



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES • ST. AUGUSTINE CAMPUS

SUNDAY 6 AUGUST, 2017



After 14 years, Sir George Alleyne officially ended his role as Chancellor of The UWI, making way for the new Chancellor, Mr. Robert Bermudez, who assumed the position on July 16. Sir George Alleyne, MD, FRCP, FACP (Hon), DSc (Hon), was born in St. Philip, Barbados, on October 7, 1932. After graduation from the then University College of the West Indies as the gold medalist with the degree of bachelor of medicine and surgery (MB.BS) in 1957, he obtained his MD from the University of London in 1965. He entered academic medicine at the UWI in 1962, and his career included research at the Tropical Metabolism Research Unit for his doctorate in medicine. He was appointed Professor of Medicine at the UWI in 1972, and four years later became Chairman of the Department of Medicine. He is an emeritus professor of the UWI and was appointed Chancellor of the UWI in 2003.

In an interview with UWI TODAY editor, Vaneisa Baksh, Sir George talks about what it has meant to be Chancellor (see Page 8). PHOTO: ATIBA CUDJOE

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THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE CAMPUS



Statement from The Campus Principal

UWI Entry Requirements have not changed

In recent days, the media have reported on adjustments in the admissions criteria for programmes in the Faculty of Social Sciences at The UWI. The purpose of this statement is to inform the public on how applicants to any programme are assessed within The UWI. It is important to note that the particulars raised here are in keeping with the general mode of assessment for entry into academic programmes globally.

Educational programmes, whether academic or vocational, are designed to provide defined learning outcomes. Guided by taxonomies of learning developed by experts such as Bloom and Anderson, for example, experienced educators would hierarchically organise the learning outcomes to be imparted to graduates of an academic programme. These stated learning outcomes establish the output standards of the programme and are described by a range of skill sets or competencies measured against well-established competency levels that range from basic knowledge and understanding to the higher order cognitive levels associated with the ability to analyze, create, and synthesize solutions to problems. These skills could target capabilities required for the job market or further study.

Unfortunately public discourse this week has focused only on entry qualifications as an indicator of programme quality, rather than on the mechanisms that academic institutions put in place for students who, upon entry, can build upon their knowledge and skills to achieve the output standards.

The lower level, formal, academic entry requirement into a programme at The UWI is five CSEC passes, inclusive of English and Mathematics. However, for close to 20 years, the university-wide matriculation requirements always allowed for three CSEC passes, plus relevant experience for mature students, defined by the university as persons 21 years and older.

It would be appreciated that the entry statistics for applicants into a programme will vary each year as it is dependent upon the *academic profile* of the pool of applicants, and the number of spaces available within a programme of study in a given year. Over the years, however, the competitive environment has pushed the selection criteria way above the minimum requirements in most programmes.

It is also important to note that The UWI, in particular, its Open Campus, has recognised the need to extend its reach to the under-served and also the value of prior learning. The UWI has frontally engaged discourse on how this continuous learning for

adults can be matched against educational goals, or a programme of study. The University, recognises the utility of other tools to satisfactorily assess entry into a programme of study. These include interviews, portfolio, and prior learning assessment among others.

In the case of Social Sciences, the number of applications to a *few programmes* has declined, pushing the modal score in the pool for selection of applicants closer to the lower level matriculation requirements. Here, other tools are used for assessment as listed above, a critical one being prior learning assessment for mature students. The Certificate Programme in Public Administration, which was widely discussed, was one such programme with declining numbers. In order to broaden the catchment, the Faculty is expanding its focus to mature (as defined by UWI) individuals with a minimum academic requirement of three CSECs, together with prior learning and work experience or equivalent to gain entry into the programme.

In the not too distant future, the public will see more efforts by the UWI to broaden access so as to enrich its student body with individuals who, regardless of their prior academic achievements, demonstrate the potential to succeed. This will require going beyond the traditional formal academic qualification which UWI studies have, time and again, shown to be not a reliable predictor of academic success at the degree level. No doubt, these initiatives, as do all paradigm shifts, will be opposed by those who are well entrenched in the status quo, particularly in a society that places formal certification on a very high pedestal.

The UWI intends to play its role in the development of a new seamless national and regional education system that, among other things, allows citizens to easily move to any level of educational achievement regardless of their current standing. In my inaugural address, I challenged the region to target a future state in which, *inter alia*, man-made disasters are but few and in the aftermath of natural disasters, survivors would be able to rebuild and maintain resilient communities that can grow to re-establish strong societies. The forging of a seamless education system is a necessary precursor to this target state.

FROM THE EDITOR

Heroes in an Ocean of Amnesia



An article from the *Indian Express* was sent to me recently, a terribly disquieting piece on Patrick Patterson, the Jamaican fast bowler who was arguably one of the fastest ever to play cricket for the West Indies. An Unquiet Mind, written by Bharat Sundaresen, describes how difficult it was to track down Patterson amidst a sea of rumours

that he was lost, homeless, mentally ill, destitute. They finally meet and for four hours at a waterfront bar they talk about a range of things, including “dark days that were as dark as midnight,” from which he has not yet recovered.

Sundaresen had been trying to meet Patterson since 1987, and every time he returned to the Caribbean he would keep looking, until it became something of an obsession to find the man who was one of his heroes. “It was like the West Indies had not just given up on, but forgotten, one of their superstars of yore,” he wrote.

Patterson’s story is familiar – a talented young country boy making it to the big times, but uncomfortable with the transformations it brings. He feels like an outsider all of the time and soon, there are disciplinary issues. He falls away and practically disappears, drifting into a shadowy world that seems dominated by paranoia.

Sundaresen asks what his hero has been doing over the last 25 years.

“Absolutely nothing. Nothing that promotes good living,” is the 55-year-old’s response.

Is Patterson yet another fallen hero? And if he is, was he pushed? And if he was pushed what were the forces that pushed him, and what might have possibly saved him from this life of perpetual midnight?

“Heroism comes in different forms,” says Wendell Mottley. He is recounting that historic July 24 of 1976, when Hasely Crawford won a Gold medal in Montreal, the first Olympic gold medal for Trinidad and Tobago. A 100m medal in 10.06. (Ten years later the little baby Bolt was born and he would clock 9.58 in an epoch of his own)

“Back on that July day in 1976, every TV set, handheld radio and rum shop audience across Trinidad and Tobago was tuned to the Olympics and cheering on their countryman – hoping and praying for Hasely’s victory,” Wendell told his rapt audience. “There were 66,308 spectators packed in the stadium. There was a hush as the athletes came under starter’s orders. BAM, shot call, race GONE and in a 10.06 second flash, Hasely Crawford races into His-Story and becomes an enduring hero of Trinidad and Tobago.”

Wendell is an Olympian himself – 1964 Tokyo – bringing home silver in the 400m and a bronze in the 4x400m relay. A dozen years before Hasely, he had been on an Olympic track. He could talk about what it meant to prepare, to compete, to find acclaim and then have to live with it.

So here he was giving the feature address at the launch of an exhibition to honour Hasely Crawford’s achievements – and while it would be more specific to say achievements of 40 years ago, I think it is more accurate to say for over 40 years – as Mr Crawford has contributed unstintingly to national development since then.

He had been inspired to run as fast as he could by the sheer determination to break out of the poverty he knew as a child. Unlike Patrick Patterson, he had found people to support him, and so his energy did not drag him underground into dark, shadowed places, it lifted him into the light.

