



CHANGING *of the* GUARDIANS



Pictured above (L-R) at a Principal-hosted celebration function: Richard Saunders - Campus Registrar; Patricia Harrison - Campus Bursar; Errol Simms - Dean, Faculty of Social Sciences; Professor Rhoda Reddock - Deputy Campus Principal; Professor Clement Sankat - Pro Vice-Chancellor and Campus Principal; Professor Funso Aiyejina - Professor Emeritus, Department of Literary, Cultural & Communication Studies; Jennifer Joseph - University & Campus Librarian; Professor Samuel Ramsawak - Dean, Faculty of Medical Sciences and Professor Brian Copeland, Dean - Faculty of Engineering.

The Campus Principal held a farewell and celebratory function for outgoing deans and senior administrative staff. The Campus Bursar and Deans Simms, Aiyejina, (who demitted the Dean's office since last August) Ramsawak and Copeland are outgoing; new Deans took office from 1 August. For more on the new deans *see page 4*.

Meanwhile, here are brief overviews of those senior members of staff demitting office:

Joy Patricia Harrison is a Jamaican national who held the position of Campus Bursar for two years. She is however, no stranger to The University of the West Indies, having spent 18 years at the Vice Chancellery (Office of Finance) at the Mona Campus, three years of which were in the position of Deputy Chief Financial Officer. She is a fellow of the Association of Certified Chartered Accountants and Fellow of the Institute of Chartered Accountants of Jamaica.

Errol Simms held the office of Dean of the Faculty of Social Sciences for a three-year term from 1 August 2012. Simms is a Senior Lecturer in Marketing and International Business in the Department of Management Studies, The UWI, St. Augustine. Prior to academia, he worked in the private sector in Jamaica and Trinidad and Tobago in senior managerial and marketing positions.

Professor Funso Aiyejina is a Nigerian poet, short story writer, playwright and the former Dean of Humanities and Education (until August 2014). His collection of short fiction, *The Legend of the Rockhills and Other Stories*, won the 2000 Commonwealth Writers' Prize, Best First Book (Africa). He taught for more than a decade at Obafemi Awolowo University, and since 1990 at the University of the West Indies in Trinidad & Tobago. Aiyejina was appointed Professor Emeritus, Department of Literary, Cultural & Communication Studies in February 2015.

Professor Samuel Ramsawak held the office of Dean of the Faculty of Medical Sciences since 2007. He led the Faculty's 25th anniversary celebration in April this year. Ramsawak started his long and storied career at a doctor at Mt Hope Maternity in 1984. In 1991 he joined the Faculty and from the position of Senior Lecturer he was appointed to Professor in 2001. He subsequently became Head of the Department of Surgical Sciences; held two terms as Head of Department; Deputy Dean and then Dean in 2007.

Professor Brian Copeland joined the Department of Electrical and Computer Engineering in 1981 and held the position of Dean of the Faculty of Engineering from 2007. Among the many distinctions of his professional career, he was a joint recipient, along with the G-Pan team, of a Chaconia Medal Gold – one of Trinidad and Tobago's highest national awards. He has also received the UWI Guardian Life Premium Teaching Award (November 2002) and the BP/AMOCO Fellowship Award for Senior Academic Staff at The UWI (January 2001).

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THE EDITOR'S NOTEBOOK

THE PROGRESSIVE MOMENTUM

The theme of this month's *UWI Today* - innovation and change - arose organically as features on events came to the editor's desk: an application has been created; winning new ideas have emerged from global competition; a variety of UWI associated people have been rewarded with positions for new contributions; the UN Secretary General Ban Ki-Moon interacted with regional youth on matters surrounding their fresh perspectives on issues and a small cross-section of conferences reflected on how to propel their respective developmental agendas with out-of-the-box thinking.

Also carrying that programme of innovation and change this month is the Campus Principal's message that is previewing the St Augustine South Campus at Penal-Debe. The overall trajectory of events lends itself to widely accepted definitions of what are progress and growth – developments that improve the quality of lives and uplift the conditions of newly encountered ones. This feels like the momentum an institution of higher education is supposed to have and while that can hold true maybe for any service organization, a balance must be sought that ensures while in the pursuit of staying relevant, the core definition of institutional self is preserved.

It was serendipitous that as these reflections were being written an email arrived from St. Clair King, Professor Emeritus, Faculty of Engineering, on the very topic. It provided a different, institutional perspective on the topic of innovation that simply, complemented all the developments detailed in this month's *UWI Today* and while he has been invited to write a full article on the subject of what are the parameters of 'innovation' for The UWI, it is in seeking to balance perspectives that some of his key points are mentioned now.

Professor King said an Institutional interpretation of innovation is can be obtained from The UWI's strategic plan for its contribution to diversifying regional economies and making select products and services commercial – that can all compete globally. In the pursuit of this goal, a Research and Innovation Committee was set up – that he chaired – which began its work by reviewing how to move regional economies away from agriculture into manufacturing and the provision of value-added goods and services. The Committee concluded that The UWI has to partner with governments and regional institutions. He said in his note, "Etzkowitz in his *Triple Helix*, showed us that for this diversification by innovation to work there has to be close collaboration among the R&D institutions, the government and the private sector- driven by the governments of the region. The Committee's consultant introduced the idea of the Innovation Diamond that defined the interrelationship among the R&D institutions (centres of excellence), the financing system, the market development and marketing, the creation and support of SMEs and the protection and management of the ensuing Intellectual Property. The crucial recognition was that UWI, operating on its own, creating IP, in regional economies in which there was an absence of funding and venture capital with a risk averse private sector, cannot make any significant impact on their diversification. Hence UWI should encourage the regional governments and institutions (CDB, CARICOM) to create these innovation systems with adequate long term risk financing."

Professor King went on to say that a progressive momentum can be supported by The UWI but its current structure as an institution whose primary activities are in the domain of higher education, does not lean towards leadership in this area. He added that the Committee recommended that for UWI to adapt, it should create specialist centres of excellence and that the innovation systems, of which UWI can be part, need to be more broadly structured. This is clearly a conversation that is to be continued.

FROM THE PRINCIPAL

Welcome to The UWI, St. Augustine South Campus, Penal-Debe



As many may already know, through various reports in the media, one phase of The UWI St. Augustine South Campus at Penal-Debe, was celebrated with a 'Topping-off' ceremony that took place on 31 July, 2015. As part of the occasion, there was a handing over ceremony of the Deed of ownership, in addition to the unveiling of a commemorative plaque by the Honourable Prime Minister, Kamla Persad-Bissessar and the Chancellor of our University, Sir George Alleyne. In essence, this facility is an extension of The UWI St. Augustine Campus in the Southland, and as such, the administrative functions of this South Campus will still be undertaken by the management of the St. Augustine Campus. What we are doing at St Augustine mirrors what our Mona Campus has done, by establishing a Western Jamaica Campus at Montego Bay.

I also wish to note that while it is with great pride that we recognize the Faculty of Law as the flagship Faculty of our South Campus (just as our Faculty of Medical Sciences is at Mount Hope); it is not the only discipline that will be housed there. It was not conceptualized in this way. The South Campus will have the capacity to host programmes from all our Faculties, and I expect the Faculties of Social Sciences, Humanities and Education and Engineering to take the lead here. It is also entirely conceivable that an educational Centre of Excellence in Medical Sciences can be created which is linked to the new Teaching and Learning Hospital in San Fernando and the San Fernando General Hospital. In addition, the South Campus will be a home for ROYTEC, which is now owned by The UWI, and hopefully in the near future, a home for the UWI-Arthur Lok Jack Graduate School of Business (ALJGSB) in the South. Also worth noting is the fact that our Faculty of Food and Agriculture has already established a ten acre citrus orchard on the South Campus and we are beginning to see the fruits of our labours! One day, I hope to see our Faculty of Food and Agriculture be the flagship Faculty at our East Campus in Orange Grove. Even as I write, observers passing on the Churchill-Roosevelt Highway opposite Trincity Mall will see the beginning of our new Agriculture Field Station taking shape there also.

The possibilities are limitless as we look to the future of The UWI St. Augustine South Campus, Penal-Debe and more broadly, the expansion of our mandate; one where knowledge generation and transmission will drive the creation of sustainable societies. Over the last decade, our St Augustine Campus has had to become much more decentralized as we seek to discharge our duties and reach out to our diverse stakeholders. The St Augustine Campus itself has grown tremendously; we now have just over 19,000 students and 3,000 staff members. Physical expansion beyond our St. Augustine Campus so as not to take away from the greenery and beauty of our Campus, the home of the former Imperial College of Tropical Agriculture (ICTA) was therefore a necessity.

We are confident that our South Campus, when fully developed and mature would rival any University in the world for its stunning setting and greenery – situated on the rolling hills just beyond San Fernando; our second city. I have said before, that the St Augustine Campus was a great catalyst for the development of

the East-West corridor, and in particular the areas of Mt. Hope, St. Joseph, Curepe, Tunapuna, El Dorado, Valsayn and Kelly etc., and I have always commended our leaders of that time, for their vision in getting the St Augustine Campus started after the Mona Campus in Jamaica. So too, do I thank the leaders of this time, for really supporting the vision of the University in getting the South Campus built and operational.

The creation of the new Campus is a positive step in bringing higher education closer to those who would have in the past, been at a considerable disadvantage in attending such a prestigious regional institution. In keeping with the global thrust of many other international institutions of higher education to engage larger student catchment areas, we at The UWI will continue to find ways to bring education to the doorsteps of our students. I appreciate the value of expanding our institution into the geographical area of the South and reaching out to such students in particular. It is equally significant to consider the immense benefits of the many possible ways in which the presence of the University itself, can contribute to the growth and development of the entire area of San Fernando/ Penal-Debe, similar to the way in which the St. Augustine Campus transformed the East-West corridor.

The UWI will be the driver for the development of support services in this community. The sporting facilities for Cricket and Football that will form part of the South Campus and International Standard Cricket and Football fields are now nearing completion. Over the last ten years, the area of Penal-Debe has had a reputation for producing some of the best sportsmen; in particularly in cricket. It is our intention to engage the community in a sustainable way in further promoting and facilitating the development of sports in that area. Our thrust to institutionalising sports at all The UWI Campuses is now gaining momentum and our facilities at the South Campus will have a key role to play in these plans. Our presence and the inescapable value that would be added to the surrounding communities go well beyond the walls of the classrooms. This South Campus will have a catalytic effect for growth and I am confident that when we look back in history to this time, this would have been demonstrated. There is a pressing need for all of us in Trinidad and Tobago to imagine a shared future and then work steadily, without interruption and despite the trials and challenges of the times, to create it. The search for that which is good and progressive must be relentless.

