

Professor Sir Hilary Beckles

Vice-Chancellor, The University of the West Indies

A PUBLICATION OF
THE UNIVERSITY OF THE WEST INDIES,
CAVE HILL CAMPUS, BARBADOS

We welcome your comments and feedback
which can be directed to
janet.caroo@cavehill.uwi.edu
or Chill c/o Marketing Officer,
UWI, Cave Hill Campus,
Bridgetown BB11000. Barbados
Tel: (246) 417-4057 / (246) 417-7629

CO-EDITORS:
Chelston Lovell
Janet Caroo

CONSULTANT EDITOR
Korah Belgrave, PhD

CONTRIBUTING EDITOR
Rasheeta Dorant

PHOTO EDITOR
Lisa Yarde

EDITORIAL ASSISTANT
Lisa Yarde

.....
CONTRIBUTORS: Professor E. Nigel Harris
Sir George Alleyne Sylvia Henry, PhD
Valda V. Alleyne Khaleid Holder
Timothy Arthur Tennyson Joseph, PhD
George Belle, PhD Nicole Knight
Hector Belle Sir Woodville Marshall
Gladstone A. Best, PhD Sir Alister McIntyre
Marsha Boyce Professor Velma
Albert Brandford Newton
Wayne Professor Frederick
Charles-Soverall, PhD Ochieng'-Odhiambo
Barbara Chase Barbara Parris
Victor Cooke Professor Betty-Jane
Yolande Cooke, PhD Punnett
Natasha Corbin Patrick O. Rowe, PhD
Rennette M. Dimmott UWI Centre
Sir Henry Fraser

.....
PHOTOGRAPHY:

COVER by Ronnie Brendon Duncan
Carrington Stephen Daniel
David Marshall The Nation Library
Kenmore Bynoe

Contents

Discourse

- 1 Tribute To Collegiality

News

- 3 Revolution in Education
5 Bridge To The Future
6 Justice For All
7 Disability Forum
8 CHiPS Marks 10th Anniversary
9 US Congress Proclaims
"Nigel Harris Day"
10 Leadership change at
Two UWI Campuses

Student-Centered

- 12 Mooters and Debaters Shine
on International Stage

Awards

- 14 In Recognition of Excellence
15 Two Eminent Scholars
Receive National Honours
16 Outstanding Researchers

People

- 18 Glimpses of a Global Life
20 Fraser Knighted

Tribute to Sir Hilary

- 22 A Mission in Progress:
Growth of Student
Development and
Support Services
26 The Evolution of a New
Funding Model: Forging
Deeper Relationships
with the Private Sector
28 A Man Fit For Purpose
29 Sir Hilary bought
"assertiveness and visibility"
to Cave Hill
30 Innovative Drive

- 31 A Towering Public Intellectual
33 Transformative Agent
34 Cave Hill's Rapid Physical
Expansion
37 Man For The Season
38 Vision for a Cohesive Tertiary
Education System
39 A Salute from Tertiary
Level Heads
57 In Beckles' Shadow:
A Personal Reflection

Focus On Leadership

- 40 Researching Leadership
41 Transformational Leadership
43 Public Sector Leadership
45 Leadership and
Administrative
Responsibility

Perspective

- 47 Writing Successful
Grant Proposals
49 Knowledge Management
in the Public Sector

International

- 51 UN Top Official Speaks to
the Youth
53 Likely Panama Enrolment
from January
55 Kalinago People at the
UWI Cave Hill Campus

Sport

- 62 New Dawn for Sports
65 Achievement that
Merits Distinction
66 Winning Formula for
Sporting Excellence
68 Blackbirds Again in
Winners Row



Mission Statement

To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.

Vision Statement

By 2017, the University will be globally recognised as a regionally integrated, innovative, internationally competitive university, deeply rooted in all aspects of Caribbean development and committed to serving the diverse people of the region and beyond.

Tribute to Collegiality



Former Pro Vice-Chancellor and Principal, UWI, Cave Hill Campus, Professor Sir Hilary Beckles.

Remnants of early social media have it that my arrival back at Cave Hill as Principal in 2002 was as discursive as it was divisive. I had perceived this, but as a well-grounded social scientist, I thought, “how wonderful, an opportunity to begin a regime within the ambit of a descriptive discourse that problematized rather than imposed a prescription of development.”

Critically, it provided an opportunity to apply what I had always known – that it takes a team to take on the task of shaping the future. Team Cave Hill erupted as if it were a force of nature. We were determined to

do the right thing for the people, our students and communities. My role was to ask “why not”, and to suggest “how to”.

Cave Hill, then the youngest of The UWI’s campuses, was given an excellent foundation in collegiality and sound management by my predecessors. I had admired Sir Sidney from a distance and respected Sir Keith up close. Sir Woodville had taught me a great deal through years of mentoring, exposure to senior administrators, and academic exchanges; a great deal about the Campus and its stakeholders. Building upon this base seemed natural, logical, and was at every stage, pleasurable. I inherited, therefore, a well-managed campus with an intense sense of professionalism and collegial intimacy.

It was a perfect wicket on which to bat. As I got to the crease, (then) Prime Minister Owen Arthur gave us a remit; internationalise the Campus and grow it to optimum performance size. Be driven by efficiency and accountability, and speak to the community. We presented a vision; ten thousand students, of which 7,000 would be undergrads and 3,000 postgrads. We projected a student mix of 60 per cent Barbadian, 30 per cent Caribbean, and 10 per cent international. This was our ideal campus. We went to work. We worked hard and smart. We built a modern, internationally respected campus upon its firm foundation.

Team Cave Hill was the most remarkable operational outfit ever created in the management history of The UWI. I cannot mention

Continued on Page 2

Tribute To Collegiality *Continued from Page 1*

all colleagues who gave their maximum output of commitment, and for this I ask their forgiveness, but I must single out a few leaders especially.

We pursued a campus built upon the foundations, expectations, and needs of the services economy model that is modern Barbados and the Eastern Caribbean.

This meant that the Faculty of Social Sciences was our primary focus. Banking, Finance, Project Management, International Trade, Offshore Financing, Economics, Social Policy, Public Sector Governance, and Entrepreneurship took centre stage in phase one. Dean Dr. George Belle led the charge and transformed his Faculty into a dynamic force for national and regional development. New programmes at undergraduate and postgraduate levels flourished. The curriculum overhaul of the Campus was revolutionary. Skilful and determined, he guided the Faculty through some very testing moments. We owe him a great deal.

We needed a modern, state of the art infrastructure, upon which to launch the new Cave Hill. Andrew Lewis, a master planner, took this in hand and with his team of project and planning managers, saw to the erection of over 15 buildings that made Cave Hill into a respected international space. The physical capacity was increased by over 400%.

The private sector was magnificent. It funded the bulk of the growth and physical expansion. International donors funded the research upsurge. With the vesting of the Lazaretto lands by the Government of Barbados, we were launched into international competitiveness. Then came the Medical Sciences with Sir Henry leading the newly named Faculty of Science and Technology into the current STEM driven Strategic Plan.