So the National Gas Company joined with him and together they have done a lot to help nurture young people. The one everyone knows is the Right on Track Programme, teaching primary and secondary school

“To know our heroes is to know ourselves: our values, our collective history, who we are, and what makes us as Trinbagonians, great. Recognising our heroes is an acknowledgement of who we are as a people. We are not waiting for the rest of the world to validate our heroes, or until it is too late,”

NGC CEO, Mark Loquan

students in track and field and basketball. On their website, NGC says, “Since its inception in 1999, the NGC Right On Track Development Programme has benefited more than 15,000 participants in 105 communities and eight institutions; it has trained 88 coaches and it has formed and/or restored seven athletic clubs. Its impact is evidenced by the many coaches who have seen results in the form of improved athletic ability, pride in achievement and character development.”

That’s impressive, and it is not the only evidence of CSR from the Company. Their website lists a series of sponsorships: three steelbands, the Bocas Lit Fest, Sanfest, partnering with Habitat for Humanity, partnering with The UWI. They epitomize good corporate citizenship. To my mind, it is partnering with communities by investing in their development that helps foster the feeling of belonging that makes people want to do good and build rather than break down their environments.

At the launch, NGC CEO, Mark Loquan acknowledged that our greatest wealth is our people.

“To know our heroes is to know ourselves: our values, our collective history, who we are, and what makes us as Trinbagonians, great. Recognising our heroes is an acknowledgement of who we are as a people. We are not waiting for the rest of the world to validate our heroes, or until it is too late,” he said. “This is the reason for the NGC National Heroes Project.”

The Hasely Crawford Legacy is the first of a series called INVICTA, where NGC will celebrate a national hero annually.

The exhibition that was launched is going to be housed at the Alma Jordan Library here at the St. Augustine Campus for two weeks. Then it will take to the road in the kind of mobile caravan set-up that I assume is the way the Right On Track Programme has managed to hit 105 communities.

It is something corporate T&T needs to get on board with. It is no good pointing fingers of blame at the public institutions as if they alone must shoulder the burden of building and development. Within its institutional framework, The UWI has expertise in practically every discipline. Corporation cooperation is the healthy way to go.

The Alma Jordan Library is often seen as the silent home of academia, inaccessible and unwelcoming to the public. Those days are past. It would be a wonderful thing to see exhibitions, performances, book launches, and readings taking place within and without its premises. There are several museums at the campus; we need our corporate citizens to see them as spaces to rekindle interest in our society. We need our libraries and museums to come alive because our histories have predisposed us to amnesia, and they are the best sites to remind us of ourselves.

On the first day of the Exhibition that Hasely Crawford attended, scores of people thronged the Undergraduate Reading Room to meet the affable hero, clad appropriately in a dazzling gold shirt, as he mingled and signed autographs.

One little boy, no more than six or seven, tugged impatiently at his mother’s hand. “Look de gold medal!” he kept saying, his eyes glued on the shiny trophy.

What has it taken for NGC to foster these meaningful relationships with the community it lives and works in? How has the Bocas Lit Fest managed to thrive so well in a place where we say people no longer read?

It is because the Lit Fest has been a site where the heroes of the world of writing have been brought out and dusted off and put within reach. They have been made into living, reachable, creatures of this world, not shadowy figures from the land of unattainable dreams.

And that is the value of having a hero in your midst. Did Hasely Crawford set out to be a hero? Did Patrick Patterson? Were they two young, working class boys from the country who loved to run and play and found a talent in their hobby? When Hasely burst onto the scene, he found support, when Patterson did, he found a world that he still thinks is trying to get him.

“Heroism comes in different forms,” said Wendell Mottley.

Perhaps heroes are the ones who find it inside themselves to reach out and lift the little ones right up to the pinnacle of their dreams.

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We All Need a Hero



These excited campers were thrilled to meet Mr. Crawford at the exhibition at the Reading Room of the Alma Jordan Library.
PHOTO: SHEREEN ALI

At the launch of their National Heroes Project, Invicta, CEO of the National Gas Company (NGC), Mark Loquan, said it was an opportunity to reflect on the contributions our national heroes have made. Locating their personal achievements on a broader landscape, he sought to show the nexus between these exemplars and national spirit.

“Trinidad and Tobago’s social fabric has been influenced by exemplars in the field of sport; education; arts and culture,” he said. “These nationals, who have increased the visibility and prestige of the country at both the national and international levels, sometimes remain largely unrecognised, and in other cases, where their accomplishments are noted, the details of their accomplishments and challenges remain relatively unknown.”

As he lamented the lack of visibility of positive role models to inspire the youth, Mr. Loquan said it was NGC’s hope that in celebrating heroes and highlighting their achievements, they would provide models for the youth to emulate.

“The project’s ultimate goal is to preserve and honour our national legacy, disseminate positive attributes and

messages of our national heroes and thereby encourage pride in our accomplishments, national unity and cohesion,” he said.

The first subject of the Invicta series is Mr. Hasely Crawford, TC, the Olympic Gold medallist of Montreal 1976, who won the 100m in a time of 10.06.

Mr. Crawford told guests at the launch that he simply wanted to break free of poverty at first, but he also discovered a very competitive spirit in his running shoes. His personal economic circumstance of childhood made him determine to do what he could to contribute to developing young people. Through his relationship with NGC, he has worked all around the country with the Right on Track Programme, which has targeted both primary and secondary school students for more than a decade.

The exhibition, called “*The Crawford Legacy*,” is currently on at the Reading Room of the Alma Jordan Library at the St. Augustine Campus. It is free and open to the public on weekdays from 9am to 4pm, and on Saturdays from 9am to noon. It will then make its way around the country via the NGC caravan.



Olympians Wendell Mottley and Hasely Crawford flank the Campus Principal, Professor Brian Copeland at the launch of the Exhibition.
PHOTO: KEYON JAMES

The exhibition continues until August 18, and Mr Crawford will be there again to sign autographs and to show off his Gold Medal on August 16 and 18 from 10am to 12 noon.

2017 Honorary Grads

The University Council, at its annual business session held at the Cave Hill Campus on April 27, 2017, approved the recommendations of the Joint Committee of Council and Senate to award honorary degrees at the upcoming Graduation ceremonies as follows:

St. Augustine Campus

Mr. Winsford “Joker” Devine
Composer, Trinidad and Tobago

Mr. Andrew Marcano “Lord Superior,”
Calypsonian, Trinidad and Tobago

Ms. Hazel Brown
Social activist/founding member of NGO for the Advancement of Women in Trinidad and Tobago, Trinidad and Tobago

Professor Emeritus Clem Seecharan
Historian, Guyana

Mr. Luis Moreno
International leadership, USA

Open Campus
Ms. Edwidge Danticat
Author, Haiti

Cave Hill Campus
Hon. Justice Adrian D. Saunders
CCJ Judge, Law, St. Vincent

Professor Ihron Rensburg
Leadership, South Africa

Ms. Kaye Foster-Cheek
Consultancy, Barbados/USA

Mona Campus
Ms. Olive Senior
Journalism, Jamaica

Mr. Anthony Hart
Entrepreneurship, Jamaica

Mr. Monty Alexander
Musician, Jamaica/USA

Professor Emeritus J. Edward Greene
Regional Civil Service, Guyana

Mr. Wesley J. Hall
Entrepreneurship, Jamaica/Canada

Faculty of Sport Launched

“If there’s one industry that we can develop right now to diversify our economies and make our economies competitive, it is to build a sporting industry in our region,” says The UWI Vice-Chancellor, Professor Sir Hilary Beckles. He was speaking at the official launch of the University’s Faculty of Sport on July 26 at The UWI Regional Headquarters in Jamaica.

Vice-Chancellor Beckles referenced a PWC report which assessed the global sport industry to be worth an estimated \$145b and growing at an annual rate of 4.5%. “This is something that we must now take very seriously. This sporting industry is the place of the greatest convergence in the global economy. It’s the place where all the industries are interconnected.” He noted the obvious nexus between sport and entertainment, sport and technology, sport and medicine sport and tourism and many other industries.

