. The work in this area will have a profound impact upon the food security, health and wellbeing of the peoples of Trinidad and Tobago and the wider Caribbean.



Reverend Daniel Teelucksingh – LLD

Reverend Daniel Teelucksingh is a former Chaplain at The UWI, St Augustine Campus. He worked at the campus during the 1970s and has spent a total of 48 years serving as a Minister in the Presbyterian Church in Trinidad and Tobago.

Reverend Teelucksingh's formal training and education include studies at the United Theological College of the West Indies (UTCWI) in Jamaica from 1963 to 1967. He also became ordained a minister of religion in 1967. In 1970 he earned a Bachelor of Divinity degree from the University of London International, followed by a Master of Sacred Theology degree from the Union Theological Seminary in New York, USA in 1974 and then returned to Trinidad and Tobago to continue his service.

A decade of Reverend Teelucksingh's career was also spent as an Independent Senator in the Parliament of Trinidad and Tobago from 1991-2001. During this time he served on numerous parliamentary committees and became known for being vociferous on matters pertaining to family life such as domestic violence, sexual offences and women's and children's rights.

Reverend Teelucksingh has also worked as a motivational speaker, teacher and lecturer and his work has earned him a number of awards including the Republic of Trinidad and Tobago - National Award for Public Service, Medal of Merit, Gold and an award for community service from the Inter-religious Organisation of Trinidad and Tobago.



Mr Anthony Williams – DLitt

Mr Anthony Williams is, perhaps, the most significant contributor to the development of the technology of the steelpan musical instrument and the associated art in performance, because of his triple role as an inventor, arranger, and steel orchestra captain. In the 1950s, Mr Williams invented the 4ths-and-5ths note layout pattern, now standard on the tenor steelpan and the basis of the note layouts on three of the four G-pans invented at The UWI in 2007. The pattern was first used on his spider-web pan, which he tuned so that the anti-clockwise sequence of notes around any given ring, assumes a progression of musical 5ths while the note sequence along a sector defined by two adjacent radii produces a progression of musical octaves. His inventions were all music-driven and came during his tenure as captain, musical director and tuner of the Pan Am North Stars Steel Orchestra. This steelband was the first to appear on US nationwide television (the Ed Sullivan Show in 1964); the first to transpose music for symphonic orchestras into steelband scores (Johann Strauss's Voices of Spring in the 1962 Trinidad and Tobago Music Festival) which set the template for steelband arrangements for years to come.

In 1968 Pan Am North Stars joined with Trinidad and Tobago's internationally celebrated pianist, Winifred Atwell, in a series of performances locally, in the Bahamas and at Madison Square Garden in New York. By placing bass pans on wheels, he made it possible for the road band to remain mobile and perform full orchestral arrangements. Six decades ago he was emphasising the importance of music literacy for all pannists and, though self-taught, established classes in his North Stars panyard. In recognition of his experience and competence, Mr Williams was made a member of the first steelpan technology research team at the Caribbean Industrial Research Institute. He has been recognised by the National Institute of Higher Education Research Science and Technology (NIHERST) as a Caribbean icon and was awarded the Order of the Republic of Trinidad and Tobago, the nation's highest award in 2008.

THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE CAMPUS, TRINIDAD & TOBAGO, WEST INDIES

PRESENTS



THE B.A. FILM

10TH ANNIVERSARY EDITION

ALSO FEATURING

CERTIFICATES DANCE & DANCE EDUCATION MUSIC TECHNICAL THEATRE PRODUCTION VISUAL ARTS
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VISUAL ARTS POSTGRADUATE DIPLOMA ARTS & CULTURAL ENTERPRISE MANAGEMENT POSTGRADUATE DEGREES CREATIVE
WRITING (FICTION) CREATIVE DESIGN: ENTREPRENEURSHIP CULTURAL STUDIES



UWI
ST. AUGUSTINE
CAMPUS

APPLICATIONS OPEN: NOVEMBER 2016

www.sta.uwi.edu

To see films by UWI students and alumni, check out the [ttff/16 guide](#) or www.ttfilmfestival.com



EVENT

UWI Credit Union is 50

UWI Credit Union (UWICU) was officially registered as a cooperative on 4 May 1966. The Credit Union marked its golden anniversary of service to its members with a Gala Dinner at the Radisson Hotel on the evening of 4 May 2016.