Directing the administration and finessing the finances were Jacqueline Wade and Maurice Webster, two persons of impeccable integrity and decency. They possess an unmatched love for the Campus and University. How easy it was to be principal, knowing that there was no need to look back, to have doubt,

The UWI at Cave Hill has given 50 years of service to our region, and the world beyond.

We have celebrated our founders and paid homage to those who built the hill on which we now stand.

or to question the sincerity of senior colleagues. They taught me the art of listening and learning as a leader. Cave Hill, without them, would have been a much lesser place. They have left behind in their retirement a Registry and Bursary that are first class, and keenly committed to sustaining the excellence achieved.

We went into retreat in 2006 and predicted the onset of the global economic recession. We made plans and protected the institution. The sudden shift in government policy, in respect of student support, calls into being a new normal. But let's be clear about this: recession is no excuse for regression. Rolling back, packing up, and losing faith as resolutions are no solutions. Cave Hill is a monument. We have built it for the people of this region. We are not going to let it be torn down. Universities everywhere are up against it. Ours knows no other reality. We have no golden age or tradition of which to speak and in which to find solace in nostalgia. Our best years are ahead of us. We are progressives by necessity and because of history.

We are, first and foremost, Caribbean people, an international community, who are committed to detaching ourselves from the colonial scaffold that held us prisoner for centuries. We are seeking sustainable strategies to propel ourselves into the future we deserve. This action requires energy and advocacy. It also requires a matured sense of agency and urgency. Further, it requires a vision that is shared in the search for solutions to real and imagined problems. I have been a part of this moment and movement. We at Cave Hill have tried to maintain our monument within the mainstream. It is our edifice to the youth and their future. Their betrayal is not an option. The most determined force on earth is a mind made up.

The UWI at Cave Hill has given 50 years of service to our region and the world beyond. We have celebrated our founders and paid homage to those who built the hill on which we now stand. It was a moment of spiritual magnificence as we realized more profoundly the reasons for our being and the future causes we are to serve. The future is in our forehead. This is precisely what we will use to fight our way through these tough times. I celebrate my colleagues, past and present. My successor, Professor Eudine Barriteau knows the lay of the land better than most. She has traversed it. She is an excellent administrator, and has UWI and the region in her blood. With her we will all prosper. ■

Revolution in Education



On assuming academic and administrative leadership for the region's premier tertiary institution, newly-installed Vice-Chancellor of The University of the West Indies, Professor Sir Hilary Beckles, has rallied the Caribbean's academic community to re-energise the educational revolution on which the region has been built, and has pledged his own commitment to help the region eradicate poverty and improve its economic fortunes.

Delivering his installation address at the Cave Hill Campus to an audience of hundreds, including Heads of Government, members of the diplomatic corps, corporate and civil society leaders and academic colleagues, among others, including members of his family, as well as viewers tuned in to the live television broadcast and Internet stream, he exhorted academics to *"not retreat ... from the principles of the Caribbean dream."*

The UWI's 8th Vice-Chancellor called for *"a rekindling of our intellectual engagement"* as he lamented that the region was facing a crisis whereby Anglophone Caribbean nations have the lowest enrolment in higher education in this hemisphere. *"We are at the bottom of the pile in terms of the number of citizens between the ages of 18 and 30 enrolled in higher education. In some countries percentages are falling."*

"Our thinkers must connect to the excellent work already done and use it in order to find new sources of energy. They must be unafraid, and live beyond the boundaries of intimidation. Young 21st century intellectuals



L-R: Newly installed Vice-Chancellor Sir Hilary Beckles and Chancellor Sir George Alleyne

Continued on Page 4

Revolution in Education *Continued from Page 3*

must present our region with conceptual and practical choices, new and radical alternatives. They must rise with reason and restore that which matters most – our love of liberty and social justice,” Sir Hilary told the May 30th ceremony, held at the Usain Bolt Sport Complex.

He urged a “deeper commitment of our University to the purpose of wealth creation [and] a deeper commitment to the uprooting of poverty in our region.”

“Our top priority has to be working intimately with our wealth creators in order to drive our region out of economic recession,” Sir Hilary said *“The rebuilding of our economic competitiveness and the achievement of economic growth must be our top agenda items.”*

In this regard he suggested the urgent establishment of strong linkages between industry and academia.

“All those countries that have achieved strong sustainable economic growth with social progress have done so upon platforms of industry – academic networks in which innovation and value creation were prioritized,” he said.

The Vice-Chancellor also urged regional citizens to “stop burying our heads in the sand and stand with resolve for the claim of reparatory justice as a development strategy to facilitate the mess cleaning.”

He added: “We are situated at a moment in our development that can be defined in terms of its distance from the colonial scaffold that held us captive for over three hundred years. We are preparing to enter the second seismic phase of our political independence project. We are dedicated to the advancement of our nationhood... . In this regard, as a University, we are preparing to push our region deep into this century.

“Our economies ... have been ravished by the global economic recession; we appear most sluggish in terms of our emergence. Our economies seem less competitive than in previous decades; a sense of despair has appeared on the horizon. Many of the gains we have won through hard and painful struggle are being eroded; there is a growing sense of dismay among our youth.”

He noted it was being said in some academic quarters that the region’s development agenda has stalled; that citizens have ran out of energy and ideas, and they have made the grim prediction that the area will likely implode into social chaos.



A section of the audience at the Installation Ceremony.



L-R: UWI Registrar, C. William Iton; Pro Vice-Chancellor, Prof. Alan Cogley; Pro Vice-Chancellor & Principal St. Augustine Campus, Prof. Clement Sankat; Pro Vice-Chancellor & Principal (ag.) UWI Open Campus, Luz Longworth; UWI Chancellor, Sir George Alleyne; Pro Vice-Chancellor & Principal Cave Hill Campus, Prof. V. Eudine Barriteau; UWI Vice Chancellor, Sir Hilary Beckles.



Prime Minister of Barbados Hon. Freundel Stuart (2nd left) stands with the audience during the academic procession.

“To all of this I say that the most effective response is to rekindle the Caribbean revolutionary spirit that has brought us thus far. To rekindle this spirit is to re-energize the intellectual struggle for self-reliance. It is to rekindle the spirit of the struggle for economic self-determination, the democratisation of economic ownership, and the quest for greater sovereignty and self-responsibility,” Sir Hilary said. ■

BRIDGE to the future

As part of the region's preparation for growing regional demand for education and training in sustainable energy, Cave Hill collaborated with its sister campuses to host a capacity building workshop, held at Mona Campus in January.

The two-week intensive educators' workshop on solar energy technologies and efficiency was coordinated through the UWI Office of Research and executed as part of the IDB sponsored BRIDGE (Building Capacity and Regional Integration for the Development of a Generation of Entrepreneurs in Sustainable Energy and Information and Communication Technologies) project.