While the primary business of The UWI is that of higher learning and education, and to produce distinguished professionals in different fields, it is reasonable to conclude that our broader responsibility and long-term objectives are to improve the quality and standard of living for all, with some ways being more direct than others. Progress may not occur overnight, and with most things it will take time to get the vision of the South Campus made into a reality. Notwithstanding, I am truly proud that we have made the first big step, with the foundation stone already being laid.

CLEMENT K. SANKAT
Pro Vice-Chancellor & Principal

EDITORIAL TEAM

CAMPUS PRINCIPAL
Professor Clement Sankat

DIRECTOR OF MARKETING AND COMMUNICATIONS
Dr Dawn-Marie De Four-Gill

(Ag) EDITOR
Rebecca Robinson

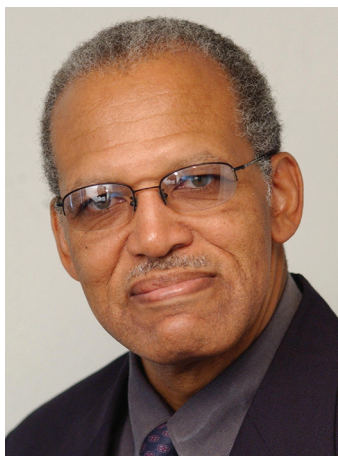
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■ OUR CAMPUS

UWI APPOINTS THREE NEW DEANS AT THE ST. AUGUSTINE CAMPUS

Three new Deans have been appointed at The University of the West Indies (UWI) St. Augustine ahead of the academic year 2015/2016. Effective 1 August 2015, Professor Stephan Gift assumes the role of Dean of the Faculty of Engineering, Professor Terence Seemungal as Dean of the Faculty of Medical Sciences and Professor Ann-Marie Bissessar as Dean of the Faculty of Social Sciences. Dr Isaac Bekele has been reappointed as Dean Faculty of Food and Agriculture. All appointments are for a period of 5 years.



Professor Stephan Gift is currently Head of the Department of Electrical and Computer Engineering in the Faculty of Engineering and Leader of the Electronics System Group. He was awarded a UWI postgraduate scholarship and completed his doctoral degree in Electrical Engineering at age 24, the youngest PhD

graduate in the Faculty's history. He later joined the Department in 1995. He has published over 50 papers in international peer-reviewed journals. He has developed several new electronic systems and in a series of papers has challenged Einstein's theory of relativity. He is also the first person in his Department to be promoted to the rank of Professor. Professor Gift has received many awards including the Young Innovator's Award in 1986, The UWI Guild of Graduates Pelican Award for Excellence in Science and Technology in 1993, the Prime Minister's Special Award of Merit for Innovation in the Field of Electronics in 2002 and Friends of the Tobago Library Committee Individual of the Year Award for 2006 in recognition of outstanding contribution in Science.



Professor Terence Seemungal has made an invaluable contribution to the study of lung health. He is current Head of the Department of Clinical Medical Sciences in the Faculty of Medical Sciences. He is also and Chair of the Campus Open Lectures Committee. His work with the academic group of Professor Wedzicha in London contributed

significantly to the body of knowledge of chronic obstructive pulmonary disease. His academic contributions form a consistent body of work of high quality, originality and significance. Recently, he was ranked No. 10 in the world in an analysis of the top 100 "most influential papers on Chronic Obstructive Pulmonary Disease (COPD)." The article in the International Journal of COPD, *A bibliometric analysis of the 100 most influential papers on COPD*, was

based on a study looking for the most often cited works. The most frequently cited were published between 1966 and 2010. Professor Seemungal's article was published in 1998 and at the time of the study had been cited 768 times. The most cited article was published in 2007 and had 2,164 citations.



Professor Ann-Marie Bissessar is Professor of Political Science and former Head of the Department of Behavioural Sciences. She has to date written/co-edited/edited sixteen books and approximately seventy articles in peer reviewed journals. Her areas of research include issues of Governance, Public and Health Sector reform; Human Resource

reform and regulations in relation to Money Laundering, Human Trafficking and Anti-Corruption. She was appointed to the rank of Professor in 2010. Among her recent publications is *Trinidad and Tobago and Guyana: Race and Politics in Two Plural Societies* which she co-authored with Professor Emeritus John Gaffar La Guerre in 2013. In it, an attempt is made to probe more carefully the processes by which social and ethnic problems, as these pertain to Caribbean countries Trinidad and Tobago and Guyana, are conveyed to the political arena and the mechanisms by which they determine critical outcomes.

Dr Isaac Bekele has served as Dean of the Faculty of Food and Agriculture since his appointment to the post in 2013. He holds a PhD in Biostatistics from Cornell University; an MSc in Biometry from Reading University and a BSc in Statistics from Addis Ababa University. He has over 20 years' experience in the area of environmental studies, providing statistical support to graduate students as co-supervisor or statistical support provider. He has also been a statistical consultant to the Institute of Marine Affairs for an extended period and taught statistics to MSc Environmental Engineering students. His research interests include statistical mathematics, theories in agricultural, biological and environmental fields.

These new deans join other recently appointed colleagues - **Professor Rose-Marie Belle Antoine**- Dean of the Faculty of Law, **Dr Heather Cateau** - Dean of the Faculty of Humanities and Education and **Professor Indar Ramnarine** - Dean of the Faculty of Science and Technology.

PROFESSOR VERENE SHEPHERD elected for UN Committee



The UWI congratulates **Director** of the Institute for Gender & Development Studies and Professor of Social History at the Mona Campus, Professor Verene Shepherd on her appointment to the United Nations Committee on the Elimination of Racial Discrimination (CERD).

During the twenty-sixth meeting of CERD's States' in New York on 25 June 2015, Professor Shepherd was elected among the nine members (half of the membership of the Committee) who will replace members whose terms expire in January 2016. She will be the first national of the Caribbean Community (CARICOM) to serve on the CERD. She was elected along with candidates from Burkina Faso, China, Colombia, Guatemala, Mauritania, Russia, Spain and the United States of America and received the most votes among them.

The CERD is a body of independent experts charged with monitoring the implementation of the *Convention on the Elimination of All Forms of Racial Discrimination* by its State parties. It is one of the eight of the human rights treaty bodies which fall under the Office of the United Nations High Commissioner for Human Rights (OHCHR). Qualifying experts are persons of high moral character with recognised competence in the field of human rights.

Professor Verene Shepherd, a fellow of the Cambridge Commonwealth Society, is also graduate of The UWI, Mona Campus and the University of Cambridge, where she read for her PhD in history. Her research interests are Jamaican economic history during slavery, migration and Diasporas, and Caribbean women's history; and she has published widely on these topics. She is a member of several international organisations and sits on the Advisory/Editorial of several regional and international journals including the *Arts Journal*, *Caribbean Quarterly*, *Jamaica Journal*, *Slavery and Abolition*.

Speaking on behalf of The UWI, Vice-Chancellor Professor Sir Hilary Beckles stated, "Prof Shepherd has given a lifetime of service to the region and world in the search for social justice, equity, and development. In so doing she has served in the leadership of national, regional and international organisations. She is now one of the region's most senior international diplomats whose success has been tangible. Last year she guided UN committees into the General Assembly's declaring 2015-2024 the *Decade for People of African Descent*. Now she moves to the CERD. Within The UWI we celebrate this superlative contribution and wish her continued success for all our sakes."

Professor Shepherd shared her philosophy on racism stating, "The scourge of racism, racial discrimination, Afrophobia, Islamophobia, Xenophobia and related intolerance must be expunged from the human family, thereby ensuring the inherent dignity and fundamental rights and freedoms of all - regardless of 'race', ethnicity, gender, skin colour, heritage/ancestry, religion, sexual orientation and place of birth." She added, "Discrimination is abhorrent to peaceful co-existence and that justice is vital to peace."

One of her priority areas while on the CERD will be to urge state parties to provide effective and adequate remedies, internally and externally, to victims of racism and racial discrimination, in accordance with Article 6 and General recommendation 26 of the ICERD.

Professor Shepherd is expected to serve on the committee for the term 2016-2020.

■ OUR CAMPUS

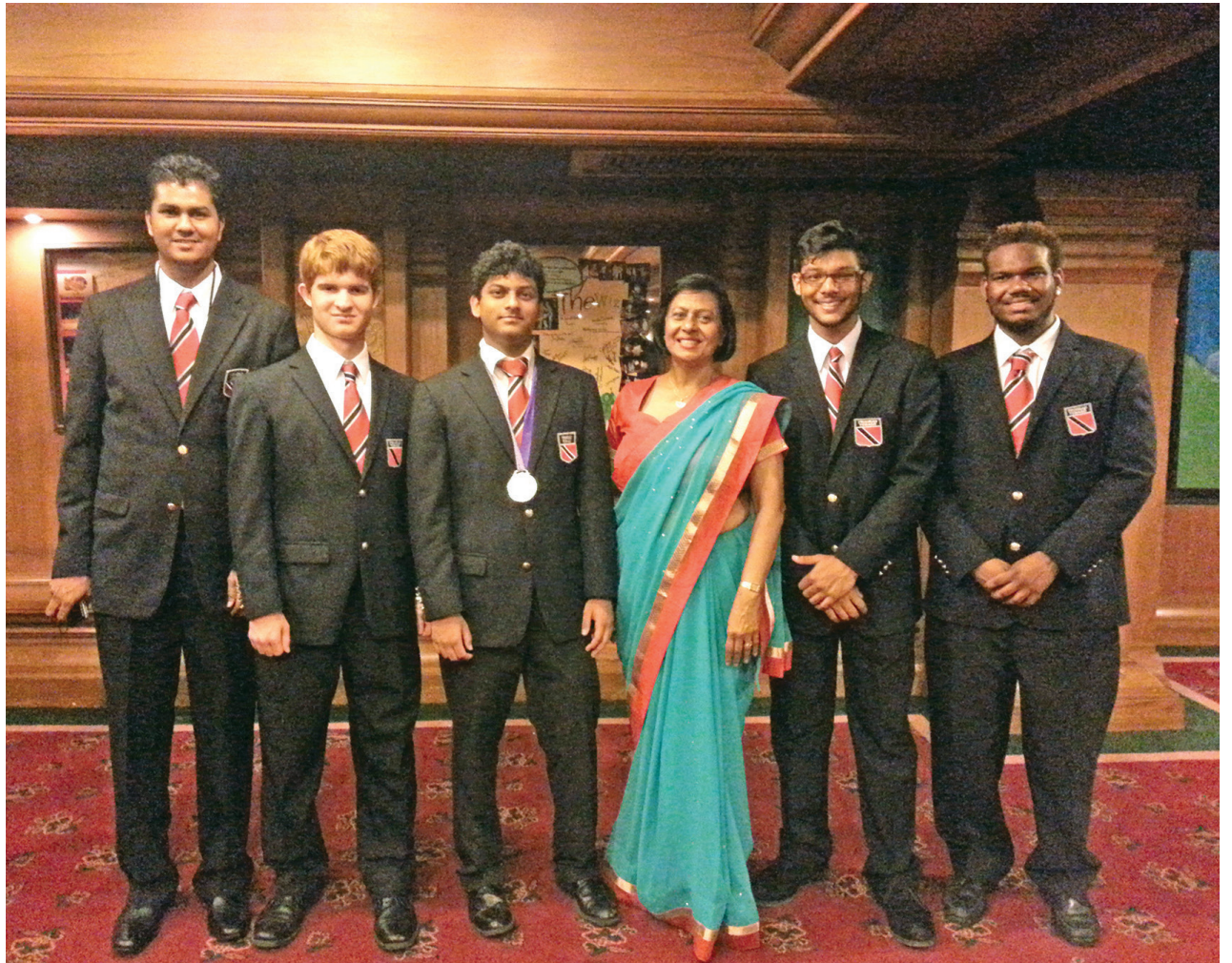
T&T Teen Wins Silver at INTERNATIONAL MATHEMATICAL OLYMPIA