“Sport is at the centre of all of that, translating into economic growth. We’re hoping that our Faculty will do all the relevant research, teaching and learning to participate in that conversation with our investors, our entrepreneurs, our public sector, our global manufacturers to enable that focus to take place here in the Caribbean space that is so rich in sporting talent.”

The Faculty of Sport is the first to be established at The UWI in 40 years. The University Council approved its recommendation in April this year and it becomes operational in the 2017-2018 academic year.

Dr. Akshai Mansingh, Dean of the Faculty of Sport, was not making sport. “For too long, sport has been a past-time for the region. We really don’t have the superstar culture, even though our first superstar walked onto the field in 1930 when George Headley made his Test debut,” he said.

The creation of the Faculty of Sport gives an opportunity to bring together all of the creative and scientific minds of the region, while harnessing leaders in all aspects of sports from throughout the world to offer the support to the athletes, many of whom have chosen to make this region their home to perfect their skills.

“The creation of the Faculty of Sport gives an opportunity to bring together all of the creative and scientific minds of the region, while harnessing leaders in all aspects of sports from throughout the world to offer the support to the athletes, many of whom have chosen to make this region their home to perfect their skills. But the Faculty of Sport doesn’t only cater to those who play sports, but also to those who play at sports. Creative academic minds with interest in anything to do with sports will have the opportunity to pursue their research, and practitioners such as coaches, sports and conditioning experts, sports physiotherapists etc., will also find a forum in this faculty as well,” he said.

Chair of the Faculty of Sport Task force, Pro Vice-Chancellor and Mona Principal, Professor Archibald McDonald said, “The launch of this new faculty will not only aid in formally legitimising sports education, training and research in the higher learning industry for the Caribbean, but it will also aid in driving development and economic growth prospects for our region. Sport is at the heart of our regional identity.”

“We must begin to formally invest in this industry if we expect to see greater returns for the future. The launch of this faculty facilitates The UWI’s goal of laying the necessary foundations in moving the sport initiative in the Caribbean in a right and positive direction. To build great athletes and place our mark in the international sport industry we must first invest in a centre of excellence here that explores the research behind sport, which will engage in state-of-the-art teaching and learning about the complexities of sport, whilst providing the facilities and tools that will facilitate training excellence in all fields of sport,” he said.

Dr. Akshai Mansingh named Dean of the Faculty of Sport



Dr Akshai Mansingh is a Consultant Orthopaedic Surgeon and Sports Medicine Physician who has looked after elite athletes throughout the region. A graduate of The UWI, Dr Mansingh earned his Bachelor of Medicine, Bachelor of Surgery and his Doctor of Medicine, Orthopaedics degrees at the Mona Campus. He also holds a Master’s in Sports Medicine from the University of New South Wales in Australia.

Dr Mansingh has been a lecturer in the Department of Surgery, Sports Medicine in Radiology, Anaesthetics and Intensive Care at The UWI, Mona since 2007, as well as the Programme Director and Course Author for the campus’ MSc Sports Medicine degrees (for Physicians and Physiotherapists) since 2006. He is also the author of numerous publications in his various specialisations and has written on Methods for Injury Surveillance in International Cricket among many other cricket and sport science themes.

For more information on the Faculty of Sport visit: <http://uwi.edu/sport>



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Monday	7:00 pm – 10:00 pm	6:00 pm – 9:00 pm
Tuesday	7:30 am – 10:30 am 7:00 pm – 10:00 pm	6:30 am – 9:30 am 6:00 pm – 9:00 pm
Wednesday	7:30 am – 10:30 am 3:30 pm – 6:30 pm	6:30 am – 9:30 am 2:30 pm – 5:30 pm
Thursday	7:30 am – 10:30 am 7:00 pm – 10:00 pm	6:30 am – 9:30 am 6:00 pm – 9:00 pm
Friday	7:30 am – 10:30 am 3:30 pm – 6:30 pm	6:30 am – 9:30 am 2:30 pm – 5:30 pm
Saturday	5:00 pm – 8:00 pm	4:00 pm – 7:00 pm



THE INDUCTION CEREMONY OF **Professor Brian Copeland** as Pro Vice-Chancellor and Campus Principal



"Friends, I look forward to your continued support in our efforts to revitalize Caribbean development for the benefit of our children and theirs. This is the only reason I decided to accept the appointment as Principal at the St. Augustine Campus of The University of the West Indies."

**Pro Vice-Chancellor and Principal
Professor Brian Copeland**



Congratulations to Professor Brian Copeland on his induction as the 8th Pro Vice-Chancellor and Principal of the St. Augustine Campus of The University of the West Indies. The official ceremony took place on Saturday 8th July 2017 at the Daaga Auditorium. He officially assumed duty as Campus Principal in July 2016.



For more on Professor Copeland and to view photos and video from the ceremony, visit <http://sta.uwi.edu/induction/>

■ UWI MATTERS

Speaking on innovation, Jeff Bezos, the multi-billionaire founder of Amazon who is closing in on the heels of Bill Gates for the title of richest person on the planet, said: “One of the ways to get yourself out of a tight box is to invent your way out.”

With its weakening energy sector, Trinidad and Tobago is in a tight box. With a 14% reduction in funding, UWI St. Augustine is in a tight box as well. But, as Bezos says, the Campus has its inventors. And they have been busy.

“There are products here that will shock the world,” says Nizamudeen Mohammed, a technician with the Department of Chemistry, as he leads me into an office. The space is tiny but it’s not the space that matters. On display is a suite of coatings – indoor and exterior paints, red oxide primer, marine coating, 4-in-1 coating and plastic cement – many of them made from a combination of local asphalt and other additives. All of them made by a Chemistry Department team. Most importantly, many of these products will be available to the public as UWI St. Augustine launches a start-up company for asphalt coatings, a first for the Campus.

The asphalt-based products, as well as other innovations coming out of the Department, were displayed at the Innovation Conference held in late June at UWI’s Teaching and Learning Centre. In his address at the Conference, Campus Principal Professor Brian Copeland said he had mandated St. Augustine to launch its first spin-off company in 2017.

This is massive for several reasons. Firstly the products themselves, representative of homegrown innovation that use local raw materials and were specifically designed to resist conditions like heat and moisture, are entering a market which is dominated by foreign products. The research team says the asphalt coatings are not only more effective they are also much less expensive.

“The Caribbean climate is hot. We live and work in coastal areas. We have flooding,” says Mr. Mohammed. “These products were developed and tested to withstand the heat, the salt-water, the rust. And we can bring them to market at a much lower cost.”

If the asphalt coatings are so effective in the extreme conditions of the Caribbean, then they will be even more effective in temperate climates, says the research team. This means there is potential for export business. In fact, Mr. Mohammed says there has already been several expressions of interest from regional and international parties.

INNOVATION-LED ENTREPRENEURSHIP

The start-up is also extremely significant because it represents an evolution in UWI’s role. At the Innovation Conference, Professor Copeland said UWI is “actively expanding the current ‘education-for-jobs’ paradigm to one that nurtures creativity and innovation.” The asphalt coating start-up is essentially a blueprint for how it can be done – from research and development to manufacturing and bringing products to market, what Professor Copeland has described as the innovation pipeline.

Innovation remains a much-desired but elusive goal for Trinidad and Tobago. Currently the Government is working on a draft national innovation policy. Principal Copeland has made innovation a major priority for the Campus and is actively promoting a cohesive innovation strategy that includes input from government, the private sector and the education sector.

The asphalt coating start-up also represents a very effective use of the funding provided to the University.

“People need to see the result of investing in UWI and in our research,” says Dr. Simone Walcott, Chief Technician in the Chemistry Department and a member of the research team.