The January 5-16 workshop for faculty, instructors and trainers was aimed at building capacity to meet the expected future demand for technicians, professionals and entrepreneurs in the sustainable energy and ICT sector in the Caribbean. The workshop was a collaborative effort between The University of the West Indies' St. Augustine, Cave Hill and Mona campuses together with Arizona State University (ASU), the Netherlands Organization for Applied Scientific Research (TNO), Scottish Development Institute, Mabbett and Associates Ltd, General Electric (GE) and GIZ, all of whom provided resources, support and funding for the event.

Twenty-three participants representing universities, technical colleges and



Participants testing the voltage of a solar panel

other tertiary education institutions in Jamaica, Trinidad and Tobago, and Barbados attended the workshop. They were trained in solar photo voltaic (PV) design and installation, energy auditing and energy efficient lighting. Participants also received practical hands-on training with Mobile Training Toolkits (MTT) to reinforce the theoretical component of the programme. At the end of the solar training programme, each participant was eligible to take the North American Board of Certified Energy Practitioner (NABCEP) PV entry level examination. Attendees also received a certificate of completion.

Project Officer for Science and Technology at Cave Hill, **Natasha Corbin**, said it is anticipated that the workshop participants will return to their institutions and integrate the knowledge, curricula and training material they received into existing subject areas or future degree and certification programs, thereby helping to sustain the building capacity programme.

"We expect them to conduct short training programmes for students and technical professionals," she said. "The information received from the training can be applied to different academic areas including applied sciences, engineering, business,

project management and architecture."

Cave Hill PhD student **Darlene Field** who attended the workshop described it as *"intense"* and *"very informative,"* adding that *"participants were engaging (and) kept my energy up throughout the entire two weeks."*

She said: *"The tutors for the photo voltaic, energy efficiency and lighting components did an excellent job in covering many topics in a very short time. It was very interesting to see the significant difference that replacing an inefficient lighting fixture with a more effective one makes, and to learn that the latest fixture may not be best suited for every space. In addition, one of the two field trips demonstrated very well how including energy efficiency methods in the construction phase of a structure could significantly reduce its overall energy consumption."*

Fellow PhD student **Destine Gay** noted: *"The programme was very informative, especially on the design and proper installation of PV systems. The instructors were knowledgeable and covered their respective topics well. I was glad to be given the opportunity to attend. Very valuable information was passed on."* ■

JUSTICE FOR ALL



Professor Velma Newton

FINDING an adequate route to resolve their grievance could soon become a lot easier for justice seekers, thanks to a new access to justice project being steered by Cave Hill Campus.

The “Improved Access to Justice in the Caribbean” (IMPACT Justice) project, is a regional, five-year justice sector reform programme being implemented from within the Campus-based Caribbean Law Institute Centre. The programme is being funded by the Government of Canada, under an agreement with the Cave Hill Campus. It is designed to address deficiencies in the justice sector in CARICOM, outside of those that are directly related to the judiciary and the courts.

The purpose of the project is to enhance access to justice for the benefit of women, men, youth and businesses in CARICOM member states. Its goal is to strengthen legal frameworks, improve legal professionalism and legal services, including legal education and information, and facilitate increased knowledge and use of Alternative Dispute Resolution (ADR) mechanisms for settling disputes at an early stage and without going to court.

“We thank the Government of Canada for its generosity in providing Cave Hill Campus with the means to implement this multi-faceted project, which has the potential to make a difference in many lives across the region,” said former Dean of the Faculty of Law, Cave Hill **Professor Velma Newton**, who is Director of the Project which reaches into 13 CARICOM Member States. These include: Antigua and Barbuda, Belize, Barbados, the Commonwealth of Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago.

History

In 2006, CARICOM member states agreed to implement the Caribbean Single Market and Economy (CSME) and have been receiving assistance from donors to create a modern, harmonised, enabling infrastructure in the region to improve its trade, external investment, economic and human development.

Three years later, in 2009, as part of a larger CAD\$600m. programme to assist the region, the Canadian Government took the decision to support the development agenda established by CARICOM to achieve regional integration, in addition to providing assistance for advancing the rule of law, and strengthening legal institutions to counter rising crime and maintain law, order and personal security. IMPACT Justice is one of the projects being funded under the Canadian Government’s Caribbean programme.



To achieve its goal, the IMPACT Justice Project will undertake the following activities:

1. **Draft legislation** needed to further the objectives of CSME, the OECS Economic Union and to assist member states in implementing their legislative agendas;
2. **Train legal drafters** to increase the pool available in the region;
3. **Improve the accountability frameworks** for the legal profession such as codes of ethics, disciplinary and accounting procedures;
4. **Establish a framework for continuing professional education** for members of the legal profession;
5. **Conduct a survey of legal education** in the region to provide governments with information which can be used to shape policy;
6. **Upgrade and expand legal information databases** such as CariLaw (cases decided in the region), WILIP Online (indexes showing the laws in force in various countries of the region, with amendments) and the Caribbean Law Review Online (the flagship journal of the Faculty of Law), to make the law of the region more accessible to legal researchers and others; and
7. **Increase knowledge and use** by citizens of ADR mechanisms, including mediation, for settling disputes in a timely and cost effective manner, without resort to the courts.

Continued on Page 7

Justice For All *Continued from Page 6*

The two largest Project components are the drafting of legislation approved by Attorneys General of the region sitting as the Legal Affairs Committee of CARICOM and Alternative Dispute Resolution. Since the Project document was signed in March 2014, the Project has commenced work leading to the drafting of new sexual harassment, arbitration and mediation legislation for the region and it is currently discussing the provision of assistance to the OECS Secretariat, IMPACS? and a number of other regional institutions.

Meetings have been held with Attorneys General, Chief Parliamentary Counsels, representatives of women's and men's groups, representatives of indigenous communities, members of the business community, representatives of Financial Intelligence Units and law enforcement agencies, bar associations, law librarians and Faculties of Law in the region. IMPACT Justice will work in partnership with these and other regional agencies and institutions to address a number of identified deficiencies in the justice sector.

The Project held a meeting at the Pegasus Hotel in Jamaica on February 13 and 14 to discuss a number of issues relating to the region's legal profession, including accounting standards, the composition and procedures of disciplinary committees (including the question of lay membership), codes of ethics and mandatory continuing legal professional education. The outcome of the meeting may well be a model Legal Profession Act for the region. It contains provisions which individual countries can adopt wholesale or modify to suit their circumstances, and agreement on a regional system of continuing legal education for lawyers.

The IMPACT Justice Project's next big thrusts are the expansion of the use of mediation and arbitration in the region, in relation to which it will work with and seek to strengthen existing national ADR associations and the promotion of the use of restorative practices in schools as a different way to help solve conflict. The intention is to train both teachers and students, after having obtained permission from Ministries of Education in countries chosen for implementation of a pilot project.

Also on the cards is a public legal education programme to prepare information leaflets, host lectures and workshops and use other methods to explain to non-lawyers in simple language how the law works and how it affects them. ■

Disability Forum

by Timothy L. Arthur

The Office of Student Services hosted a panel discussion: "Success Beyond Imagination" to mark *International Day of Persons with Disabilities*, on December 3, 2014.