Prasanna Ramakrishnan, a student of the International School of Port of Spain won a Silver Medal at this year's International Mathematical Olympiad (IMO) held in Chiang Mai, Thailand, from 4 -16 July. Prasanna was part of a 5-member team led by Dr Indra Haraksingh, Lecturer in Environmental Physics at The University of the West Indies (UWI) St. Augustine. The teen received his prize at the Closing Ceremony, held on 16 July.

"We are elated that Prasanna has brought home a silver medal this year," said Dr Haraksingh. Last year Prasanna won a Bronze medal at the competition and that, coupled with this year's win makes him the first person from T&T to win two medals at the IMO. "This will be a great inspiration for many high-school students in T&T that they too can aspire to not only participate in this challenging competition but also to win," she added.

The IMO is held in different countries each year and T&T has been participating since 1991. Over the past 25 years, T&T has won 2 silver medals, 5 bronze medals and 23 honourable mentions (where a participant gets full marks for solving one problem). T&T is the only country from the English-speaking Caribbean to compete in the global competition and is the smallest country to win this many medals over the years. This year the T&T team comprised Prasanna Ramakrishnan, Alex Navarro, Arjun Isa Mohammed and Adam Superville. Dr Haraksingh jointly led the team with Jagdesh Ramnanan, also of The UWI.

For further information, please contact Dr Haraksingh at indra.haraksingh@sta.uwi.edu. For more information on IMO log on to <http://www.imo2015.org/> and https://www.imo-official.org/team_r.aspx?code=TTO&year=2015



Dr Indera Haraksingh (centre) accompanied by Prasanna Ramakrishnan on her left and the other members of the Trinidad & Tobago IMO team.

OPEN LECTURES

"Pandemics Past & Present"

August 10, 2015 | 5.30pm
UWI Teaching and Learning Complex,
St. Augustine Circular Road

KEYNOTE SPEAKER:

Professor Edward Holmes, FAA
University of Sydney, Australia

"Next Generation Technologies and Potential Applications in Human Health and Disease"

August 12, 2015 | 6.30pm
UWI Teaching and Learning Complex, St. Augustine Circular Road

KEYNOTE SPEAKER:

Professor Karen Nelson
J. Craig Venter Institute, USA

As part of the

20th International Bioinformatics Workshop on Virus Evolution and Molecular Epidemiology (VEME)

On behalf of International Centre for Genetic Engineering and Biotechnology (ICGEB)

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■ OUR CAMPUS

UWI LAUNCHES STATE-OF-THE-ART TECHNOLOGY TEACHING LAB

In late July, Pro Vice-Chancellor and Campus Principal of The University of the West Indies (UWI) St. Augustine, Professor Clement Sankat commissioned a new Technology Laboratory at the campus' Centre for Excellence in Teaching and Learning's (CETL). Valued at TTD .5M, the lab marks an important step in the expansion of the campus' Blended Learning Programme, which has been in pilot phase from 2012 to 2014.

The CETL Technology Laboratory is a dynamic space that uses SMART technology and online tools as an avenue for lecturers to become familiar with cutting-edge technologies to enhance their teaching skills. Among the planned uses of the space are the introduction to new teaching and learning technologies, for example, the use of evaluation and feedback technologies such as *Padlet* and *Poll Everywhere*, podcasting software such as *Screencast-o-matic*, collaborative tools such as *Twiddla* and social media outlets like *Pinterest*.

Lecturers will also be exposed to SMART and *Digital Vision Touch Technology* (DVIT), a contemporary suite of interactive tools (hardware and software) that facilitate collaboration, learning and innovation. In so doing, lecturers will learn to use the SMART board that is not only a feature of the CETL Technology Laboratory, but is a feature of all tutorial rooms in the Teaching and Learning Complex (TLC). Training continues to be provided by CETL staff to assist lecturers in infusing technology into their teaching.

Blended Learning involves leveraging the internet to afford each student a more personalized learning experience, meaning increased student control over the time, place, path, and/or pace of his or her learning. To accomplish the goal of blended course delivery as part of its curriculum, the Campus has employed the Replacement Model of Blended Learning. In this conception of blending, the goal is that a certain minimum percentage (45%) of a course will be mediated through technology, substituting for regular face-to-face course implementation.

The implication of using the Replacement Model is that learning activities incorporated into the course must engage learners and facilitate their learning both within and beyond the four walls of the physical classroom. This therefore necessitates the re-conceptualisation and re-organisation



PVC and Campus Principal Professor Clement Sankat cuts the ribbon to commission the CETL's new technology laboratory. Looking on are Director Dr Anna-May Edwards-Henry and Justin Zephyrine, eLearning Support Specialist

of traditional face-to-face courses. With the new lab, UWI lecturers and instructors will therefore have the requisite resources to meet the challenges of teaching digital natives using elements of their language.

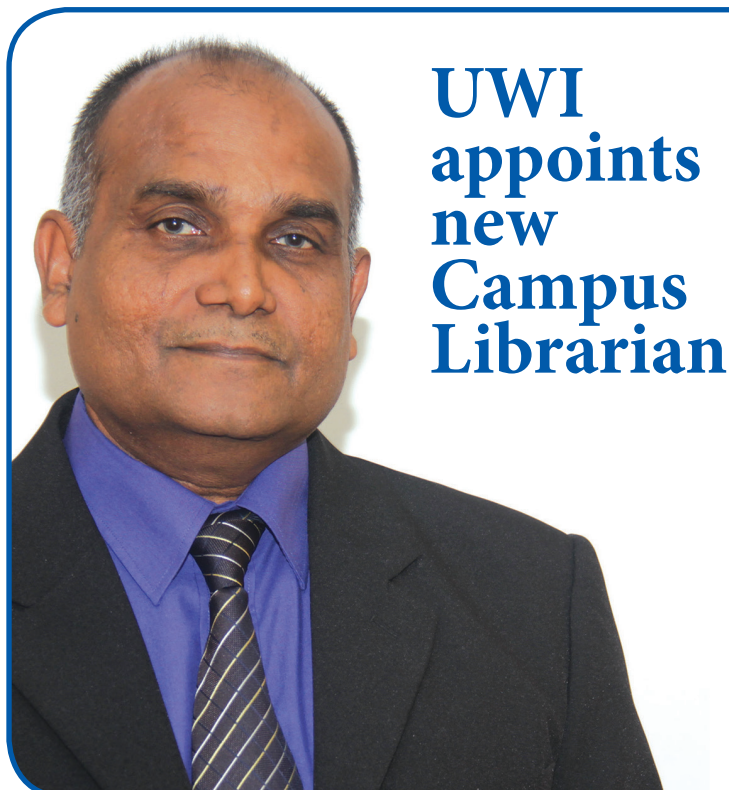
Campus teaching staff are expected to use the lab to effectively utilise the Campus's learning management system, *myeLearning*, a derivative of the Moodle system, and also to use a variety of "cool tools" that will allow them to manipulate and diversify the learning landscape to entice and engage learners who need more visual and non-traditional methods to facilitate their learning.

The Technology Lab will also facilitate training in the use of the upgraded campus's learning management system to *myeLearning 2.X* which will be piloted in the 2015/2016 academic year. This is one of three components of the 2015/16 Blended Learning project. The others are a campus-wide survey to assess the current status of Blended Learning as engaged on the campus and a marked increase

the number of Blended Learning courses and programmes on the campus.

Academic departments are an integral part of the Blended Learning Programme thrust, and will be required to play specific supporting roles in terms of identifying those persons who are interested in and committed to blending their courses/programmes, and in identifying those programmes and courses that they wish to target for blended delivery. Department Heads will also have a role in allocating reduced teaching loads for those directly involved in the process of blended course conversion and delivery.

The commissioning of the CETL Technology Laboratory and the launch of the 2015/16 Blended Learning Project signal in no uncertain terms that the future is here and The UWI St. Augustine Campus has taken the lead amongst Caribbean tertiary education institutions in facilitating teaching and learning with technology that mark a paradigmatic shift in 21st century tertiary education.



UWI appoints new Campus Librarian

A new Campus Librarian has been appointed at The University of the West Indies (UWI) St. Augustine ahead of the academic year 2015/2016. Effective 1 September 2015, Frank Soodeen assumes the role of Campus Librarian from his predecessor University Librarian and Campus Librarian Jennifer Joseph. His appointment is for a period of 5 years.