A Fresh Coat of Asphalt

Campus to create first start-up company using research-based natural products

BY JOEL HENRY



Nizam Mohammed (right) of the Chemistry Department at The UWI St. Augustine showed off some of the lubricants (velocity joint grease) developed by staff to (from left) Campus Principal Professor Brian Copeland, Ronald Hinds, CEO of Teleios, (Professor John Agard is partially hidden), Dr Simone Walcott, Beverly Khan, Deputy Permanent Secretary in the Ministry of Planning, Mr. Robinson Constantine (who applied the coating to the solvent bunker) and Dr. Terrence Farrell.

“These products were developed and tested to withstand the heat, the salt-water, the rust. And we can bring them to market at a much lower cost.”



Among the coating products on display at the Innovation Conference were a primer, marine coatings and plastic cement, some asphalt-based and all with short drying times, and lower costs than comparable items.

At the heart of the team are Dr. Lebert Grierson (Head of the Chemistry Department) and Mr. Mohammed, who have been working on coatings, lubricants and other formulations for more than a decade.

“I looked at poor people who can’t afford to buy a galvanize sheet for their roof or a can of paint at Christmas time,” says Mohammed. “How do we use what we have in the country to create affordable solutions for them that will last? It was a challenge and I thrive on challenge.”

He recounted how he and Dr. Grierson would go to residents of La Brea (the location of the Pitch Lake) and buy waste deposits of asphalt to conduct their experiments. Eventually, despite their extremely limited resources and several other difficulties they developed a range of formulations combining asphalt with other ingredients.

Several of their products have been tested and certified by the Shriram Institute for Industrial Research in India. This also includes two greases – a velocity joint grease and a heavy red grease. Mohammed says there are many more products in the works, some already completed and only awaiting certification.

“We have a great team of researchers and we can make a whole field of products,” he says.

At the time of this writing the Department is awaiting additional funding for further research and expansion of the chemistry lab to better handle a larger scale of manufacturing. Despite the difficulties they have faced in developing these products, the team is optimistic for the future of the work, particularly under the leadership of Professor Copeland and the new innovation paradigm.

“All we need is 10% of the Trinidad and Tobago market and 10% of the Caribbean market and we can have an extremely profitable business,” says Mr. Mohammed. “In the entire Caribbean there is no manufacturing of these kinds of products. The market is there. We can make an impact and we can help to put UWI in the driving seat for innovation in the region.”

■ OUTGOING

As he opened his notebook, I was struck by the neat, cursive, rounded script. That single page communicated to me a fastidious, organized, serious character. Though I am no hand-writing expert, my impressions were confirmed in the conversation that followed.

After 14 years, Sir George Alleyne officially ended his role as Chancellor of The UWI, making way for the new Chancellor, Mr. Robert Bermudez, who assumed the position on July 16. With ten days left before he demitted the office he has held since 2003, Sir George sat down to answer some questions I had outlined to him beforehand – and that’s how I saw his notes.

Sir George has had a distinguished career in medicine: as practitioner, as academic, as administrator and policy maker. He will turn 85 in October and as a staff member observed, he is “disturbingly spry.” He has held leadership positions in the world’s most influential health bodies: the World Health Organization and the Pan American Health Organization. Before becoming Chancellor, he was Director, and when he became Chancellor they made him a Director Emeritus. Recognition for his services to medicine had come in 1990 with a knighthood, and in 2001 with the Order of the Caribbean Community, why did he step outside of the ‘healthy’ world?

“If you went to university at the time I did you would never lose the love for the university. It probably is the same way now. I can tell you those persons who were at my time at the university; we became West Indianized at the university. People of my generation at the university developed a deep and abiding feeling for the institution. So in a way I never really left the institution,” he said, as he made the absurdity of my question delicately clear.

“Who could refuse being Chancellor of one’s university?”

Given that the statutes of The UWI do not explicitly define the Chancellor’s role, and that each university has its own, I asked him to outline what it has meant to him.

“I took the trouble of looking up a paper that had been put to [University] Council about some of the roles at the institution. I can’t tell you that I would have followed them all, but there are certain ones that stood out and were probably more important for me than others” he said.

“The number one is leadership. You are the titular head of the university and you have to project a positive image of the institution in all you say or do, in various fora,” he said,

adding that it was also important to stress its regional nature.

“The one they pointed out as number one about projecting a positive image of the university is terribly important to me and that’s the one I have been acutely conscious of over 14 years and I tried to do.”

The image of Sir George, resplendent in his robes, solemnly shaking each graduate’s hand and saying “Congratulations,” and the special “Well done, well done, my sincere congratulations,” for first-class honours, is an integral part of each graduation ceremony. He does not deviate. It is his assigned role to preside over ceremonial functions, the Council meetings, the graduation ceremonies.

“People would say that is ritualistic; and I agree. Well I happen to like rituals... We all have personal rituals. Family rituals help to bind families together and I think that institutional rituals help to bind institutions together. Rituals also tend to embody principles. For example at graduation, I pay a lot of attention to the format of the ritual because I think that rituals done sloppily are worse than no rituals at all. I pay a lot of attention to the seriousness of my greeting. It is not a flippant matter... I am all in favour of the joy and exultation of the moment, but I believe that unruly behaviour disturbs the beauty of the ritual,” he said. It is not simply being old-fashioned. “You are saluting the individual candidate. I took that very seriously because I thought if a person has gone through the institution, to be received into the company of those who have passed through the institution before, I think that is a very important part.”

Students think so too. In the annual graduation survey, when asked, “Please indicate your #1 graduation memory,” the answer is repeatedly “shaking the Chancellor’s hand while crossing the stage.”

Presiding over the University Council meetings is another of the roles of the Chancellor. As much as he likes ritual, he is not there as an ordained adornment. He takes copious notes and meticulously checks minutes to ensure accuracy.

“I know that some people believe that minutes should be as skeletal as possible, should record the simple decisions that were taken. I take it differently. I say that in 50 years’ time when people look back they should be able to see what happened at Council. They need to have some idea of the thinking behind the decisions,” he said.

To Do the Right Thing

The grace and gravitas of Sir George Alleyne



BY VANEI



Sir George Alleyne with his family at the official farewell dinner in his honour at The UWI Cave Hill Campus on April 26, 2017.

Another of his roles as described by the Council was “ensuring that the institution remains a regional institution,” he said.

“When I became Chancellor it was ten years after the previous Chancellor [Sir Shridath Ramphal] had established a committee on the governance of the institution. I thought it was an appropriate time to have another committee, so I got a team of five or six of us to look at the governance,” he said, and their first task was defining it.

“We defined it as those structures and processes and traditional practices necessary for the optimal functioning of the institution,” and they went about revising some of them.

“One of the things that struck me in the context of the regionality of the institution was in the views of at least two of the heads of government. They put the case to me quite forcibly – unless the institution establishes a more credible and visible presence in all of the contributing territories, the university will cease to be relevant. And it would cease to be a genuine regional institution.



S A B A K S H

“At the time we put forward the view that the university would look to abolish the term ‘non-campus territories’ and we advocated that it should be called a fourth campus. It became the Open Campus,” he said.

He feels that was a good move.

“The main thing out of that of which I am particularly pleased is the idea of a more visible presence in every one of the contributing territories, and the idea of them coming together under one. I am pleased to be part of the genesis of that idea,” he said.

While the University’s brand as a regional institution remains strong, the increased autonomy of each campus and the reduction in the movement of students among campuses have diminished the “West Indianizing” experience that shaped earlier alumni. Despite its claim, does he think the University actually functions as one entity?

“I have agonized about this. You have to think about what you lose and what you gain. There is no doubt that The UWI could not retain its function as a small, elitist campus

in Mona. It could not retain its function. [Sir] Arthur Lewis was very clear on that; the massification of education had to be the route to go. And once you take that route, it is inevitable you lose that closeness that comes from a small campus where everyone lives together.”