L-R: Sandra Vaughn, Nurse Administrator Student Health Clinic; Meltia Hamilton, Retired Mentor-in-Residence and Janeil Odle, Student, Faculty of Law.

The panel of three students and two staff members shared their experiences and the physical, social and psychological challenges they face as persons living with disabilities. The students highlighted the support from family members and the Campus community in general and expressed optimism regarding the Campus' adoption of a Disability Policy aimed at fostering a non-discriminatory and inclusive community. The students emphasized that their disability in no way compromised their intellectual prowess and that it was important for the teaching community to appreciate their academic stamina.

Participants from various Campus faculties and departments were sensitized to some of the needs of persons with disabilities. Recommendations to increase accessibility and improve accommodations for persons with disabilities were also put forward.

Resources such as Braille machines, white canes, etc. were also on display for participants to handle. The panel discussion, held in the lobby of the Henry Fraser Lecture Theatre, was moderated by lecturer in Social Work **Dr. Debra Joseph**.

The Disability Advisory Committee continues to work to actualize the recommendations expressed and foster the development of an inclusive community. The Office of Student Services, in collaboration with other departments, hosted additional activities to mark Disability Awareness Month in March. ■



Professor John Cottingham addressing participants at the 10th CHiPS Conference.

CHiPS marks 10th Anniversary

by Professor Frederick Ochieng'-Odhiambo

Cave Hill Philosophy Symposium (CHiPS) which today is the annual flagship activity of the discipline of philosophy at Cave Hill Campus was inaugurated in 2005. The aim of CHiPS has been to foster dialogue between various approaches to philosophy on a wide variety of topics in the hope that, even if resolution is not possible, it might at least encourage different traditions to converse with each other. In addition, CHiPS aims to explore links between philosophy and related theoretical endeavours in such fields as politics, literature, psychology, law, education, religion, science, medicine, and language.

The 10th edition of CHiPS was held November 12–14, 2005 under the theme “Philosophy of Religions”. The keynote speaker was the renowned professor of philosophy of religion, **John Cottingham**, Professorial Research Fellow,

Heythrop College, University of London; Professor Emeritus of philosophy, University of Reading; and Honorary Fellow, St. John's College, Oxford University. The title of his public lecture which he delivered on the evening of November 12, 2014, was “Philosophy, Religion and the Meaning of Life.” The lecture was attended by individuals from various disciplines; a reflection of the unbounded nature of the subject-matter of philosophy. The presentation sessions on the 13th and 14th of November, 2014, consisted of papers discussing the question of religion from diverse traditions and perspectives.

Since its inception, some of the themes that have been covered in CHiPS include: Conceptualising Philosophy (CHiPS I), Western and Non-Western Philosophies (CHiPS II), Aspects of Freedom (CHiPS III), Reflections on Tertiary Education (CHiPS IV), Theories of Knowledge (CHiPS V), Ethics and Applied Ethics

(CHiPS VI), Social and Political Philosophy (CHiPS VII), Mind, Body, Cognition (CHiPS VIII), Grounding Aesthetics (CHiPS IX). For further information on CHiPS, please visit the homepage of the Department of History and Philosophy

The organizing committee of CHiPS wishes to acknowledge its gratitude to the financial assistance it has received from the Campus Lecture Series Fund and for support from members of the Campus community in general. We look forward to the participation of more colleagues in future editions of CHiPS, especially colleagues from within the Faculties of Humanities and Education, and Social Sciences, given that philosophy is, after all, considered to be one of the oldest disciplines and therefore the mother of all disciplines. ■

Professor Frederick Ochieng'-Odhiambo is Head, Department of History and Philosophy.

US Congress Proclaims “NIGEL HARRIS DAY”



... AFUWI HONOURS HIM TOO

February 11, 2015, was proclaimed “A Day in Honour of Dr. Eon Nigel Harris”, Vice-Chancellor, The University of the West Indies, by the Congress of the United States House of Representatives.

The proclamation was signed by **Charles B. Rangel**, Dean, New York Congressional Delegation, Representative of the 13th Congressional District of New York in the 114th Congress, First Session.

It traced Professor Harris’ academic accomplishments through studies at Howard University, Yale University and the University of Pennsylvania in the USA and The UWI, Mona, where he gained the post-graduate degree Doctor of Medicine in 1981, his professional achievements as Dean and Senior VP for Academic Affairs at Morehouse School of Medicine in Atlanta and then as Vice-Chancellor, The UWI.

Professor Harris is internationally known for his work as a rheumatologist and for working with Doctors **Aziz Gharoui** and **Graham Hughes** in London to help define a disorder which they called the Antiphospholipid Syndrome and to devise a diagnostic test for it. The three men won the Giba-Geigy prize, awarded by the International League Against Rheumatism (ILAR), in 1990. For his contributions to the field of Rheumatology, Professor Harris was made a Master of the American College of Rheumatology in October 2014.

The US Congress proclamation which called for “people of my District to observe this day with appropriate celebrations in his honour” was presented to Prof. Harris at the American Foundation for The University of the West Indies (AFUWI) 18th Annual Awards gala in New York where much to his

surprise, he was also honoured for his leadership of the AFUWI and The UWI.

The AFUWI event raises funds to provide bursaries and scholarships for financially challenged students at The UWI.

Noting that it was the last gala that Professor Harris would be attending as Vice-Chancellor due to his announced retirement, Chancellor of The UWI, **Sir George Alleyne** said in his message to the gala “*I trust you will thank him profusely for his contribution to the University and the Caribbean over the past 10 years. He has been consistent in promoting the University’s vision and values and is passionately committed to seeing that the University retains its place as the tertiary institution par excellence in the commonwealth Caribbean.*” ■

Leadership change at two UWI campuses



After a nine month sojourn to head up the Open Campus, Professor Eudine Barriteau has returned to Cave Hill Campus, as principal, at the institution that has been her academic home for some 30 years.

This development comes as The University of the West Indies (The UWI) announced two senior management changes to drive the strategic direction of the regional institution in its delivery of world-class teaching and online education. Barriteau, the current Principal and Pro Vice-Chancellor of The UWI Open Campus, as well as former Deputy Principal of The UWI Cave Hill Campus has been appointed Principal Designate of The UWI Cave Hill. Meanwhile, **Dr. Luz Longworth**, current Director of The UWI Mona's Western Jamaica Campus has been selected as Acting Principal of the Open Campus for a period of one year. Both appointments take effect from May 1, 2015.

Caribbean Scholar and Administrator

Professor Barriteau's move to the Cave Hill Campus comes as incumbent Sir Hilary Beckles transitions to his new position as Vice-Chancellor of the University, also from May 1, 2015. Last August, she began her tenure at the Open Campus where she served as its second principal. Grenadian by birth, with a distinguished record as a Caribbean scholar and administrator, Professor Barriteau has held several positions at various ranks at The UWI. She received her PhD in Political Science from Howard University, an MPA in Public Sector Financial Management from New York University and a BSc in Public Administration and Accounting from The University of the West Indies. She has also earned a professional certificate in editing and scholarly publishing from the International Rice Research Institute in Los Banos, the Philippines.