Soodeen has been a librarian for the past 25 years. He joined the staff at the then Main Library (now The Alma Jordan Library) in 1999 and has served The UWI from then to the present time. Speaking on his appointment, he said, "It is an honour to have the opportunity to lead the Campus Libraries over the next five years. I want to build on the gains that the Libraries have achieved over the past decade, but I am also keen on exploring and implementing strategies for further and deeper engagement with our research, teaching and learning community on the Campus."

Soodeen currently heads the information Technology Services Division of the Alma Jordan Library, and has been instrumental in the implementation of the digitization programme and the deployment of the UWISpace institutional repository which has as its primary goal the capture and preservation of the intellectual output of The UWI across all the campuses. He has also been working towards shifting the UWI libraries' focus to include the

notion of library as publisher, deploying a platform that currently facilitates the publishing of online journals by Campus academic departments.

Soodeen's work is underscored by his desire to see libraries in the Caribbean develop a culture of innovation and cutting edge approaches to ensure impact and relevance to the mission of the constituencies they serve. His work at The UWI has been primarily in systems librarianship, web development, the deployment of digital library services, and the development of the infrastructure for making available to the campus community both on and off campus, the vast array of electronic resources that the Campus Libraries have acquired over the past 15 years.

As certified Lead Auditor for ISO 9000 quality management systems, he has always advocated for the establishment of a quality management framework as a means towards achieving institutional effectiveness in libraries. Among his other involvements, he is co-managing editor of the Caribbean Library Journal, an online peer reviewed journal launched in 2013 to encourage and support research and publication efforts by librarians and other information professionals throughout the Caribbean and the Diaspora.

RESEARCH

A MAVERICK idea to count money

BY NATASHA COKER JONES

“I saw it as a blind person’s independence day,” Marlon Parieaho, a member of a local NGO called Persons Associated with Visual Impairment (PAVI), said of the hand-over day of an app that allows persons in Trinidad and Tobago living with visual impairment to identify their local currency bills without assistance from the sighted.

He was referencing an app called MAVERICK – which was created by Jessie Saitoo, an under graduate student of the Department of Electrical and Computer Engineering (DECE) of The University of the West (The UWI), St Augustine Campus and presented to some members of the visually impaired community last week. The application MAVERICK is testament to what can happen when a societal problem meets opportunity backed up by institutional strength. The handing over ceremony drew a crowd to the Audio Visual Room at the National Library and Information System Authority (NALIS) in Port of Spain.

It all started in 2014 when Marlon Parieaho—a Police Officer, who lost his sight four years ago due to advanced glaucoma—met Jamaican programmer and UWI Electrical and Computer Engineering graduate Ramone Graham. The latter was recruited to work on Mobi Assist—a project which when completed would help persons with visual impairment to safely navigate the streets. Impressed by Graham’s programming skills, team leader Parieaho began questioning the UWI grad about other ways technology can help the visually impaired.

“I said you know what would be really cool, if you can develop an app to help blind persons identify different currency denominations,” Parieaho, 35, said.

All currency feels basically the same to the visually impaired. Such individual employ techniques like folding their notes, or compartmentalizing denominations in their wallets to distinguish between notes. The problem is that they must rely on others to help them identify the bill before they are folded or compartmentalized. And both methods are meaningless if the person with visual impairment cannot remember how he or she has assigned the notes. Foreign-designed money detectors are not adept at reading TT currency.

But techniques, regardless of how fastidiously applied, provide little protection against unscrupulous merchants. Parieaho knows this first hand. He recalled the time he paid for a thirty dollar lunch with a hundred dollar bill and thought that he’d received his correct change. Upon return to work, he discovered from his colleagues that he had in fact received seven single dollars and not the seventy dollars he thought he had. Parieaho got back his money, but he knows too well that such examples of restitution are the exception rather than the norm in his community.

Graham arranged for Parieaho to meet and share his concerns with Dr. Akash Pooransingh, his former lecturer in Computer Systems in DECE. “I listened to what Marlon had to say,” Dr. Pooransingh said. “Not only with the money-reader but he expressed other challenges. Marlon was trying to explain what it means to be visually impaired. Marlon himself is an incredible and fascinating individual.”

Dr. Pooransingh, whose research area is in image processing, saw an opportunity to engage his students. He proposed the project as a final year undergraduate special project. One student was selected for project from among the best students in the Department. That student was Jesse Saitoo, a National Scholarship winner. Saitoo has become the visually impaired community’s new best friend, judging by the hugs and praises heaped on him during the handing over, which was well represented by the visually impaired community.

Saitoo hunkered down to work immediately after receiving the nod. As part of the requirements for this project, he had to take Visual Media Processing, a Masters course. This equipped him with the image processing theory



UWI innovates for visually impaired: MAVERICK, a money recognition app for persons with visual challenges was handed over to benefactor groups by its creators in a ceremony where there was a deluge of praise for it by members of that community. Representing both groups in the photo above are (l-r): Marlon Parieaho who has been visually impaired for four years, Jesse Saitoo 1st class Hons. UWI graduate who developed the app, Dr Akash Pooransingh who was Saitoo’s supervisor and Professor Stephan Gift recently appointed Dean of the Faculty of Engineering

All currency feels basically the same to the visually impaired. Such individual employ techniques like folding their notes, or compartmentalizing denominations in their wallets to distinguish between notes.



A cross section on the packed audience present who witnessed the handing over of MAVERICK.

required to execute the project. Dr. Pooransingh reported that every two weeks, Saitoo would come with a new and improved version of the app. The moment of truth came in February 2015, when Saitoo met Parieaho for the first time.

Let’s just say that things didn’t go as Jesse imagined. “Basically what Marlon said was he was disappointed, so I was disappointed,” Saitoo said of that meeting. “I went home and started back from scratch. I had to research a new method that would incorporate the feedback.”

He did just that, and not only did he eventually produce an app that did the job, he earned himself an A plus. The gravy came when he learned that the journal paper outlining his approach—one based on facial recognition algorithms—was accepted for publication by *The West Indian Journal of Engineering*. Not bad for a 22-year-old undergrad, who will be graduating this October with First Class Honours.

The project is finished; Saitoo’s got his grades, but he is still tweaking the app to perfect it. He said it needed a voice to let the user know that MAVERICK is running.

“No, I didn’t feel like Bill Gates,” Saitoo said chuckling at the comparison. “Honestly, I didn’t feel like a UWI student at an undergraduate level could impact the society in this way.” Dr. Pooransingh is excited about the prospect of doing more work with the visually impaired community. In fact, he said that the newly appointed Dean of Department, Professor Stephan Gift has shared his plans for an Innovation Centre which will see even more innovative ideas emerge from the Faculty of Engineering.

■ The MAVERICK app is currently available for download on PAVI’s website: www.pavitandt.org

■ OUR CAMPUS

Team UWI wins at Google's *Startup Weekend*

BY SHANELLE GLASGOW

"Make an impact in 54 hours" was the task at hand for UWI Computer Science students, David Charles and Warren O'Connell when they competed in the local edition of *Startup Weekend*, a global technology driven competition powered by Google. The local leg, titled *Startup Weekend to Improve Lives, Trinidad and Tobago* took place on June 12-14 and saw participation from local technologists and budding entrepreneurs. The competition was co-sponsored by the Inter- American Development Bank (IDB).

Startup Weekend takes place in over 100 countries annually and challenges budding entrepreneurs to develop innovative ideas and make them a reality. Local participants were invited to pitch ideas, and through collaboration with other enthusiasts at the event, were expected to build a product that could potentially improve lives. Additionally, teams were asked to create a concept and develop a business model and market plan all within 54 hours. David and Warren, together with their teammates, certainly made an impact, taking home the top honour at the end of the competition for their app, *Mobile Donate*.

For David and Warren, participating in competitions such as *Startup Weekend* has become a hobby of sorts. Along with two of their classmates, Aaron Yuk Low and Nicholas Mendez, the group has taken an active interest in technology-driven competitions that would allow them the opportunity to apply the knowledge acquired in the classroom. This proactive approach to their education is fuelled by their collective aspiration of starting their own company one day. This time around however, David and Warren got an edge for the *Startup Weekend* event, as their team mates came in the form of mentors from the Campus Information Technology Services (CITS) Office.

Derrick Lewis (Information Technology Officer), Abigail Wren (E-learning Technical Specialist) and Akeem Deare (Software Developer) lent their expertise to the students and it ultimately made a difference for the team. Rounding off the group was Maurice Garcia, a graphic designer the team met during the event.

David, 22, who is currently a student intern at CITS, attributes the win to the guidance his team received from their CITS mentors. "I have entered competitions before with my other friends, but we never came first, we would come second or third. I really think the mentorship made the difference because they helped us especially with the business and market development part, we really relied on their knowledge and experience," he said.

As is the tradition, this year's *Startup Weekend* culminated with a series of presentations to local and international entrepreneurial leaders who determine the viability of each product and provide critical feedback. *Mobile Donate*, which was conceptualised by



Left to right: Abigail Wren (E-learning Technical Specialist), Warren O'Connell (Computer Science Student), Maurice Garcia (Graphic Designer), Derrick Lewis (Information Technology Officer), David Charles (Computer Science student), Akeem Deare (Software Developer)

David, was named the overall winner by the judges. The mobile app provides persons with the capability to make contributions to causes/charities through the use of their mobile devices.

David said that he got inspiration for the app when he was watching television one day and felt the desire to help but felt he could not do so easily. While the app is not yet available for download, the team is working assiduously on its completion in preparation for the REACH Caribbean Innovation Competition (CIC) competition.

A major challenge the team faced at the competition was the negativity from naysayers. "We had a lot of naysayers, at one time we were surrounded by a crowd of persons saying it would not work. But one of the main things we learnt from the competition was the importance of guarding an idea, staying positive and not losing steam," Derrick summed.

Overall, the team admits that the experience was motivational and they are excited about the next chapter. Following the

competition, the team is now automatically entered into the REACH Caribbean Innovation Competition (CIC), a regional contest which will take place in August.

The REACH Caribbean Innovation Competition (CIC) is a regional contest and business start-up accelerator for young entrepreneurs. With financing from the IDB's Regional Public Goods Initiative, the REACH Project will be executed The University of the West Indies in partnership with the World Intellectual Property Organization and the Young Americas Business Trust.

"I am most looking forward to winning," David joked. "We have triumphed this past year in a lot of different competitions, but the experience and knowledge we gained is the best part," he added. He also ended by saying that he hopes the team's experience would inspire other students to realize their true potential: "We want to show people that they can have success while still being students."