Even though the intimacy has practically gone, he has still found evidence of regional spirit, citing a paper presented by students to the Council a few years ago asking that the WI be put back into UWI. “That was what the students themselves were articulating for: more West Indianness in the institution,” he said, and it is expressed as well at graduation time.

“I have sat and listened to valedictorians at all our graduations and when you hear some of the valedictorians speak, still speak, of the extent to which it is a West Indian experience, it really does my heart good.”

In spite of the spread, he said the experience of the students in their formative years is “leading a lot of them toward the belief that they belong to a regional entity.”

“So I applaud the effort of the present Vice-Chancellor when he says there is one UWI, and I point out that we have always had one UWI, so how I interpret that initiative is to make some of the structures, the processes to facilitate the oneness – cause you’re not creating one university, there’s never been anything but a one university – but I make the point that you are trying to create the structures that will facilitate that oneness. That is how I have interpreted this initiative which is being put forward. And I am all in favour of having structures and processes in place that will facilitate this oneness of the institution.”

One of the concerns about educational institutions is that the focus is on certification and students do not demonstrate the kind of civic-mindedness so vital for the development of the region. Sir George feels that by the time students enter The UWI, their characteristics are already formed by their environments and culture, and it would be tough to reshape them radically.

“That is very difficult,” he said, “Yet we cannot dissociate ourselves from the responsibility to try to inculcate some of the values that would lead to a better citizen.”

He has heard many good reports about graduates, particularly from his medical community, and he stoutly defends the quality of the students generally.

“I’ve heard the comment being made on many occasions about our graduates not being job-ready when they come out. I think that is absolute nonsense. I say no graduate will ever be job-ready. None. What we hope is that they will be job-prepared, to have the basic skills, attitude, competence to adapt to the job they’re going to do.

Every good employer has a responsibility to help the person who comes in to adjust.

I believe this is something we should push back hard on,” he says indignantly.

It is a measure of how strongly he feels because he is characteristically unflappable.

As we wound up, I asked him what he thought was his legacy, and his response was immediate and emphatic.

“I shall never answer that. You know why? Because I always believe it is arrogance to say that you leave a legacy. It is for other people to say what they think of what you’ve contributed. I think it is pompous arrogance. My legacy is so and so. I never answer that. No one ever does anything alone. If I say I am pleased to have contributed, and I use the word contributed, because you could not do it unless you have support.”

It was the position he took in a speech he gave at Mona in 2005, which he called Listen to the Chimes of the Bell, where he celebrated the growing number of students coming from the poorer stratum of the society as a sign that “we have moved from being the university of the elite to become the university of the many.”

And he threw out a question, and offered an observation.

“How do we maintain excellence and at the same time, increase access? I have found that there is remarkable commonality in the requisites for personal and institutional excellence. There is self-discipline, the capacity to listen and hear, and avoid the sinister hubris. Perhaps the most difficult is the capacity for honest self-criticism, the acknowledgement that you can and will be wrong often and the understanding that the seal of excellence is never given by one’s self.”

They are words that resonate with wisdom and grace – the mark of a man who has done The UWI the honour of being its Chancellor.

Vaneisa Baksh is editor of UWI TODAY.



Former Chancellor Sir George Alleyne is well known as a stickler for doing things by the book, but always with grace and good humour. Presiding over his final round of graduation ceremonies last year, he stepped off the platform to present the scroll to Mr Anthony Williams, ORTT, who was conferred with the Honorary Doctor of Letters by The UWI. The pan pioneer, who also contributed to the Percussive Harmonic Instrument (P.H.I.), was unable to mount the stage. PHOTO: ANEEL KARIM

SHAPING LEADERSHIP IN THE CARIBBEAN

Professor Reddock shares her thoughts on UWI's special role

BY PAT GANASE



Professor Rhoda Reddock demits the post of Deputy Principal of The UWI St. Augustine Campus in July 2017, after nine years. When she retires in 2018, she will have concluded 33 years – a lifetime – teaching, researching and supervising at the university that she considers home. This period has seen her honing and flexing her vision of an ethical and exemplary Caribbean community. Professor Reddock has so shaped the social and intellectual environment for students at St. Augustine that even if each takes one idea back to their professional or home communities the changes could be profound.

For Reddock, the challenge has always been how to affect the quality of life of the individual at the personal level, while working at the macro level. But it is a challenge that her curious human nature has eminently qualified her to accomplish. From her first attempt as a high school student to enter the Port of Spain prison, to her studies of institutional life in Jamaica, and eventual qualification at the Institute of Social Studies at the Hague, and the doctorate in applied sociology at the University of Amsterdam; to the return to the UWI as a research fellow at the Institute of Social and Economic Research (ISER); the establishment of the Institute for Gender and Development Studies (IGDS); to her spearheading the Division of Student Services and Development (DSSD), Reddock's trajectory has been straight to the heart of individual empowerment to awaken the potential to lead.

By the time the average student reaches the UWI, (s) he has already spent more than 12 years in classrooms. The university student is now focused on refining a craft, or acquiring requisite knowledge to earn a living. Their graduation recognizes their having achieved a level of proficiency in their fields.

Reddock insists that the privilege to acquire degrees confers the responsibility to become leaders in their social and professional communities. Reddock's mission has been to ensure they graduate as worthwhile human beings, capable citizens to leaven the still emerging Caribbean society.

She holds dear the tenet of “a distinctive UWI graduate for the 21st Century – one who has a regional frame for reference and exemplifies the following attributes: a critical and creative thinker; a problem solver; an effective communicator; knowledgeable and informed; competent; a leader; a team player; skilled and information literate; socially and culturally responsive; ethical; innovative and entrepreneurial; and a lifelong, self-motivated learner.”

Love for lifelong learning and leadership is not always acquired in the classroom. Reddock recognises that living and studying environments are also arenas for learning. With this in mind, she has piloted infrastructure at The UWI to engender integrity; intellectual freedom; excellence; social and civic responsibility; diversity and equity. In establishing the DSSD, she has worked to effect a social ethos that supports student ambitions while shaping principles and values to prepare worthy citizens.

This major initiative during her tenure as Deputy Principal (2008-2017), seeks to improve all aspects of student life, from living quarters to advisory and mentorship programmes; to the acquisition of meaningful skills through volunteerism, community engagement, civic activities and practical courses like defensive driving. It has also led to the development of a scholarship of Student Services.

As Deputy Principal, she also had a responsibility for academic quality, and chaired the Academic Quality Assurance Committee (AQAC). This Committee adjudicated quality in academic programmes, and established the Mathematics Committee after realising that a significant reason for failure in courses was qualitative or mathematics related. A Mathematics Help Desk was set up in the Faculty of Science and Technology; and the School of Education was prompted to work with national and regional stakeholders in the improvement of mathematics education.

She is particularly proud of “the work that The UWI has done in the area of Gender Studies where the IGDS is now ... a global centre of excellence and has maintained its commitment to scholarship as well as to social change and social justice.”

The University recently approved a Gender Policy which she expects to be rolled out to the benefit of all. “I see this UWI Gender Policy as an example of leadership to the rest of the region.”

Like teacher-philosophers through time, she continually ponders, Who am I? What am I here for? A practical thinker, Reddock also asks: How can I make it better? She wishes that students would not only find academic keys to successful careers. She hopes that they also require a social conscience and humanity to be worthy citizens in the creation of caring and just communities.

As a graduate and research institution, there remains an area of limitation at The UWI. She points out that philosophy underpins all academic disciplines, from the arts to the sciences. It engages the most fundamental questions: What is being? What is knowledge? What is truth? What is a meaningful and worthwhile life? At most institutions of higher learning around the world, courses in critical thinking are the responsibility of philosophy departments. She believes it should be a priority of all systems of education, and should be much more widely taught in the humanities, the social sciences as well as in the natural and applied sciences.