In response to the announcement she said, "I am very grateful I had the opportunity to serve the region by contributing to the continuing growth of the Open Campus during my brief tenure. The exciting and relevant online and continuous professional education programming of the Campus firmly locates The UWI in the 21st century. I anticipate the Campus rolling out an expanded suite of programmes, penetrating new markets and working towards greater financial sustainability. The opportunity to serve the University and the region as Principal of the Cave Hill Campus, following the singular leadership of Sir Hilary Beckles, is simultaneously humbling and inspiring. Under my leadership the Cave Hill Campus will work integrately and cohesively to advance student centredness, growth, financial viability and internationalisation of the Campus, even as we work collaboratively with our sister campuses and other tertiary level institutes in the region."

Leadership Change *Continued from Page 10*

Dr. Luz Longworth holds a Doctorate in Business Administration in Higher Education Management from the University of Bath in the United Kingdom. She is also a graduate of The University of the West Indies where she earned her BA in French and Spanish and MBA (Marketing) degrees. She is the holder of a Master of Arts degree in Hispanic Studies from Queen's University, Ontario, Canada.

Organisational Development and Transformation

Dr. Longworth has over 25 years of experience in both academia and business in Jamaica, the British Virgin Islands (BVI) and Belize. As a senior administrator at The UWI, she has served in various posts at the Mona and Open Campuses, including Director of the School of Continuing Studies, Director of The UWI Open Campus sites, and her current post as Director of The UWI Mona Western Jamaica campus in Montego Bay, Jamaica. Dr. Longworth's research includes leadership development, change management and organisational development and transformation. She is also a certified trainer in leadership courses for the internationally renowned John Maxwell Company and has participated in various consulting projects in the Caribbean and the United Kingdom.

Commenting on her new role, Dr. Longworth said, *"As The UWI moves into a new era of growth and transformation to address the issues of becoming a truly global institution, the role of the Open Campus must now be pivotal in that transformative process. Its core strengths in online and distance delivery, as well as the very key role that the physical sites play in bringing The UWI to our communities across the region, must now be harnessed for the benefit of all campuses and hence for the ultimate benefit of an even more integrated and united UWI. Having been a part of its evolutionary phase, it is an honour to serve, no matter how briefly, to build a team not only within the Open Campus, but across The University and the region to begin this transformation which will successfully position the entire University as a key player in the 21st century's global higher education landscape."*

Speaking on behalf of the institution's executive leadership, both outgoing and incoming vice-chancellors enunciated the revolutionary impact that these changes are expected to have on the entire UWI

system. Outgoing Vice-Chancellor, Professor E. Nigel Harris said, *"Both the Cave Hill and Open Campuses are vital ingredients of the regional University and my hope and expectation are that the newly announced leaders of both campuses will ensure that these valuable entities will continue to grow and thrive within crucible of our regional enterprise."*

Sir Hilary Beckles, Vice-Chancellor Designate also commented saying, *"It is an honour and privilege to be associated with the selection and appointment of Professor Barriteau and Dr. Longworth as the principal of the Cave Hill Campus and principal (acting) of the Open Campus respectively. I have known them both for over 30 years in their different roles within The UWI and can speak to their contributions in superlative terms. They are colleagues of the highest professional integrity and their unflinching commitment to the development our region and its University has been demonstrated over decades. Professor Barriteau has had a brilliant career in academics and administration at the Cave Hill Campus. Dr. Longworth served with distinction as a director in the establishment of the Open Campus. In her current role leading The UWI Mona, Western Jamaica Campus, she has been extraordinarily successful."*

I eagerly await working with these outstanding colleagues in their new assignments".

The leadership decisions were announced at a meeting of the University's Finance & General Purposes Committee at the Regional Headquarters on February 6, 2015, after approval by the Chancellor, Sir George Alleyne, on behalf of the University Council. ■

Dr. Luz Longworth





L-R: Romane Duncan, The University of the West Indies, Cave Hill; Mariel Golden, University of Vermont; Curtis O'Neal, Morehouse College; Meredith Tolleson, University of Denver; Camara Hudson, University of Vermont; Ryden Butler, University of Miami; Lauren Pauls, University of Denver; Isabella Olson, University of Vermont; Emmanuel Waddell, Morehouse College; Sophie Scharlin-Petee, University of Vermont.

Mooters and Debaters shine on international stage

Students at Cave Hill continue to distinguish themselves in mooting and debating competitions around the world.

Romane Duncan, second year Law student, emerged in the top ten among speakers at the *Pan American World University Debating Championship* at the University of Miami, just ahead of his fellow second year Law student and teammate **Kael London**, who placed 11th.