Shanelle Glasgow is a projects & events Officer in The University's Marketing and Communications office on the St Augustine Campus.

STARTING SMART @ THE UWI

The Smart Start programme was designed to support prospective Trinidadian students who have applied to The UWI and are awaiting acceptance. This year, 504) prospective students attended. Some of the key objectives were:

- 1) To prepare prospective students to become aware of the realities, demands and responsibilities of university life
- 2) To understand the purpose of higher education and the mission of The UWI
- 3) To allow students to navigate the physical environment of the campus and to understand the services available to them
- 4) To facilitate an opportunity for students to connect with their peers

Patricia Brown spoke on issues regarding the admission process, including acceptance information being emailed to students. She admonished the students to become responsible university students, who are willing to take charge of their own learning.



This year more entertainment elements were added to make the overall programme more appealing. One piece was done by student dancers from DCFA and the other a pan performance by soloist Adrian Jaikaran.

Feedback from the students highlighted that overall they enjoyed the programme and they would recommend

Smart Start to other prospective students. Majority of prospective students said they understood the purpose of attending a university and what it means to be university students. Overall the students were very appreciative to have the opportunity to attend the Smart Start programme.



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Faculty of Science and Technology, Student Services,
C2 Building, UWI, St. Augustine

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■ BEST PRACTICE CONFERENCE

Institutionalising Best Practice in Higher Education

BY ANNA - MAY EDWARDS - HENRY

Based on feedback from participants attending The UWI's regional conference entitled *Institutionalising Best Practice in Higher Education* conference, hosted by its Quality Assurance Unit and Centres for Excellence in Teaching and Learning, the conference was exemplary in both execution and outcomes. In fact, one foreign presenter, Professor Dan Butin who delivered the keynote address on the second day of the conference commented: "I thought it was a really excellent conference both in terms of the professionalism of how it was put together and the quality of the presentations and discussions. I attended a variety of sessions and found the issues to be fascinating and important and the quality of work superb. I gained a deeper understanding of the issues facing higher education in the Caribbean and hope that I contributed to the conversations."

The conference took place at the Teaching and Learning Complex, UWI, St Augustine from 24- 26 June ended on a decidedly high note with calls for a revolution in higher education. One of the high points of the conference was confirmation by the Deputy Principal of the St Augustine campus, Professor Rhoda Reddock that as a good practice, the Campus will be integrating additional services to allow for student development in a new Division of Student Services and Development to be launched from August 01, 2015. Delivering the feature address at the formal opening Vice Chancellor of the University, Professor Sir Hilary Beckles said that to foster best practice, "we must insist upon expansion, diversity and higher education cost reduction." The Vice Chancellor called for a culture of innovation and wealth generation, while Principal of the St Augustine Campus Professor Clement Sankat highlighted the Campus's commitment to programme and institutional accreditation as a best practice in external quality assurance.

Keynote speaker on the first day, Dr Claudia Harvey, explored an emergent definition of best practice as "an intervention, process or approach which has contextual relevance ... is exemplary in its ability to produce superior results when assessed against set and /or against similar practice in the relevant core area; engages internal and external stakeholders; is efficient in terms of resources; is well-documented; has utility and is recognised beyond the practice site." She advised that "to institutionalise best practice in higher education in the Caribbean, there must be conscious attention to honing a culture of quality." She also outlined a 'Resilience Model' for Caribbean development

and illustrated how the Cuba experience provided sound examples in prioritised areas.

Continuing along the vein of a revolution in higher education and a culture of quality, Professor Dan Butin of Merrimack College in the United States, suggested that to transform and engage our students, we needed to consider "flipping the university." This would involve making the student the centre of teaching, with discussion and authentic, project centred learning as the core of the flipped university.

The idea of the student as centre and the importance of authentic learning were further endorsed by keynote speaker on the third conference day by Dr Paul Kim of Stanford University. Speaking on the topic "Academic Excellence in the Post MOOC Era: Lessons Learned on Technology Best Practice," Dr Kim stated that "overall, the digital future in higher education is obvious and will be phenomenal." He illustrated quite visually and eloquently the importance of students having access to the digital world and being able to actively engage in a learning environment.

Reflections on integrating best practice principles in higher education and suggestions for action were provided over the three-day conference during panel discussions, discussion circles and presentations by higher education practitioners from various tertiary level institutions. During the concurrent sessions, topics for paper presentations ranged from transitioning to online teaching, flipping the classroom and exploring foreign language teaching in the online environment to strategies for financing higher education, and using peer assessment as a learning tool. Several recommendations emanated from these discussions.

The conference in accordance with best practice and inclusion provided opportunity to hear from the business community as a major stakeholder and also gave UWI students, as their primary stakeholder, a voice. Thus presentations from representatives of the business community as well as from a UWI student representative formed part of the conference presentations. Teresa White of AnsaMcAAL affirmed the commitment of the private sector to collaborate with the higher education sector to meet the needs of higher education students. Her counterpart Catherine Kumar, Chief Executive Officer of the Trinidad and Tobago Chamber of Commerce made some suggestions for improving the partnership between higher education institutions and the business sector. These included

encouraging structured internship opportunities. Ms Kumar supported the Vice Chancellor's call for greater innovation and alignment of higher education with the needs of the region, by suggesting strategies for innovation.

Representing The UWI student perspective, former President, Guild of Students, UWI Cave Hill, Damini Parris, called for greater attention to the development of 21st century student services that meet the needs of millennials.

Based on the deliberations at the conference several general suggestions for institutionalising best practices in higher education were made, to which higher education administrators, practitioners and various stakeholders should pay attention. These included, but were not limited to, the suggestions listed here:

- Create appropriate documentation and sharing processes for effective dissemination of best practices and avoidance of duplication
- Incorporate more authentic, relevant learning in institutions of higher education institutions, with more involvement of all stakeholders and identification of more varied and stable sources of funding for institutions
- Improve communication within institutions
- Encourage leadership as well as effective practice in persons at all levels of the institution
- Associate rewards (and sanctions) congruent with proper valuation of actions of personnel at all levels in the institution
- Adopt the principles of a learning organization

Further suggestions from the conference deliberations and the conference papers will be made available digitally via UWISpace soon. Sponsors for the conference were Huawei Technologies (T&T) Limited, United Nations Educational Scientific and Cultural Organisation (UNESCO), National Institute of Higher Education Research Science and Technology (NIHERST) and Accreditation Council of Trinidad and Tobago (ACTT).



Professor Alan Cobley, Pro Vice-Chancellor for Undergraduate Studies



Some members of the attentive audience



Vice-Chancellor Sir Hilary Beckles

■ BEST PRACTICE CONFERENCE

From Student Engagement to Transformation: BEST PRACTICES FOR TEACHING AND LEARNING

A summary of the keynote presentation by Professor Dan Butin at The UWI's Institutionalising Best Practice in Higher Education Conference

In his keynote presentation on the second day of the *Institutionalising Best Practice in Higher Education* conference, Dr Dan Butin, Professor and founding Dean, School of Education and Social Policy at Merrimack College, discussed the key challenges and insights gained in the last two decades for teaching and learning in higher education. His presentation focused on best practices for student engagement and high-impact practices and offered a vision of fostering transformation from shallow to deep learning. Professor Butin also made the claim that such a scholarship of teaching and learning must take into account the rise of digital learning technologies, student backgrounds and aspirations, and the civic role of higher education in our society.

Professor Butin grounded his presentation in the seminal works of John Dewey and supported his premise that “one can’t talk about teaching unless someone is learning,” as well as on his observation that there are numerous best practices around teaching but few best practices around learning, although our research shows that we are cognisant of how learning works. He illustrated our knowledge of how learning works by reviewing research over the last 100 years, from a philosophy of teaching to a science of learning. He identified cognitive psychology, cognitive science, learning sciences, discipline-based educational research, and scholarship of teaching and learning as respectively exploring the essence of how learning works. The outcome of research in these areas was a move towards student engagement. Professor Butin illustrated Dewey’s (1938) suggestion in his book *Experience and Education* that the role of the teacher shifted from the sage on the stage to the guide on the side. This concept evolved further with Merriënboer’s (2012) four-component instructional design for complex learning which illustrates the progression from teaching to learning back to teaching.

Critical to Professor Butin’s presentation, though, was his elucidation of high-impact practices in education based on the work of Kuh (2008). Butin identified high-impact practices as falling under three headings: *common intellectual experiences*, *experiential education*, and *education that matters*. He cited common intellectual experiences as events such as learning communities, first-year seminars and experiences, and collaborative assignments and projects. Under experiential education, he highlighted undergraduate research, diversity/global learning, and service learning or community-based learning. For education that matters, he cited internships, writing-intensive courses, and capstone courses and projects. He suggested that high-impact practices encourage and facilitate self-authorship, project-

based learning, inquiry learning, and backwards design curricula, usually in iterative processes. The culmination of these high-impact practices is that students engage academic content, their peers, mentors, and community towards an improved future.

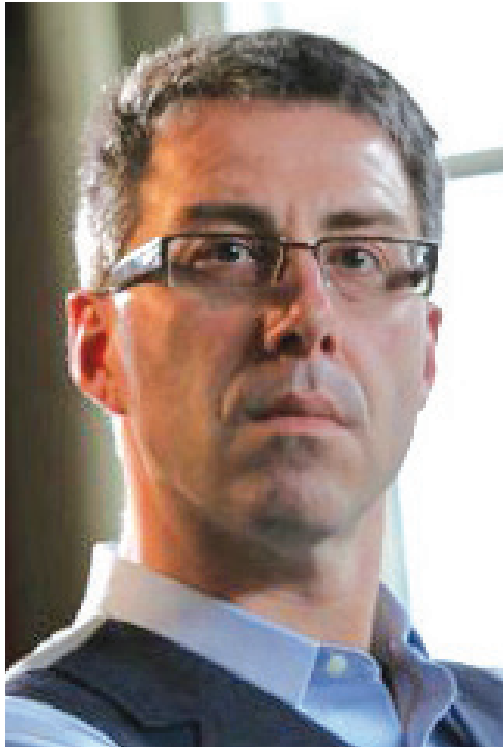
Nevertheless, Professor Butin questioned: While all of the foregoing can and do work, why are there still so many challenges to effective teaching and learning? For one thing, he highlighted the fact that teaching is easy but learning is hard; and that as learning is a process and not

merely a product, we need to help students learn how to learn, and turn them from passive learners to become critically reflective individuals with qualities of good contributing citizens. Professor Butin was highly critical of what he described as the *Egg Crate* or *Factory Model* of education. He indicated that in this model we continue to isolate students in the classroom, and focus on where we can control our students even as we engage in conversations about access and quality. The obvious challenges are further complicated by the ‘massification’ of education, the implosion of the academy, and unacceptable or questionable outcomes for student learning, retention, and graduation rates.