Reddock is the first to recognise that her years at The UWI have expanded her own philosophy and personal development.

“In my opinion the UWI's greatest contribution to Caribbean society is our graduates. We should be measured (not by numbers) by the quality of our graduates, both in relation to competence and knowledge; in their service to community and society; and their commitment to the Caribbean region. Through leadership through research, activism, teaching, and publications, this institution should provide the information and analysis that raise critical questions and generate informed debate to guide policy in all areas.”

To be sure, Reddock will continue to be an engaged scholar and collaborate with like-minded leaders and to speak out on the issues.


 ■ INCOMING

EDUCATION AS SERVICE

*New Deputy Principal
continues focus on students*

BY PAT GANASE

“I want to acknowledge the outstanding work of Professor Rhoda Reddock who as Deputy Principal has created the platform that I will build on.”

On August 1, 2017, Professor Indar Ramnarine took up the position of Deputy Principal of The UWI St. Augustine Campus, the post recently vacated by Professor Rhoda Reddock who shaped a framework and agenda focused on the student for the past eight years. Ramnarine says he is grateful for Reddock’s contribution and happy to continue with her initiatives. He brings his own impressive career as a scientist and the first Dean of the Faculty of Science and Technology (FST) when it was separated (in 2012) out of the Faculty of Science and Agriculture.

In the five years as Dean, he effectively led the major revision of the curriculum in the Faculty. Old, unattractive and irrelevant programmes were discontinued; Science offerings were strengthened and expanded, with several special degrees, majors and minors introduced, some with collaboration with the Faculties of Medical Sciences, Engineering and Social Sciences.

New programmes in technology were introduced such as Information Technology, Biomedical Technology, Biotechnology, Computer Science & Technology, Renewable Energy Technology, Biomedical Physics, Environmental Science & Sustainable Technology, Electronics and Data Science. These new programmes were aggressively promoted.

Today, enrolment in the Faculty of Science and Technology is the second highest at the UWI St. Augustine, with approximately 3,000 students.

His greatest influence however may be from his substantive knowledge base in fisheries management and aquaculture, reaching local and global audiences. From lecturer in zoology in the Department of Life Sciences,

Ramnarine progressed to senior lecturer; and subject leader in zoology, environmental science and marine biology; to professor of fisheries and Aquaculture.

His research in aquaculture has focused on several species such as the cascudu, river conch, shrimp, Malaysian prawn and tilapia, and he is considered to be a world authority on the cascudu. He has done voluntary work in Jamaica, Guyana, Suriname, Cambodia, Nepal, Thailand and Bangladesh.

He introduced aquaponics to Trinidad several years ago and has conducted several very successful workshops in aquaponics. His research work in fisheries has focused on the development of sustainable fishing methods. He also works on evolutionary biology (using the guppy as a model species) and collaborates with several researchers from Canada, the USA, Australia, the UK and Europe. His research has yielded one book, a monograph, a book chapter, 82 publications in refereed journals, 18 refereed conference proceedings, 13 refereed abstracts, 18 workshop papers and 10 technical reports.

As Deputy Dean of the Faculty of Science and Agriculture (2006-2012) and Dean of the Faculty of Science and Technology, he was responsible for student matters. He has also enjoyed supervisory and mentoring roles with several Master’s and PhD students.

Ramnarine has progressed through the ranks at UWI, from student (1980) to teaching assistant, research assistant, assistant lecturer, lecturer, senior lecturer, professor, subject leader, deputy dean to dean and now, deputy principal. The years, it seems, have sped by while he was busy and enjoying what he was doing. He married Ria Batchasingh and achieved his PhD one year later. They have two children, Nikhil, a year 5 medical student, and Aryaa, who is hoping to start medical school soon.

His life, it seems, has grown organically and blossomed from the childhood in Carapichaima, fascinated by cascudu and trying to make a business from breeding ornamental fish, most of which he gave away. Though he was the fourth child in a family with seven children, he has always had a sense of security in his own ability, enhanced by an international education. He encourages students to welcome overseas opportunities, either for further degrees or to at least participate in international conferences.

Now, he welcomes this shift in his focus. The students, he believes, are the ones in whom the legacy of The UWI, and his own scientific approach and framework, must be invested in. His vision in the new role, deputy principal, will focus on that legacy. Simply stated, as a parent might, he wishes “to ensure that students are well taken care of; that they have good experiences and are proud to say they are alumni of The UWI.”

He wishes this for every single student.

It is a deceptively simple vision to be fleshed out as he now assumes the role. He intends to pay attention to reduce the attrition rate; to improve retention and throughput; and to introduce an early warning system so that students at risk are identified and cared for.

Without doubt, Ramnarine will bring his scientific approach to ensuring the academic and social requirements are met, across the board and equitably. In this way, he expects to expand the initiatives put in place by his predecessor, Professor Reddock.

Education and service are the twin pillars of Ramnarine’s personal philosophy. He believes, with Nelson Mandela, “Education is the most powerful weapon which you can use to change the world” and with Mahatma Gandhi, “The best way to find yourself is to lose yourself in the service of others.”

Professor Indar Ramnarine: I would like to congratulate my successor, Dr. Brian Cockburn, as the new Dean of the Faculty of Science and Technology, and wish him all the best.

■ INDUCTION CEREMONY FOR PROFESSOR BRIAN COPELAND AS ST. AUGUSTINE CAMPUS PRINCIPAL, JULY 8, 2017

Fiercely Caribbean

BY PROFESSOR BRIAN COPELAND

I am told these installation addresses are for the world to learn about the new Principal and to get a glimpse of the path the University will traverse during their stewardship. I would like to show how my life's journey has influenced the vision I have been sharing with UWI colleagues for the past year.

I was born on St. Vincent Street in the lovely southern city of San Fernando. My parents were Ellingsworth Copeland, better known as Mack Copeland, and Eudine Forde-Copeland. My father ended his long career as a fire officer as Chief of Fire Services. My mother was a nurse who spent her years at the San Fernando General Hospital, eventually retiring as Junior Matron.

My father was also a carnival bandleader of no small acclaim, having won Band of the Year in San Fernando for five consecutive years. I have yet to hear anyone dispute his claim that he pioneered the use of those enormous costumes that are now commonplace.

In those early years, our home was his band headquarters or mas' camp as Trinbagonians call it. As a child, I saw vignettes of the early civilizations of Central and South America, native North Americans, the Vikings, the Court of Queen Elizabeth I, the tribes of Africa, creatures and characters from Greek mythology and the Assyrian Empire of King Nebuchadnezzar come to life before my fascinated eyes. I saw their iconic shapes crafted out of wire and steel,



Professor Brian Copeland, eighth Principal of the St. Augustine Campus.

wood, cloth, sequins, hammered copper and aluminum, paper and papier mâché. I saw art transformed from my father's Egyptian-like drawings to fully animated real-life 3D works.

One can begin to understand who I am by imagining the impact of this rich experience on a boy still of primary school age. Until about 7 years ago I did not fully appreciate the impact of those early years on my being.

I have always considered myself a Caribbean, born on the island of Trinidad. Perhaps that perspective was the result of the fact that my mother, and her mother who lived with us, were Barbadians who migrated to Trinidad and Tobago towards the end of the Second World War. Ours was a home that was constantly filled with visiting Bajan relatives and acquaintances.

Whatever the reason, I am fiercely Caribbean at heart. I still feel extreme anguish at the collapse of the Federation and remain hopelessly optimistic that one day, despite their increasing separation, Caribbean nations will unite under a common flag. All logic supports the creation of this imaginary state, that I have taken the liberty of calling Carribea, that would leverage its greater size to build a better life for its peoples. The UWI, with its four campuses spread through the Caribbean, is critical in the achievement of this still elusive goal.