The Championship, which took place at the University of Miami,

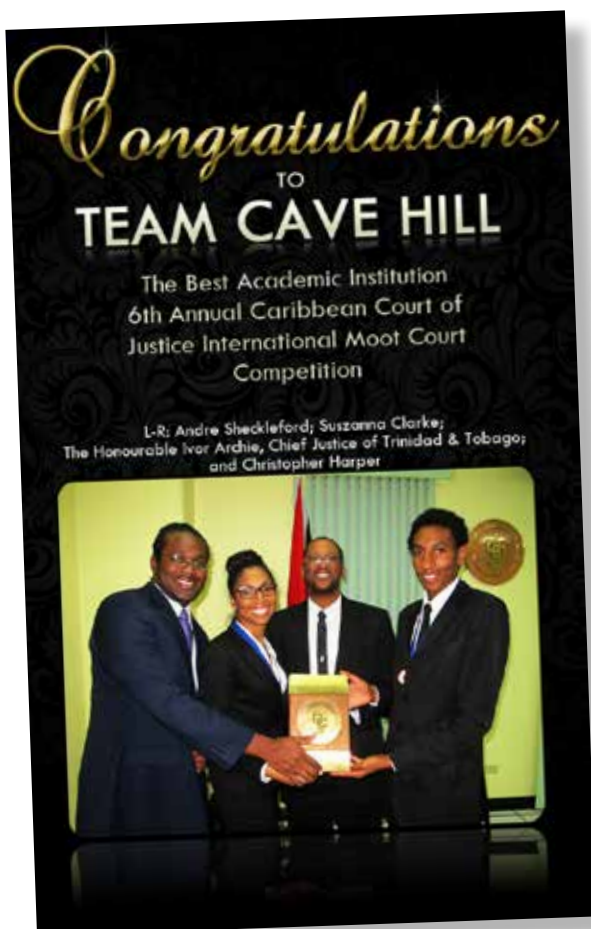
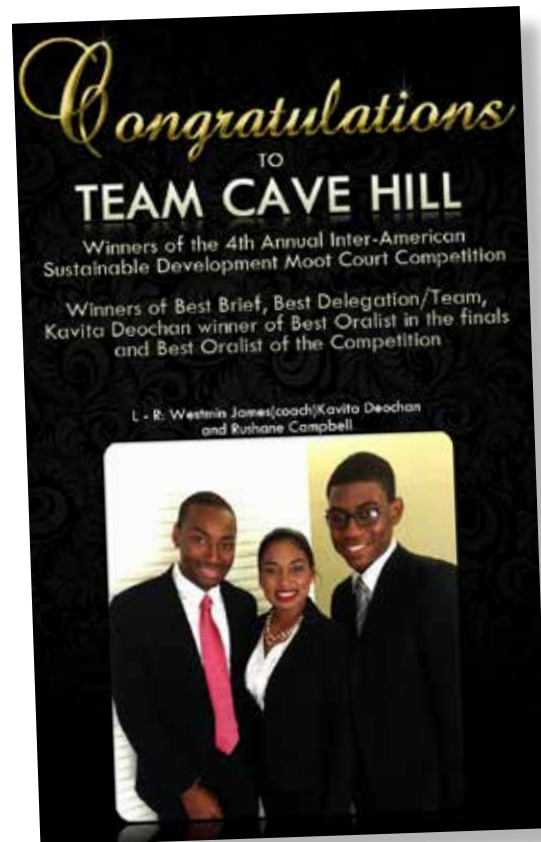
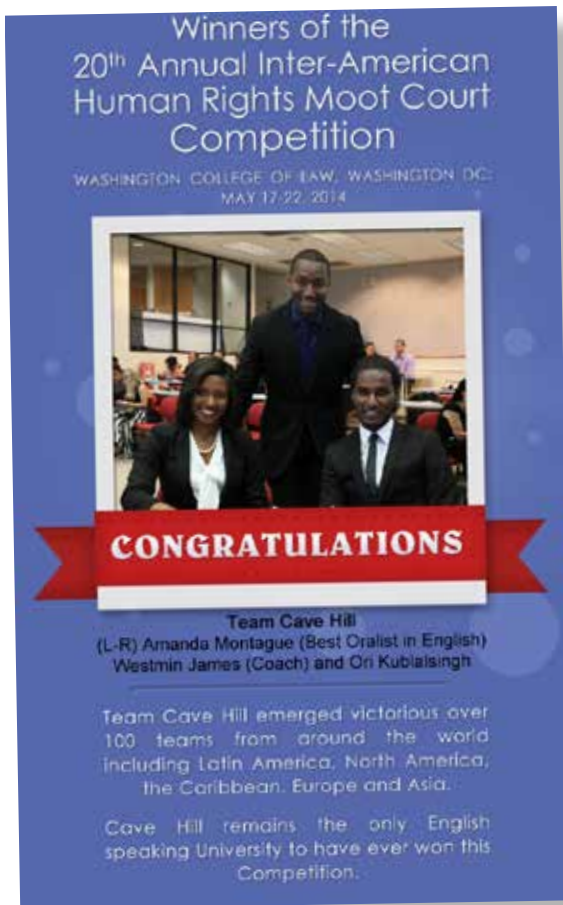
January 23-25, 2015, featured 22 universities with 48 English speaking teams and – 96 English speaking participants. In addition to Duncan and London, Team Cave Hill included **Annika Bellot**, **Colin Denoon**, **Rashauna Adam-Matthews** and **Rushane Campbell**.

The participants debated motions dealing with topics such as terrorism, commercialisation of hip-hop music, non-medical information technology and US-Cuba relations. The Championship provided students with a greater perspective on global issues and an opportunity to reflect on their learning and

developmental experience.

Duncan said: *"I realized that although we in the Caribbean have the requisite foundation knowledge, the requirement to critically assess the knowledge and create novel ideas needs to be strengthened. International debating requires students to seamlessly construct sound arguments impromptu. What is impressive about our foundation is our focus on application, which makes it easier for us to adapt to different intellectual spheres. I believe we can achieve much by supporting more ventures like*

Continued on Page 13



Mooters and Debaters *Continued from Page 12*

international debating; it would encourage our students to be more critical thinkers."

London added: *"Romane's achievement motivated me to continue striving for the best, while motivating others, particularly, the members of the Cave Hill Debate Society, to leave their mark on this region and globe, by extension."*

The teams were coached by **Timothy Arthur**, Student Services Manager, who served as an adjudicator at the tournament along with **Dale Lynch**, Director of Student Services.

Commenting on the teams' performances, Lynch noted: *"The UWI Cave Hill teams performed commendably for their first international competition. While we have lots of work ahead, this young team bears the DNA to develop into a seasoned and formidable debating squad in the months and years to come."*

Deputy Principal, **Professor Pedro Welch** extended his commendation to Duncan and the Cave Hill teams on this meritorious achievement. ■

The World University Debating Championship 2016 will take place in Thessaloniki, Greece, 27 December 2015 — 4 January 2016.

In Recognition of Excellence

The Faculty of Medical Sciences and the School of Education within the Faculty of Humanities and Education were in the spotlight when two representatives of each captured top awards at The University of the West Indies Cave Hill Campus 2014 Annual Retirees and Long Service Awards Ceremony. The event was held at the Lloyd Erskine Sandiford Centre on December 13.



Professor Sir Hilary Beckles presents an award to Dr. Babalola Ogunkola.

Dr. Babalola Ogunkola (1), who holds a PhD in Science Education and whose extensive publications on science teaching and learning have been cited in numerous international journals, was awarded the Principal's Award for Excellence for outstanding research accomplishments. He has a total of 83 published works, 79 of which appeared in peer-reviewed journals, books and conference proceedings.



His departmental colleague **Dr. Donna-Maria Maynard (2)**, an educational psychologist, earned a similar award for outstanding teaching. Widely recognised for her dedication and execution of her duties, Dr. Maynard has also made a significant contribution to curriculum development. She developed the new MEd specialisation in School Counselling, revised the Educational Psychology Masters programme, and created new undergraduate programmes in Counselling Theory and Practice, as well as the course Introduction to Clinical Psychology.



Prolific medical researcher, **Dr. Alok Kumar (3)**, who joined the Cave Hill staff in 2009, followed up his University Researcher of the Year award in 2013

Rounding out the list of seven awardees for the Principal's Award of Excellences were: Dean of the Faculty of Law, **Dr. David Berry (5)**, for outstanding research accomplishments, senior lecturer in CERMES, **Dr. Janice Cumberbatch (6)**, for outstanding teaching, and bookshop supervisor **Sandra Cumberbatch (7)** for exemplary service and leadership.



by also gaining a top 2014 award at the ceremony. He was the sole awardee for outstanding contribution in two or more categories, based on an impressive resume of research and published work in local and regional public health issues.



Administrative officer in the Faculty of Medical Sciences, **Christianne Walcott (4)**, whose managerial

skills contributed to the successful implementation of projects in the faculty, including its transformation from the School of Clinical Studies into a full-fledged faculty, was a pinnacle awardee in the Senior Administrative/Professional category of staff.