Professor Butin suggested that The UWI is at a pivotal point in its system of education. Therefore, it is now imperative that we reflect on

our system and decide on whether teaching and learning is simply transfer of information or transformation of knowledge. He also suggested that it might be time for the institution to move from the idea of the *flipped classroom* to the *flipped university*. He drew on the impact practices to outline the features of the flipped university. Professor Butin’s vision of the flipped university encapsulates three core components: it is student-centred, project-centred, and impact-centred. In a student-centred institution, the *lecture is outsourced*, *discussion is central* to learning, *deep learning* occurs, and the instructor is a *curator* of knowledge. In a project-centred institution, the *class is outsourced*, *learning is authentic*, the *instructor is researcher*, and *outcomes are central*. In an impact-centred institution, the *“checklist” mentality is outsourced*, *deep and authentic learning evolves through scaffolding*, a *distinctive university experience is established*, and *transformation is central*. This leads to the “engaged university.” The flipped university is an embedded outline guided by political will, where boundaries of the university are boundaries of the state or nation.

In this context, knowledge is transformed for the betterment of society. Without this transformation of thought and practice we can become obsolete in a changing education, globalised context. The discussion must continue if the university is to remain relevant.



TRENDING NOW Online and Anytime Learning

BY REBECCA
ROBINSON



“Online teaching calls for more rigorous structured teaching plans, preparatory training and course content that one can imagine. Many people start and stop as it is different from face-to-face course delivery and a range of other skills have to be honed as an e-lecturer.” This is the informed perspective

of Dr Andrew Campbell, e-lecturer at The UWI’s Open Campus, Seneca College of Applied Arts and Technology and Durham College - Toronto District School Board, who presented at the Best Practice in Higher Education conference that took place at The UWI, St Augustine late June. Naturally, his presentation at the conference examined the present methods being employed by Open Campus online instructors to engage online learners thereby arriving at a set of best practices in the growing course delivery method.

Today, more and more traditional post-secondary institutions are taking the classroom online, offering their students other means of engagement and opening more full-time study opportunities to a more diverse population. Acquiring and preparing educators to facilitate online learning has its own set of challenges, special needs, philosophies and a growing list of what are the best practices in the area. The transition from face-to-face teaching to online facilitation requires special skills and an additional lens through which most traditional classroom educators view students, student engagement, assessment, and evaluation, based on their own philosophy of teaching and initial teacher preparation programme.

It requires for some face-to-face educators, additional skills; and for others, a whole different approach. Training is necessary not just for the technical areas, but also in the areas of online communication, online social presence, and online assessment. The pedagogy of online teaching according to Dr Campbell includes, “making students accountable for their own learning which I fashion according to the SQ3R approach (Survey, Question, Read, Recite and Review).”

He said that online course delivery is about 40% content with the rest of delivery being about search and sharing techniques, teach-back or learning via a flipped classroom scenario where students are the ones in charge of presenting on assigned topics. He added that these are the techniques that drive online learning, growing critical thinking skills.

When asked about the peculiarities of the West Indian students as compared to those others he also teaches, Dr Campbell said that the flipped classroom scenarios are usually the ones that The UWI students take some time to accept as they are still looking for the lecturer who is the keeper of knowledge, the sage figure. He also noted with a twisted laugh that only for The UWI students and across several islands at a time, the internet goes down right in time for the delivery of a major paper!

Apart from these two characteristics, online teaching and learning can be as intense and rewarding as good face-to-face sessions. Dr Campbell wrapped his presentation with the advice that as this trend grows, all university lecturers should get appropriately trained.

■ OUR CAMPUS

Internationalisation of Higher Education: The UWI Experience

BY CLEMENT SANKAT

Traditionally, higher education in the Caribbean region has been viewed predominantly in a regional context. However, in a globalized era, higher education has now become a global phenomenon as universities worldwide not only strive to prepare their graduates to become productive global citizens, but also endeavour to attract foreign students by the use of information communication technology (ICT) for the delivery of education. In addition, we now adopt a collaborative approach to building internal capacity and conducting meaningful and impactful research. The UWI also views Internationalisation as a means to building diversity in its staff and students, enhancing its quality by embracing international best practices and extending its reach beyond the shores of the English-speaking Caribbean.

It is within this context, that the 2012-2017 Strategic Plan of The University of the West Indies identifies 'Internationalisation' as one of its six strategic perspectives. This strategic plan is now in its fourth year, and since then, The UWI St. Augustine Campus has made, and continues to make tremendous strides in its internationalisation thrust through its Office of Institutional Advancement and Internationalisation (OIAI) and its Office of Research Development and Knowledge Transfer (ORDKT).

In June, I was invited to the 19th Conference of Commonwealth Education Ministers (CCEM) in the Bahamas where I was privileged to make a presentation entitled, *"Internationalisation of Higher Education – The UWI Experience"*. My presentation highlighted The UWI St. Augustine Campus' involvement in its internationalisation thrust; showing our geographic and thematic diversity as it relates to our partnerships with India, China, the EU, the ACP region, the Caribbean Basin/Latin America, Canada and the United States.

It is critical that I convey the value of Internationalisation of Higher Education, as I am of the firm belief that the success of any university depends on its ability to forge strategic alliances with global international partners. Internationalisation of higher education is one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation. Internationalisation of higher education can also be considered the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution. **However we define internationalisation, it is undeniably important.** Universities engage in internationalisation for a number of reasons; such as: to foster human development through understanding and respect across nations; to expand and sustain various avenues for economic competitiveness; to promote academic entrepreneurialism; along with preparing citizens for employment by foreign-owned firms. Equally as important are its benefits of being able to prepare citizens to operate in a multi-cultural and diverse work environment.

■ What has The UWI been doing to internationalise?

Given the importance of internationalisation of higher education, The UWI has been working steadily at enhancing its internationalisation agenda. We have done so through - institutional partnerships, new programmes, student mobility (both ways), staff recruitment, research partnerships, quality & accreditation, external examinations, co-supervision of students, study/travel grant & institutional visit allowances. Further we have established the Centre for Language Learning (CLL), and the Diplomatic Academy of the Caribbean (DAOC). Incorporated in our programme is an added component where we facilitate visiting professors. The UWI has also adhered to the implementation of the ACS Initiative (a special tuition fee arrangement for countries of the wider Latin America and Caribbean region), along with establishing three international offices.

Some of our internationalisation initiatives and efforts are as follows:

■ Partnering with India

In January 2012 I was pleased to be part of a 12-day state visit to India. Our university's relationship with India is one of the longest-standing international partnerships for The UWI. This state visit to India climaxed with the signing of a Memorandum of Understanding (MOU) with the Government of India for three chairs at UWI St. Augustine, located across various disciplines including Chairs in Ayurvedic Medicine, Indian History, and Hindi. The chairs are selected from some of the most senior professors in India and rotate every two to three years. This project is therefore a model arrangement of inter-institutional and inter-governmental partnership.



Principal Sankat (2nd from L) with speakers and panelists from L to R – Mr. John Lesperance - Commonwealth of Learning; Deborah Bennett - Commonwealth Scholarship Commission; and Professor James McWha – Vice Chancellor of the University of Rwanda at the 19th Conference of Commonwealth Education Ministers (CCEM) in the Bahamas – June 2015.

■ Partnering with China – Confucius Institute

In early June 2013, we had an official visit from the Director General of Hanban, Madam Xu Lin. During this visit we signed an MOU with the Confucius Institute Headquarters of China for the establishment of a Confucius Institute at The UWI St. Augustine Campus in the presence of the President of the People's Republic of China, His Excellency Xi Jinping, and the Prime Minister of the Republic of Trinidad and Tobago, the Honourable Kamla Persad-Bissessar. Although the Confucius Institute can be considered to be in its early stages of development it is with great pride that I can say that we have achieved much and made significant strides in just one year.

■ Partnering with China – China Agricultural University

The UWI St. Augustine Campus took our relationship with China even further, as we embraced the China Agricultural University (CAU) as our partner institution through our arrangement with the Confucius Institute. I must say that our partnership with CAU is very unique. This is because, although our institutions are partnering in the main areas of language and culture, we have taken it a step further to collaborate in the area of sustainable agricultural development. China Agricultural University is the most important university in agriculture and nutritional sciences in China and UWI St. Augustine has a long history in agricultural teaching, research and innovation. Our partnership is therefore a natural fit. I also wish to note that the Government of Trinidad and Tobago awarded our institution 200 acres of land at Orange Grove on the Churchill-Roosevelt Highway. These lands are now being utilized by our agricultural field station to support a robust approach to sustainable agricultural development informed by recent research and integrated with commerce, business and entrepreneurship techniques. We are currently partnering with China Agricultural University to create an Agriculture Innovation Park at Orange Grove. We are confident that this will be a model to re-engineer the way our country, and the wider region, produces food and how agriculture will be perceived in Small Island Developing States in the future. This is a great example of technical cooperation at work for capacity development.

■ International Partnerships – Academic Programmes

The UWI St. Augustine Campus has also been building global partnerships to build quality and capacity in the academic programmes we offer. For example, in response to the lack of professional sports management currently experienced in the Caribbean, The UWI St. Augustine Campus, in collaboration with the Centre International D'Etude Du Sport (CIES), and under the auspices of FIFA, introduced a Postgraduate Diploma and MSc in Sports Management. We also continue to partner with the University of Flensburg, and the Flensburg University of Applied Sciences, in Germany to deliver an MSc in Renewable Energy. Recently, UWI ROYTEC also signed a Memorandum of Understanding with the International American University (IAU), to deliver several new medical programmes such as the Associate and Bachelor's Degree in Pharmacy; the Pharmacy Technician Certificate, the Emergency Medical Technician Diploma;

the Hospitality Certificate; and the Bachelor's Degree in Nursing among others.