Community spirit reigned as members of faculties turned out in their full academic regalia at the induction ceremony.



Professor Copeland with Fr Clyde Harvey.



The platform of protocol: The incoming Principal is welcomed by the University.

Independent Skeptic

New Dean is as thought-provoking as they come

Dr. Brian Cockburn officially took up the position of Dean of the Faculty of Science and Technology on August 1. A graduate of The UWI with a BSc in Chemistry and Biochemistry and a PhD in Biochemistry, Dr. Cockburn has done considerable research into diabetes and obesity. He was a senior lecturer and Deputy Dean of Enterprise, Development and Outreach in the Faculty of Science and Agriculture, and Campus Orator since 2013. In this interview with **Jeanette Awai**, he shares some ideas on his new role.

What does becoming Dean mean to you?

It means an opportunity to build on the work of the previous FST Deans. It means I've been entrusted with leading a powerful force for change. Personally, it means considerable sacrifice and opportunity.

How do you define your role as a Dean and how do you define your leadership style?

I see the Dean as a servant of the Principal and broader university management (of which Deans form a part) in that Deans are entrusted to lead academic units, put university policy into action and run faculties as productively as possible. Often that requires being the keeper or interpreter of regulations and statutes. Always, that means exercising oversight of all quality assurance and quality control mechanisms in relation to the business of the faculty and UWI and our interactions with all stakeholders.

But Deans are also servants of all members of staff. And that means finding ways to help them achieve their goals – maybe by assisting with removing obstacles to productivity where possible, or through finding creative means of resolving conflicts, maybe in ways that might not be immediately appreciated. So I reckon my leadership style involves being a facilitator/coach for the most part.

... You're trying to help people achieve their goals or helping people collaborate, helping people work out conflicts – pretty much that's it. I recognise subject matter experts as being just that – experts in their field – and my challenge is to attempt to get them to perform at their best by removing obstacles.

Students have grade anxiety, problems with lecturers, and other challenges. As a facilitator, what is your method for handling student-centered issues?

That is a tremendous challenge. Since access was greatly increased and more young people are seizing the opportunities to further their education, we moved from traditionally solely focusing on A students, to seeing B and C students as legitimate. Course delivery and assessment needed to be modified to address these students. FST has one of the most robust staff-student liaison traditions. All courses have student liaisons, and staff-student liaison meetings are held by all departments, where students are encouraged to bring concerns. The minutes of those meetings are tabled at the Faculty Board and they are taken very seriously. Former FST Dean [Dyer] Narinesingh (before Dean [Indar] Ramnarine), tremendously influenced me in the way he would



scrutinise every item that came to the Faculty Board. He showed that quality assurance is important and it's the Dean's responsibility to ensure that everything we do here, we do it to the best of our ability.

“In all classes, I aim to nurture independent skeptics.” This is your teaching philosophy. One of the criticisms of our current education system is that this approach has not been encouraged at all. What have been the challenges for you?

There's a preference for notes. The more 'complete' (as in what covers the examination paper 'completely') the notes, the better. Our programmes are mainly face to face but in some quarters this is seen as a weakness because it's 'traditional'. I think it's actually a strength. Students who show up to class and are ready to be engaged, find themselves rewarded. Teaching through encouraging a logical progression of thought and enquiry asks much of the student body, but empowers them to answer questions that haven't been asked yet. My major challenge has been in attempting to make this attractive.

How do you feel relinquishing your Public Orator duties?

I enjoyed some of the aspects of being Public Orator. It was quite a challenge, trying to craft a citation that would do honour to the honorary graduand but also serve as some form of inspiration to the graduates. Am I going to miss it? The delivery, yes. Preparing the citations – not so much.

Any advice for the next Public Orator?

Try to enjoy it, have fun and lighten up. I took the role very seriously but as Professor Eudine Barribeau demonstrated at Professor Brian Copeland's Induction – it's possible to have your presentation bear the gravitas that's appropriate, but also make it quite entertaining.

What changes and challenges does your field face now?

The challenges we face in my field are related to the frenetic pace of discoveries and analytic tools available. The number of publications now makes it difficult to stay abreast of your field, even within your narrow specialty. It's one of the reasons people require more collaboration within biology and sub-disciplines in biology and even outside of biology. The challenge is to break down the barriers that we erect. There's not enough talking between the departments, we don't talk about work and science and about issues and challenges in our communities and what role scientists can play in addressing these concerns of the communities; there needs to be more such talk. And really, that's how you're going to break down these artificial barriers, because if there's a research question, you need to employ solutions wherever you find them – engineering, physics, chemistry. You ought not to pigeonhole yourself.

Is there anything else you can tell us that would be interesting or helpful to others aspiring to enter and succeed in the same field?

One thing I tell students during academic advising, no one has a monopoly on good advice – speak to lots of people and filter what you hear. Figuring out what to do with your life is one of the most difficult pieces of homework you will ever get. There are no signposts, there is no grade, there's no one to tell you you're doing it right. I attempt to tailor the advice I give to whomever is sitting in front of me, and it's a painstaking process that requires lots of listening. I'm a ferocious listener and I ask a lot of questions. So that's why I think people should ask one more question. Stay curious. Learn. Learning is fun, I'm still learning.

■ TAKING THE OATHS

■ SCHOOL OF VETERINARY MEDICINE

The School of Veterinary Medicine, Faculty of Medical Sciences of The UWI St. Augustine Campus held its oath-taking ceremony for graduates on June 2, 2017 the Eric Williams Medical Sciences Complex.

Twenty-seven students successfully completed the five-year programme, with many receiving awards for their work in various disciplines.



School of Veterinary Medicine Graduating Class of 2017

■ SCHOOL OF DENTISTRY

This year the first graduating class of the Dental Hygiene Dental Therapy (DHDT) class also took their Oath, along with the Doctor of Dental Surgery (DDS) class, as the School of Dentistry held its oath-taking ceremony at the Daaga Auditorium at the St. Augustine Campus. There were 27 graduates in all (23 DDS and four DHDT).

The feature speaker for the ceremony was Dr. Don Carrington, Manager of Dental Services at the Ministry of Health. Dr. Carrington, a graduate of the School, has 15 years' experience in the field of dentistry, which includes private practice and public service dentistry.



School of Dentistry Graduating Class of 2017


■ SCHOOL OF PHARMACY

The School of Pharmacy of the Faculty of Medical Sciences at UWI St. Augustine held its oath-taking ceremony for graduates on June 29, 2017 at the Eric Williams Medical Sciences Complex. Families, friends, faculty and staff witnessed the solemn promise by 47 graduates of the BSc Pharmacy degree programme to uphold professional conduct and protect patients from harm.

The feature address was presented by Mrs. Andrea Grimes, Principal Pharmacist, who represented the Minister of Health at the occasion. She stressed the need for pharmacists to uphold ethical standards, particularly to minimize the emergence of antimicrobial resistance through responsible prescription-based dispensing and patient education.

Mrs. Andrea Grimes, Ministry of Health (front row, 4th from right) and Ms. Kerrine Humphrey (front row, 4th from left) flank Mr. Richard Saunders, Campus Registrar (front row, 5th from right) as they join faculty and staff to celebrate oath-taking by BSc Pharmacy Class of 2017.





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The Journey from Player to Coach

BY CHRISTON SANDY

It has been 14 years since The UWI St. Augustine student cricket team tasted success in the UWI Games which are held biennially among the four campuses.

Keshava Ramphal, a member of that winning team in 2003 returned, no longer as a player but as coach, to reclaim the trophy for St. Augustine in June this year.