Continued on Page 15



In Recognition of Excellence *Continued from Page 14*

Dr. Berry's has contributed significantly to the jurisprudence of the Caribbean and of the common law world. His 2014 text "Caribbean Integration Law" not only comprehensively analyses the Revised Treaty of Chaguaramas and the Revised Treaty of Basseterre, but also evaluates Caribbean integration from the perspective of public international law, European Union law and international human rights law.

Lauded for her service and dedication to students, Dr. Janice Cumberbatch's teaching philosophy, pedagogical approach and continued contributions to the area of environmental science continue to earn her numerous accolades from colleagues and others, and a widespread regard within and outside of academia.

A stalwart of the bookshop where she has rendered sterling service for 35 years, Sandra Cumberbatch often evokes testimonials which speak to her inspiring leadership and mentoring. She continually demonstrates a capacity for hard work and goes out of her way to ensure that the operations of the University Bookshop are conducted efficiently and in a customer-friendly manner.



Sir Hilary Beckles "knocks fists" with his driver Stephen Williams (backing) who received a long service award.

The University also recognised the valued contribution of 18 employees who retired and nearly 70 who rendered years of sterling service in 15, 20, 25, 30, 35 and 40-year categories. ■

Two Eminent Scholars Receive National Honours

Two prominent and longstanding members of the Cave Hill Campus community were given richly-deserved national recognition by the Barbados Government for their contribution to educational development within the region.

The retired colleagues, former Dean of the Faculty of Medical Sciences **Senator Professor Emeritus Henry Stuart Fraser** who was awarded Knight of St. Andrew and former Dean of the Faculty of Social Sciences **Dr. Farley Sylvan Brathwaite** – the Gold Crown of Merit – were among the latest recipients of national awards announced at the last November 30, Independence anniversary.



Sir Henry Fraser

Sir Henry, a distinguished Caribbean physician, educator, researcher, historian, author, artist, orator and mentor was recognized for his outstanding contribution to the medical profession and representation of Barbadian culture, especially its architectural history.

An outstanding academic who devoted 33 years to The UWI, he initiated the establishment of a number of UWI institutions, including the world-renowned Chronic Disease Research Centre (CDRC), spearheaded the expansion of the School for Clinical Medicine and Research at Cave Hill into a full-fledged Faculty, and oversaw the construction of a purpose-built Medical Sciences Teaching Complex and Laboratory, whose main lecture theatre proudly bears his name.



Dr. Farley Brathwaite

For over a quarter of a century, Dr. Brathwaite's scholarly offerings, whether through research, teaching or student development, earned him the admiration and plaudits of colleagues and students alike, while his perennially cheerful and unflappable collegial manner endeared him to all.

Dr. Brathwaite's indelible work as a social scientist in the Department of Government, Sociology and Social Work has been wide ranging, focused heavily on the elderly, including collaboration with the CDRC, as well as on political analysis and crime and criminal justice through collaborations with other academic colleagues. ■

Outstanding

A group of scientists who are helping the region to combat one of the biggest threats to its marine ecology landed the prize for best applied research when Cave Hill Campus held its annual research week February 23–27.

The Lionfish Project which is spearheaded by Professor Hazel Oxenford and a team of colleagues from the Centre for Resource Management and Environmental Studies (Cermes) in the Faculty of Science and Technology, won the award for the researchers' efforts at curbing the devastation by lionfish, an aggressive, alien invasive species of predatory reef fish originally from the Indo-Pacific region.

The recent invasion of the western Atlantic by lionfish constitutes the most widespread and rapid marine invasion ever experienced. Recognising the potential scale of the problem that would arise when lionfish invaded Barbadian waters, CERMES through its position on the Biodiversity Working

Group of the Natural Heritage Division, took the lead in developing a Lionfish National Response Plan in 2011. CERMES working with the Coastal Zone Management Unit and the Fisheries Division of the Ministry of Agriculture developed a three pronged approach – research, public education, and training of dive operators, divers and fishers – which was funded by the National Heritage Division with a grant of US\$70,000. The National Response Plan was presented to the Cabinet of Barbados in 2012.



Another project dealing with safeguarding the region's marine resources helped the Faculty of Science and Technology to nab a second major award – that for most internationally successful research. **The Future Reefs in a Changing Environment (FORCE) Project** seeks to help coral reef managers in the Caribbean undertake their important work by providing targeted scientific study of issues, and identifying tools and solutions.

The annual event now in its fifth year featured a week-long series of lectures, symposia, panel discussions and poster exhibits by all faculties highlighting ongoing research that is having a significant impact on regional and international development.

Two days before the week officially opened, the faculties took some of their research into the Pine, St. Michael and Jubilee Garden, the City. Social workers interacted with members of the Pine community while City

shoppers and passersby experienced high levels of engagement with medical and natural scientists as well as researchers in the humanities and renewable energy.

Researchers

Awarded were researchers and research teams who have won significant funding. Among them were...

- The Faculty of Law's Caribbean Law Institute Centre (CLIC) for its **Improved Access to Justice Project**; (Please see page 6.)

- The Faculty of Law's **UWI Rights Advocacy Project (URAP)** — a programme aimed at promoting human rights, equality and social justice in the Caribbean.

- The Faculty of Medical Sciences for its project on monitoring and evaluation of non-communicable diseases entitled **The CARICOM Political declaration on NCD's Six Years on: An Evaluation to Accelerate Further Multi-Sectoral Implementation.**

- The Faculty of Social Sciences for a project evaluating sustainable energy – **The Promotion of Capacity and Energy Education Development the Caribbean Region (PROCEED-CARIBBEAN)**

- The Faculty of Science and Technology for its research on **The Vulnerability of Caribbean Fisheries to Climate Change and The Future of Reefs in a Changing Environment (FORCE) Project.**

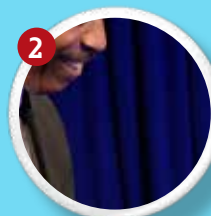


Professor Sir Hilary Beckles (extreme right), Professor Velma Newton (in red) with her Improved Access to Justice Project Team.

Professor Sir Hilary Beckles (extreme right) with Dr. Winston Moore (plaid shirt) and his Team.



Individuals were also recognised ...



Individual recognition and awards were also given to **Professor Alina Kaczorowska-Ireland [1]** (Faculty of Law); **Dr. Alok Kumar [2]** (Faculty of Medical Sciences); **Dr. Halima Deshong [3]** (Institute of Gender and Development Studies: Nita Barrow Unit); **Professor Julia Horrocks [4]** (Faculty of Science and Technology) and **Dr. Philmore Alleyne [5]** (Faculty of Social Sciences).