It was an occasion for many of its pioneers, stalwarts, board directors, officers, staff, members and partners to come together in celebration. Derron Sandy captivated the audience with a spoken word presentation which dramatised insights into the movement's initial mandate and its development over the decades. The MC, Donna Rosales Gray, UWI Credit Union's General Manager shared her words of wisdom with a clear understanding of where the Credit Union came from and how much it had evolved. She also gave examples of the ways in which UWICU has enhanced the lives of its members through the great work that has been done over the years.

The Credit Union's President Dorwin Manzano gave a toast at dinner and awards were given to Irma Regis (Eldest Registered Member), Janiele Campbell (Longest Serving Support Staff) and Brenda Fraser (Longest Serving Active Member). Special tokens of appreciation were distributed to former office holders who dedicated their lives to the movement, as the organisation sought to recognise the efforts of those working in the credit union industry and to show members its appreciation.

Patrons used the opportunity to network with other members, reminisce on the growth of the Credit Union, feast on the scrumptious dinner and then dance the night away to the live performances from Mayaro The Band in Radisson's gorgeous ambiance. Some patrons gave candid interviews on their thoughts about UWICU, in light of its 50th Anniversary, which were captured and compiled in a collage of short video clips. Persons interested in viewing the evening's proceedings are invited to visit UWICU's website's www.uwicu.tt where images of the event were cataloged in its Media Gallery using still photography.



Current Board of Directors (l-r): Marlene Saunders (Vice President), Roger John, Natasha Grant, Dorwin Manzano (President), Gail Hosein (Secretary), Marlon Caesar, Lenore Callender, Steve A West, Patricia Brown.



Staff of UWI Credit Union (l-r): Samantha Rodrigues, Fayola Jones, Janiele Campbell, Luticia Solomon, Krystel Thomas, Dennis Martin, Tameka Guerra-Clarke, Rachele Churaman, Charlotte Albert, Jehnella Dick. (Not in photo: Donna Rosales Gray, Yvonne Romano, Leon Grey)

The Credit Union marked its golden anniversary of service to its members with a Gala Dinner at the Radisson Hotel on the evening of 4 May 2016.

UWI CALENDAR of EVENTS

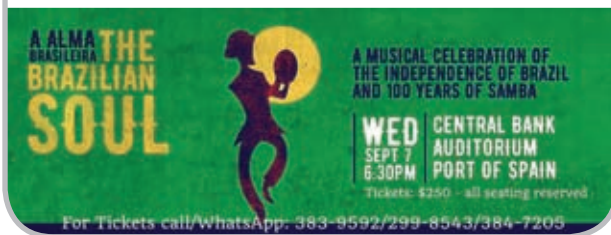
SEPTEMBER – OCTOBER 2016

CELEBRATE THE SOUL OF BRAZIL

September 7
Central Bank Auditorium, Port-of-Spain

The Portuguese and Brazilian Studies Section of the Department of Modern Languages and Linguistics in collaboration with the Department of Creative and Festival Arts invite you to A Alma Brasileira-The Brazilian Soul, a musical celebration of the Independence of Brazil and 100 years of samba. The event serves as a fundraiser for the students of the Section. It starts at 6.30 pm and features Trinidadian artistes performing samba classic alongside dancers and a rhythm section including Anthony Woodroffe Jr, Heather Macintosh and many others. Contribution: \$250.

For more information, please visit the Campus Events Calendar at www.sta.uwi.edu/news/ecalendar



MATRICULATION

September 15
The UWI, St. Augustine

The incoming students will be welcomed as new members of the St. Augustine Campus academic community. A number of university officials will be at the Ceremony to meet and welcome the new students, including the Vice-Chancellor, the Campus Principal, the Deputy Principal, Faculty Deans, the Director of Student Services and the Guild President.