■ Partnering with Trinity College

The UWI St. Augustine Campus also signed an MOU with Trinity College, Connecticut which cemented years of institutional collaboration we had with that institution. This was a Student Exchange Agreement which allowed for "Trinity in Trinidad" students (part time) to be counted against full time UWI students going to Trinity for a semester or a year. Trinity College faculty has also conducted multiple visits to Trinidad and to the St. Augustine Campus in order to develop collaborations.

More recently, we had a historic 'sod turning' ceremony for "The UWI Trinity House" to be located right at The UWI St. Augustine Campus. We are indeed breaking new ground with this initiative, as the construction of The UWI Trinity House allows another institution - in Trinity College - to have a physical presence on the grounds of our own UWI St. Augustine Campus. This is testimony not only to the strength of our relationship, but also to the commitment of our university to develop and support teaching, learning and research, particularly in the areas of the arts and culture (the humanities) - areas such as - cultural arts, the performing arts, film, heritage and entertainment.

■ Student & Faculty Mobility Schemes

Finally, it is important that I mention that The UWI was selected to manage the approximately €2 million euros of funding from the European Union to facilitate the movement of Masters and PhD students and staff between a consortium of six universities from the Caribbean and Pacific regions as part of the Caribbean-Pacific Island Mobility Scheme (CARPIMS). This is the largest South-South mobility project ever funded by the EU. We have managed three consecutive projects (CARPIMS I, II, & III). This project continues to create a cadre of highly trained and committed citizens in a wide range of disciplines.

The Canada-CARICOM Leadership Scholarships Program and the Emerging Leaders in the Americas Programme (ELAP), is another very good example of student and faculty mobility schemes. These programmes provide students and researchers from the Caribbean Community (CARICOM) with short-term exchange opportunities for study or research at the college, undergraduate and graduate levels in Canada.

In conclusion, it is the accepted opinion that The UWI St. Augustine Campus has done significantly well as it relates to the internationalisation of higher education which has resulted in tremendous benefits for the students and faculty of our university and, by extension, the people of our region. Nonetheless, there is still much room for further collaboration and partnership to continue to build our capacity to serve our region. I firmly believe however that, **for internationalisation to be successful, it must be based on a leadership ethos that is focused on active engagement and support for such an institutional thrust. Leaders must connect with relevant individuals and institutions and open doors, and this must be followed by prioritization and action. Casual relationships hardly bring success.**

On the outside looking out

Our minds have gone beyond the shores of existence

BY GERARD HUTCHINSON

West Indians first became aware of themselves as a people in the Haitian revolution.

Is there a West Indian personality? Is there a West Indian nation? What is it? What does it lack? What must it have?

The West Indian middle class keeps far from these questions. The job, the fridge, the trip abroad, preferably under government auspices, these seem to be the beginning and end of their preoccupations.

—CLR James, *“Party Politics in the West Indies”* (1962)

More than 50 years later, the second quote above can be easily translated as the eat-ah-food philosophy, which may perhaps be even more pervasive now. It illustrates that it is not a new circumstance. There seems to be a tension between the first quote (possibility/capability) and the second (sad reality).

The failure of Haiti to emerge as a regional power almost reflects the failure of the West Indian project, reasons notwithstanding. I believe the absence of a defined regional identity has led to a profound lack of a sense of belonging. This has developed because people feel that they are not an integral part of a system or environment because of their negative personal experience in that system or their fear that the experience will be negative. Alfred Adler described the need to belong and to feel significant as the basic goal of human life. Without it, fulfillment and wellbeing are not possible.

I would argue that this lack of a sense of belonging, or at least the dilution of that belonging, is central to the many psycho-social problems we face in the region. One of the more obvious is a lack of trust in our institutions, and the failure of these indigenous institutions to generate that consistent and persistent trust is also a function of the lack of belonging that their members feel. So there is little institutional memory, little regard for history and minimal cooperation between connected organizations, such as LIAT and Caribbean Airlines; The UWI and UTT or the University of Guyana.

The prohibitive cost of air travel between the islands and how convoluted it can be at times are concrete examples of this problem. At a recent regional conference in Grenada, some regional participants had to fly to Grenada via Miami, invoking dismay and suspicion from the US immigration officials.

There is also fragmented and insular loyalty, and even that, only when things go well. All of this after TA Marryshow in Grenada founded a newspaper called *The West Indian* in the early twentieth century. He and Andrew Cipriani organized a regional conference in 1932 and wrote a constitution for a West Indian federation. This might be considered the birth of a West Indian nationalism, and was driven by a desire to have the West Indian people connected through a formal institutional framework. It has not happened (yet). As George Lamming described it, the antagonistic weight of the past as an inhibiting menace has ensured the unviability of the union.

The late Norman Girvan described several projects of indigenous construction that were attempts to generate a sense of identity as a means of nurturing that sense of belonging. Identity is critical to engender a sense of

belonging which then allows one to invest in work that increases the stock of what you feel you belong to and identify with. Professor Girvan suggested that the concept of the Caribbean gained currency in the latter half of the nineteenth century because of the need of the United States, then an emerging power, to define and establish its backyard.

This suggests that even the idea of a Caribbean or even a West Indies may not have been born as a nascent and autochthonous ideal. What do the mass of people identify with? Do they see themselves as nationalists or regionalists or both? The same Girvan identified with both and did not see any contradiction. In an ideal world, he would be right, but nationalist interests do sometimes trump regional ones, as one of the major fears of Caribbean free travel is local loss of jobs to cheaper labour from elsewhere.

Of course, the ongoing issue between the Dominican Republic and Haiti continues to generate some regional comment but no diplomatic or other solutions. Sir Arthur Lewis had envisaged a regional enterprise and manufacturing sector that would enhance international competitiveness. We would then be necessarily interested in the welfare, both social and economic, of our Caribbean neighbours/partners. The other critical concern remains with whether the institutions that survive can defend Caribbeaness.

When The UWI campuses had exclusive programmes located at their multiple sites, it ensured a cross-Caribbean pollination. The demand for places and the related economics have necessitated campuses meeting the needs of their populations but at the expense of young Caribbean people losing that opportunity to learn about and live with each other.

Champions of Pan Africanism from the Caribbean, Henry Sylvester Williams, Marcus Garvey, George Padmore and CLR James, saw African independence as a means to liberate the rest of the diaspora, but inadvertently may have damaged the integrity of a Caribbean identity as it became subsumed into a larger African one.

Black Stalin's "one race from the same place" (*Caribbean Unity* 1979) was interpreted by some to be excluding the Indian diaspora in the region. It is interesting that the documentary *Fire in Babylon* chronicling the West Indian cricket team's years of world supremacy clothed their success in a narrative of African Caribbean nationalism and pride invoking both Pan Africanism and West Indian nationalism.

The Cuban army victory over the South African army in Angola and South West Africa also stands tall as an example of regional capacity. Race and ethnicity and the perceptions thereof are therefore a critical part of this discussion. However it is framed, the central pillar of any regional

process must be a definition and acknowledgment of a Caribbean psychology and philosophy. It begs an important question though: do all the ethnicities and cultures inhabiting the region have the same cultural imperatives of action and purpose? Should they? Does the space they want to belong to, look and feel the same? Can we allow for difference in a way that would reinforce connectedness rather than internal divisiveness?

However the lack of that identity/belonging axis expresses itself, we may be inviting new colonizers, perhaps under the guise of economic and technical assistance and the likely suspects seem to be the Chinese.

Without the philosophical anchor of identity and belonging, what Herman Broch calls a value vacuum, a breakdown of social values is created. Of course, many things seek to fill that vacuum and this may explain why the Caribbean is the region with the second highest homicide rate in the world (second only to Central America). Is it also because of a lack of connectedness to a greater whole and a lack of a sense of belonging and community? We are struggling as independent states with similar health and social problems. It would be interesting to quantify the number of intra-Caribbean migrants living in the various islands and how many families have multi-island components.

The issue is that our minds, particularly now in the global world, have gone beyond the shores of our existence. We are living advanced and displaced mental lives in backward societies being reinforced by the lack of self-knowledge. We therefore, think of ourselves in the third person, not the first, and have predominantly external loci of control. Our leadership is more preoccupied with power and authority and how they are seen than by what they do.

We have been described as one of the most over-governed regions in the world, and similarly dubbed countries are also havens for corruption and reflect divisive rather than unifying agendas. They have not presented or articulated choices about our futures that represent how we will navigate this uncharted sea of the rest of this century with environmental issues, migration issues and changing demographics, i.e. aging societies are going to fundamentally change the way we live. Our children have inherited this insularity and see themselves as belonging to individual entities rather than any collective whole. There are no attempts to gestate a West Indian, far less a Caribbean identity within Caribbean communities. Perhaps even that desire for a sense of belonging is misapplied; maybe we really do not believe it is our land. Just like our plantation economy history, we think our destiny also is not in our hands.

■ OUR CAMPUS

“Be a Global Citizen with a Global Vision”

Ban Ki-Moon, Secretary General of the UN initiates a dialogue with regional youth

BY SHEREEN ALI

“What kind of world do you want to make?” This was one of the questions that the United Nations’ Secretary General, His Excellency Ban Ki-Moon called on the youth of the Caribbean to ponder in his first address at The University of the West Indies’ Cave Hill Campus.

His Excellency was speaking at a historic symposium that was held to facilitate direct interaction and communication between the Secretary General and the united youth voice of the Caribbean. Hosted under the theme *Caribbean Youth Speak: The World We Want Post-2015*, topics of major importance such as youth unemployment, climate change, violence and gender inequality were addressed. Students from The UWI’s other campuses participated via video conferencing and joined the dialogue by posing questions of their own to the Secretary General.

With one fifth of the Caribbean population between the ages of 15 and 24 and with half of the global population under the age of 25, His Excellency Ban Ki-Moon described the world that we live in as one that is very young. In an appeal to those in attendance His Excellency emphasized the need for immediate action towards change by saying, “We are at a tipping point, depending on where we go- we may be okay or we may have to regret the tragedies that occur for your generation.”

Youth unemployment was a major topic of concern and students posed questions to the Secretary General about the issue in the local, regional and international contexts. His Excellency offered practical solutions and approaches that governments across the Caribbean region can adopt as a means of tackling the growing problem. Among his recommendations was the call for increased partnerships between governments and the private sector business communities and the



investment in youth skills development. When asked directly about what the United Nations can and has been doing to help combat the issue, two programmes were highlighted: the UN Young Professionals Programme and the youth arm of the UN Volunteers programme, both of which offer opportunities for young people across the globe.