“I am happy to be part of the teams to win it as a player and coach. It’s a great accomplishment,” he said.

The former Under 19 Trinidad and Tobago national cricketer now pursues a PhD in Sport Studies at the University of Trinidad and Tobago.

Keshava has played 16 years of premiership cricket since he first started his career at PowerGen before leaving to captain the Preysal cricket team. Transitioning from a player to coach was a decision of necessity, he said, explaining that his age, education and family life were major factors.

Keshava is one of the few Level 3 cricket coaches in Trinidad and Tobago, having completed his certification through Cricket Australia, the only ICC-endorsed training body for certification.

“As a coach I had to give up some of the playing time, especially as new coaching opportunities arrived. After a few years of being a player-coach, I decided to go in to coaching full time this year.”

He has been assistant coach to the Combined Campuses and Colleges Cricket Team (CCC) since 2014, and this regional experience has been instrumental in helping the team win the UWI Games 2017 Cricket title.



He foresees the St. Augustine Campus becoming a platform for players who wish to continue their development in cricket and be selected to the national team via the route of the CCC team. He also expects that this can be an attraction for players who want to pursue academics whilst continuing cricket at a higher level.

Keshava has high aspirations for the recently launched Faculty of Sport and is hopeful that its introduction would create a greater appreciation for student athletes, but noted that more needs to be done to accommodate them.

“I would like to see a student athlete service department which manages and coordinates academic affairs of the students while they are fulfilling playing commitments.”

His vision for cricket at The UWI is to see full-time coaches at St. Augustine so they can continue the development of the sport at the campus. At Cave Hill, for example there are four full-time coaches and ten cricketers on full scholarship. At St. Augustine Keshava is the only coach, and he is part-time. He is on a two-year no-pay study leave from his teaching job at a secondary school, while he does his PhD.

While he praised the efforts of the UWI Sport and Physical Educational Centre (SPEC) for its efforts to provide cricketers with good quality physiotherapists, training and gym facilities, he hopes to see indoor facilities being introduced.

As for the cricket programme, the young coach is all behind its chances of collecting more trophies and successes for the St. Augustine Campus in the upcoming season.

The Best that You can Do

Vikash Mohan, a final-year Mechanical Engineering student was named the UWI Sportsman of the Year by the Vice-Chancellor in May 2017, at the launch of the UWI Games. As captain of The UWI St. Augustine cricket team, he then led the team to overall victory at the end of the UWI Games in June.

Vikash, a former Trinidad and Tobago Under 13, 15 and 19 all-rounder, has been tipped by the Assistant Coach at the CCC, Keshava Rampaul, to captain the CCC in the upcoming season after serving as vice-captain this year.

He praised his parents when asked who inspired him to play cricket. “They never really wanted me home doing nothing,” he said. He also thanked his coaches both at Aranguez and at the zonal level for their mentorship.

He laughingly placed blame on his parents for being at UWI but insists that he does not regret listening to them as he stated, “in terms of having something after [sport], education is important.”

Like most student athletes, he struggles to balance the two and admits that, “it’s hard, to be honest. It’s a lot of sacrifice, especially when all your friends liming and you have to make that sacrifice to go to training or do school work; at times when you have exams you have to focus on school work.”

He explained that time management was a major issue for him. He also felt that more could be done for student athletes who missed exams due to national duty.

Vikash also urged athletes to always give their best.

“You never know who is looking at you, because I never had intentions of being picked for CCC. I just did it for the best and the coach from CCC happened to be there and I got called.”

He hoped that the recent award was just the start and that it could be a stepping stone to mimic his idol, Brian Lara, and one day be a part of the West Indies Cricket Team. *(Christon Sandy)*

Like most student athletes, he struggles to balance the two and admits that, “it’s hard, to be honest. It’s a lot of sacrifice, especially when all your friends liming and you have to make that sacrifice to go to training or do school work; at times when you have exams you have to focus on school work.”



Vikash Mohan urges athletes to always give their best, because you never know who is looking at you.

UWI CALENDAR of EVENTS

AUGUST – OCTOBER 2017

AIA MEMORIES DISCOVERY CAMP

August 7 to 19
DCFA, Agostini Street
St. Augustine

Arts-in-Action (AiA) hosts its Annual Discovery Camp for children between the ages of 5 to 12 under the theme, Culture, Memories, Art – dedicated to the lives and work of cultural icons present and past. The camp runs from August 7 to 19 and takes place Monday to Friday from 9am to 3pm. The cost is \$850, inclusive of \$150 non-refundable registration fee.

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



THE UWI DEF GOLF CHALLENGE

September 24
Millennium Lakes Golf and Country Club
Trinity

The UWI Development and Endowment Fund (The UWI DEF) presents their Golf Challenge. This fundraising tournament takes place at Millennium Lakes Golf and Country Club. Teams can compete for the top three places and be eligible to win an engraved Challenge Trophy. The tournament fee is \$4,500 per team.

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

COTE
2017
OCTOBER
11-12

TRADE AND CARIBBEAN DEVELOPMENT NEXUS COTE 2017 – CALL FOR PAPERS

August 11
The UWI St. Augustine

The UWI St. Augustine, Department of Economics' annual Conference on the Economy (COTE 2017) honouring Sir Alister McIntyre has issued a Call for Papers under the theme, Trade and Caribbean Development Nexus. The conference takes place October 11 to 12 at the Learning Resource Centre (LRC) Auditorium. Conference presentations will be organised along the following five subthemes:

Regional Human Resource Development; FDI and Financial Development – A Regional Assessment; Economic Integration in the Caribbean: Can it Work?; Issues in Caribbean Development; Export Led Growth.

The deadline for submissions of abstracts for papers and posters is August 11.

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



CHINA KALEIDOSCOPE CONFUCIUS INSTITUTE DAY

September 29
The UWI St. Augustine

The Confucius Institute at The UWI 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. The theme for 2017 is China Kaleidoscope. Enjoy a day starting from 10am to 2.30pm experiencing Chinese culture, learning about travel and study in China and enjoying performances such as Tai Chi, lion dance and more. The event takes place at the JFK Quadrangle.

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

IGNITE THE BRAIN: IS FLIPPING THE ANSWER?

September 29
Daaga Auditorium
The UWI St. Augustine

Save the date for The UWI Guardian Premium Open Lecture will cover the topic, Ignite the Brain: Is Flipping the Answer? with keynote speaker Dr. Lodge McCammon. The lecture takes place at 5.30pm at Daaga Auditorium. Persons interested in attending can contact CETL (Centre for Excellence in Teaching and Learning) at cetl@sta.uwi.edu.

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



UWI LIFE 2017

September 1
The UWI St. Augustine

New students and their supporters get to experience UWI at the holistic orientation programme called First Year Experience, with the Student Orientation taking place from 9am to noon and the Support (for parents, guardians, student supporters) Orientation taking place from 5 to 7pm. An information village will be open from noon to access information from the support services on campus. The campus kicks off its official 2017 orientation programme with informative sessions about all things UWI-related from the faculty, halls, library, guild and more. Administrators will be on hand to ensure a smooth transition for incoming students and their support network during this exciting juncture in their lives.

For further information visit www.sta.uwi.edu/fye.



GRADUATION CEREMONIES

October 26 to 28
The UWI St. Augustine

Celebrate the graduating Class of 2017 at this year's Graduation Ceremonies which are scheduled to take place at The UWI Sport and Physical Education Centre (SPEC). For more information and updates, please visit <https://sta.uwi.edu/graduation/>

**UWI TODAY WANTS
TO HEAR FROM YOU**

UWI TODAY welcomes submissions by staff and students for publication in the paper. Please send your suggestions, comments, or articles for consideration to uwitoday@sta.uwi.edu