For more information visit <https://sta.uwi.edu/matriculation/>

NOBEL LAUREATE LECTURE

September 22
The UWI, St. Augustine

CARISCIENCE presents the Nobel Laureate Lecture Series. This series will host past Nobel Laureate winners who will give public lectures at The UWI. The first installment of this yearly series is a Public Lecture by Professor Ei-ichi Negishi, 2010 Nobel Laureate for Chemistry on Pursuit of Many Lofty Dreams with Eternal Optimism for over Half-a-Century. The lecture takes place at 5pm at the Learning Resource Centre (LRC) Auditorium.

For more information, please contact cariscience.org@gmail.com

THE CRUX OF LEARNING

September 23
The UWI, St. Augustine

The UWI St. Augustine and Guardian Group Limited present the Premium Teaching Awards 2016 which celebrates the work of exemplary teachers on the St. Augustine Campus. The ceremony takes place at 5pm at Daaga Auditorium and the theme is Student/Teacher Partnerships: The Crux of Learning and will feature a special presentation by Dan Butin, Professor and Founding Dean, School of Education and Social Policy, Merrimack College. To RSVP, please call 662-2002 ext. 82611 or email cetl@sta.uwi.edu.

Updates will be posted on the Campus Events Calendar at www.sta.uwi.edu/news/ecalendar.

WORLD COCOA & CHOCOLATE DAY

September 30 and October 1
JFK Auditorium

The general public is invited to experience all things chocolate at this exhibition and culinary extravaganza. Products made from chocolate including truffles, soaps, lotions and much more will be on display and available for sale.

For more information, please visit the Cocoa Research Centre Page on Facebook.

CONFUCIUS INSTITUTE DAY

October 1
Chinese Association of Trinidad and Tobago

The Confucius Institute at The University of the West Indies St. Augustine joins in the international celebration of Confucius Institute Day commemorating their role as one of over 400 of these unique non-profit public institutions established by the Office of Chinese Language Council International (HANBAN) for the promotion of Chinese language and culture. Enjoy a day filled with activities starting from 10am to 3pm such as calligraphy, Costume corner, Tai Chi, lion dance and more. The event takes place at the Chinese Association of Trinidad and Tobago, 7 St. Ann's Road.

For more information, please visit the Campus Events Calendar at www.sta.uwi.edu/news/ecalendar



GRADUATION CEREMONIES

October 20 to 22
The UWI, St. Augustine

Celebrate the graduating Class of 2016! This year's Graduation Ceremonies are scheduled to take place at The UWI Sport and Physical Education Centre (SPEC)

- **October 20:** (AM) Faculties of Science & Technology and Food & Agriculture; Honorary Graduand and guest speaker **Prof K E Bingsheng;** (PM) Faculties of Engineering and Law.
- **October 21:** (AM) Faculty of Social Sciences (Surnames A to L) & ALL ALJGSB graduands; (PM) Faculty of Social Sciences (Surnames M to Z); Honorary Graduand and guest speaker **Rev Daniel Teelucksingh.**
- **October 22:** (AM) Faculty of Humanities & Education; Honorary Graduand and guest speaker **Anthony Williams;** (PM) Faculty of Medical Sciences.

For more information and updates, please visit <https://sta.uwi.edu/graduation/>



UWI SPEC INTERNATIONAL HALF-MARATHON

October 23
Sport and Physical Education Centre,
St. Augustine Campus

Register now for the 13th UWI SPEC International Half-Marathon kicks off at 5.30am at The UWI Sport and Physical Education Centre (SPEC). 1,300 local, regional and international athletes are invited to compete for prizes worth over TT\$150,000 in a range of categories. Registration is currently open online until October 7. In-person registration is also available at First Citizen Bank branches at these locations: Scarborough, West Court, Independence Square, Arima, Chaguanas and San Fernando.

For more details, please visit www.sta.uwi.edu/spec/marathon

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TO HEAR FROM YOU**

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