The Secretary General painted the picture of a potentially grim future should climate change continue to advance at its current rate. He explained that while many persons see a two millimeter per year rise in sea levels as negligible, when projected into the future this continued rise could lead to the disappearance of low lying islands and shoreline cities. When questioned further about what is being done to safeguard the Caribbean islands the Secretary General empathized that while these countries have not heavily contributed to the growing problem they are among the most heavily impacted. He stressed the importance of a legally binding global climate agreement that the UN will be seeking to materialize at the World Climate Summit in Paris, December 2015.

The Secretary General encouraged the youth of the Caribbean to pursue their passions but to do so with compassion. He reminded them that they are not just citizens of Barbados or Trinidad and Tobago, but that they also belong to a wider global community and they should continue to be mindful of not only those in their immediate communities but also those in poorer countries that are lesser developed than their own. He encouraged them to dream big but in doing so always keep their feet firmly planted on the ground. His Excellency Ban Ki-Moon called on the youth of the Caribbean to continue to raise their voices in the fight for a better today and an even brighter tomorrow.

His Excellency emphasized the need for immediate action towards change by saying, “We are at a tipping point, depending on where we go- we may be okay or we may have to regret the tragedies that occur for your generation.”



VC Beckles attentively listened to the UN Secretary General as he took questions from students in the audience



Professor Andy Knights, Director of the Institute of International Relations (IIR) addressed the gathering

■ OUR CAMPUS

Fresh takes on a Traditional staple

An overview of the proceedings at the International Breadfruit Conference

BY DARA WILKINSON - BOBB

The successful commercialization of breadfruit could have a significant positive impact on nutrition and health goals. This overarching point was made by Professor Fitzroy Henry while addressing the International Breadfruit Conference 2015, an initiative of the University of the West Indies held at St Augustine this past July.

Professor Henry indicated that breadfruit is ranked high, approximately in the 8th position, in terms of the most nutritious staples used in the Caribbean. It is relatively inexpensive, in comparison to others ranked above it in terms of nutrition – which are also higher in cost. Breadfruit is also at a rank of 8th according to cost effectiveness at approximately TTD7.00/Kg or UDS1.10/ Kg.

Henry, who is Professor of Public Health Nutrition at the University of Technology in Jamaica, noted that food security must also address challenges in agriculture, health and development.

Dr. Diane Ragone, Director of the Breadfruit Institute, Hawaii, USA, gave the keynote address at the conference. She said that the Caribbean has become the global leader in the research on breadfruit over the last 30 years. Also, that this research should be considered within the context of a world hunger situation that looks like this: 1 billion hungry people, 2 billion obese people and 1 billion with ‘hidden hunger’ – whereby empty calories are consumed which lack the micro-nutrients for a healthy life.

Dr. Ragone talked about her work in advancing the preservation and propagation of the breadfruit through cuttings. In her presentation, she also spoke about the many practical uses for it, some of which are: when ripe it can be cooked like potatoes; the breadfruit can be turned into flour which gives it a longer shelf life; beer and spirits, snacks and chips are other value-added products which can be derived from the breadfruit; it is also good for animal feed and has many industrial uses. Additionally, breadfruit is gluten-free.

Ian E. Welch, Managing Director of conference sponsor, PCS Nitrogen Trinidad Ltd. mirrored these sentiments and illustrated them further. He said that in terms of the importance of the breadfruit as a contributor to food and nutrition security, he remembers that the old folks would say, “If you plant a breadfruit tree in your yard, you will have food for the whole year.”



Welch said that PCS Nitrogen is engaged in the production of nutrients for crops but is also going beyond that, for example, in an initiative in food security launched in 2002. They have created an institute to develop economic policy and technical solutions to address the global problem of the world's food supply.

According to Welch, at their model farm, they have trained 572 persons so far and had 2408 visitors.

Indeed, Welch said their initiatives speak to the big-picture issue of what he describes as the need to transform our country from a nation that imports food and vegetables to one that sustains itself. He calls this mandate “the urgent moral imperative of feeding the world” and adds, “It is simply unacceptable and we must do whatever we can to end this scourge.”

One breadfruit tree can last over 80 years. A crop of breadfruit can provide about 450 pounds of fruit per plant per season. In the words of Ian E. Welch, “The breadfruit is a life-saver and is a super-fruit.”

Conference co-convenor, Dr. Laura Roberts Nkrumah indicated that the goals of the conference were realizing the potential of breadfruit to contribute to food security, encouraging entrepreneurial activities centred on breadfruit, and providing a forum for the exchange of information on the industry by all stakeholders. There were also presentations of relevant research and product utilization displays.

The launch of an international breadfruit network is in the works, as overall, this meeting of breadfruit stakeholders enabled the sharing of knowledge and the building of relationships that would solidify breadfruit's strategic place in the fight against world hunger.

On the last day of the conference, participant Penelope Harris from Guyana's Carnegie School of Home Economics said that, “The food import bill is very high. We are going to be looking at the best possible blend with either breadfruit or cassava flour to, in time, reduce the importation of wheat.” After reflecting a moment, she closed by stating, “People do not want to buy breadfruit because they perceive it as something you just receive from a good friend, not spend money on.”

Another participant, Paul Benjamin, an agronomist

in the Ministry of Agriculture in St. Kitts and Nevis, noted that the conference was “quite enlightening, uplifting and educational.” Benjamin said that in St. Kitts and Nevis they are engaged in a project using breadfruit and breadnut to help ensure food security. As such, his concern is with the commercialization of breadfruit and breadnut. He felt that The UWI should hold this conference on a regular schedule and was pleased with the linkages he was able to make with *Global Breadfruit* and the *Trees that Feed Foundation*.

Also a participant, Professor Francis Appiah of the Kwame Nkrumah University of Science and Technology in Ghana, noted that the literature on breadfruit was at one point not long ago, very sparse for researchers. As such, conferences like this aided research through knowledge-transfer among stakeholders. His insistent question was, “Why are the governments not pushing (its consumption) more?” If you import so much, said Professor Appiah, then indirectly you are promoting other economies at the expense of your own. Farmers suffer. Then, he added, by the time you try to change, your country has acquired the tastes for the foreign goods. Professor Appiah affirmed that breadfruit is also important because during dry spells when some crops are failing, breadfruit will still be doing well.

Dr. Diane Ragone said that her work is in conservation, education and outreach. Yet, she added, this conference was beneficial for all stakeholders as many people are at organizations or in countries where they are the only people working in breadfruit. They feel isolated and their work is not appreciated. As such, for stakeholders, the conference made a huge impact in terms of “the incredible diversity of individuals and organizations around the world working on breadfruit – to see and connect with such a vibrant network.”

The International Breadfruit Conference 2015 was attended by stakeholders from various Caribbean countries, Kenya, Ghana, Mauritius, Malaysia, Fiji, Samoa, the USA, Costa Rica and Suriname to name a few. It ran from 5 – 9 July at the Hyatt Regency and culminated in an exhibition on the campus of the UWI, St. Augustine, on 10 July. There were more than one hundred registered participants – sharing knowledge, and preparing to champion the breadfruit as one key way forward in fighting world hunger and securing good health.



UWI CALENDAR *of* EVENTS

AUGUST–NOVEMBER 2015

LAW, NEGOTIATION & THE MEDIATION PROCESS

13 – 14 August
8.15am to 4pm
The UWI St. Augustine

The Faculty of Social Sciences Department of Behavioural Sciences will be hosting a workshop on Law, Negotiation and the Mediation Process at the Faculty of Social Sciences Lounge. Learn about how businesses have become more aware of the litigation and mediation processes and how to avoid major pitfalls in business especially involving legal disputes.

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

STUDENT ENGAGEMENT – BEYOND THE TECH HYPE

25 September
The UWI St. Augustine

The Centre for Excellence in Teaching and Learning (CETL) in conjunction with Guardian Group Ltd. Present the premium open lecture 2015 by Dr. Elizabeth F. Barkley of Foothill College, Lost Altos, California on the topic, Student Engagement: Back to Basics and Beyond the Tech Hype. This event takes place at 5.30pm at Daaga Auditorium. To RSVP, please call 662-2002 ext. 82611 or 224-3736 or email cetl@sta.uwi.edu.

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



COTE 2015

8 – 9 October
The UWI St. Augustine

The UWI St. Augustine's Department of Economics' Annual Conference on the Economy (COTE 2015) under the theme Managing Development in Caribbean Economies: The Key Role of Health, Public Policy and Social Security is scheduled for 8 – 9 October 2015 at the Learning Resource Centre (LRC) Auditorium. Learn about sub-themes addressing Caribbean development like Health and Sustainable Development, Public Policy: Resource Challenges in Health, Social Security Challenges & Opportunities and many more.

For further information, visit:
<http://sta.uwi.edu/conferences/15/cote/index.asp>.

COTE
2015
OCTOBER
8-9

UWI LIFE 2015

27 – 29 August
The UWI St. Augustine

New students get to experience UWI first hand at the holistic orientation programme entitled First Year Experience. The campus kicks off its official 2015 orientation programme by providing information about the ins and outs of 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 accompanying parents during this exciting juncture in their lives.

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



HUMAN COMMUNICATION STUDIES CONFERENCE

24 – 25 September
The UWI St. Augustine

The University of the West Indies, St. Augustine presents the Human Communication Studies Conference with the theme Identity, Context and Interdisciplinarity in Human communication Studies in the Caribbean and beyond. Listen to panelists discuss subthemes such as communication studies education; communication, culture and gender; communication, culture and conflict; health communication; popular culture and critical theory and many other areas.

For further information,
visit <http://sta.uwi.edu/conferences/15/humancommunication/registration.asp>.

THE HISTORY OF INVESTMENT IN THE CARIBBEAN

4 – 8 November
The UWI St. Augustine

The Caribbean Economic History Association (Asociación de Historia Económica del Caribe, AHEC) and the University of the West Indies present the 3rd Annual Conference of the AHEC with the theme The History of Investment in the Caribbean. Listen to panelists discuss the evolution of investment in the Caribbean from the 15th century to the present; the movement of capital flows into and out of the greater region and the incorporation of the Caribbean into global economies and markets over the past centuries. The Conference will also address the flow of investments, its sources and destinations and the impact of these flows on the region's economy and society, in micro and macro terms.

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

**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