Glimpses of a Global Life

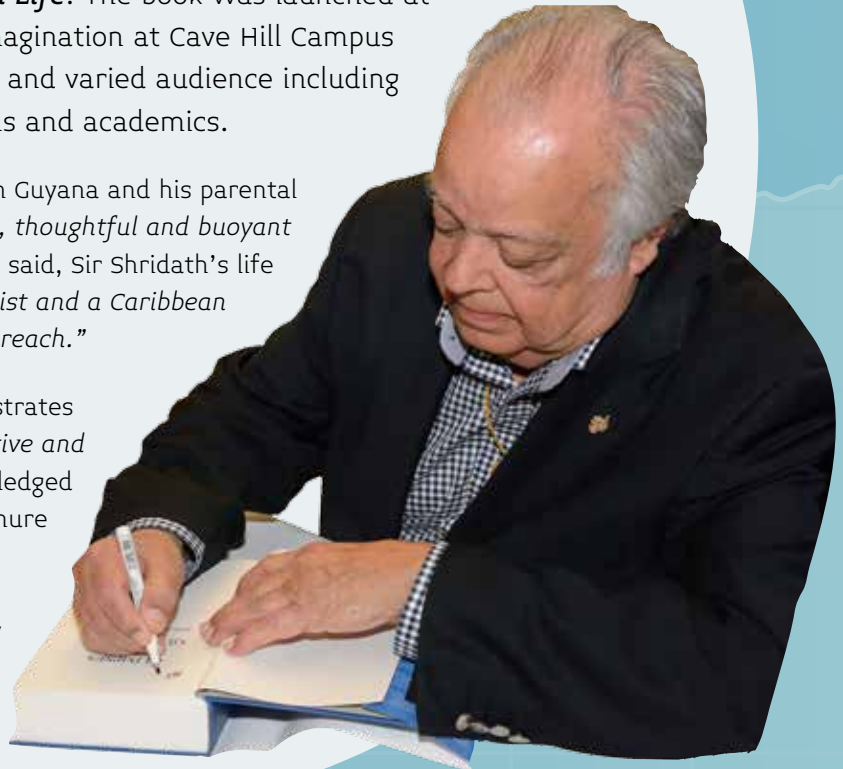
Renowned
international diplomat

Sir Shridath "Sonny" Ramphal, who guided the Commonwealth – an intergovernmental organization of nations comprising mostly former members of the British Empire – was saluted as a man who had achieved *"stunning prominence and large distinction."*

Eminent Barbadian jurist **Sir Richard Cheltenham** paid glowing tribute to the former Commonwealth Secretary-General as featured speaker at the launch of Sir Shridath's latest publication, *Glimpses of a Global Life*. The book was launched at the Errol Barrow Centre for Creative Imagination at Cave Hill Campus last December 12, to a highly appreciative and varied audience including diplomats, government officials and academics.

Sir Richard traced Ramphal's early upbringing in Guyana and his parental influences which imbued him with an *"engaging, thoughtful and buoyant personality."* Beyond his upbringing, the lawyer said, Sir Shridath's life work set him apart as a *"committed regionalist and a Caribbean man of international perspective and reach."*

Observing that *Glimpses of a Global Life* illustrates Ramphal's *"wide interests, global perspective and remarkable energy,"* Sir Richard acknowledged that the former diplomat's 15 year tenure at the helm of the Commonwealth saw him emerge as both skillful and remarkable in diplomacy and conference management.



Sir Shridath Ramphal

Continued on Page 19

Glimpses of a Global Life *Continued from Page 18*

He cited Sir Shridath's "smiling and imperturbable manner" as traits which enabled him to maintain cordial relationships with those with whom he strongly disagreed at times, including Britain's former Prime Minister Margaret Thatcher.

"The remarkable and astonishing feature of this (relationship) is that it was Margaret Thatcher who proposed Sonny for his third term as Secretary-General of the Commonwealth in New Delhi in 1985," Sir Richard said. "No doubt, beneath their differences was admiration for his tact, skill and his capacity to manage men and to bring the many conferences of the Commonwealth Heads to realistic and productive outcomes. She praised him at a parting dinner in Downing Street on June 14th, 1990 as having "one of the most silver tongues of all times."

Commenting on Ramphal's style of leadership and strengths, Sir Richard said *"For me, one of his obvious strengths, not at all a usual one, has been his capacity to observe men and to make critical judgments of them leading to some thumb nail profiles of them and of the role they could play in, for example, the Head of Government conferences. He identified President of Tanzania, Julius Nyerere, to lead the discussion on Rhodesia. Had he chosen differently, the conference might have been characterized by angry scenes and might easily have failed to realize its objectives."*

Trade expert and former diplomat, **Pamela Coke Hamilton**, who worked with Sir Shridath and who introduced him to the audience, lamented what she saw as the region's inadequate academic syllabus in history and lack of mentoring from generation to generation which, she said, has resulted in lack of understanding or appreciation for the region's achievements and legacy.

"There is no greater contribution one generation can give, than to tell the story of that generation so that the next generation can build on that foundation," Coke-Hamilton said. *"Without it we continue to*



L-R: Sir Shridath Ramphal, Professor Sir Hilary Beckles and trade expert and former diplomat Pamela Coke-Hamilton at the book launch.

wander in the wilderness, simply because there is no guidepost by which we can measure our progress."

She added: *"What Sir Shridath has given us is a vital guidepost of the regional political engagement agenda and influence over international events post-independence. It is an essential part of our story and gives those of us in my generation and the next an understanding of and appreciation from whence we came... ."*

"...More significantly, it is a reminder that the Caribbean has always played in a global village, that globalisation is not a new phenomenon, and that despite the seeming dip in the tide of our fortunes in the last decade and a half, this is merely a period in the cyclical nature of international affairs, and that the Caribbean, as a people still have the raw material and character that have produced such great men." She added that as a region we need to tell our story, *"but not (only) at the University level. It must begin at the primary level and be reinforced until it becomes part of who we are, how we see ourselves and drives our engagement with the outside world". ■*

Fraser Knighted

by Albert Brandford

IT IS A TRUISM that university graduates are trained and expected to provide leadership to the societies that nurtured them.

That is true for the great colleges of the United Kingdom, Europe, Africa and North America, and no less so for the Caribbean, where there are outstanding graduates of the still comparatively young University of the West Indies (UWI) who have been unstinting in their efforts to lift the institution's member territories in which they were born, by their own example.

One such individual is Senator, Professor Emeritus, **Sir Henry Fraser**, a Barbadian who was honoured by his country with a knighthood in the November 30 Independence Honours List for his outstanding contribution to the medical profession and representation of Barbadian culture, especially its architectural history.

He joined a lengthening list of "**Cave Hill Knights**" that includes **Sir Sidney Martin** and **Sir Roy Marshall** (both now deceased) as well as **Sir Keith Hunte**, **Sir Errol "Mickey" Walrond**, **Sir Frank Alleyne**, **Sir Woodville Marshall** and The UWI Vice-Chancellor Designate **Sir Hilary Beckles**.

Sir Henry recalled the warm congratulations he received that weekend as news of his award spread.

*"I was particularly pleased with some of the knights who have called me — several of the most revered knights in Barbados [such as] **Sir Frank Blackman**, who is legendary and an old family friend.*

Everybody is thrilled.

"I've been very lucky, because as you go through life, a lot of times you are simply doing the best you can and you get appreciated in many ways."

Outstanding Achievements

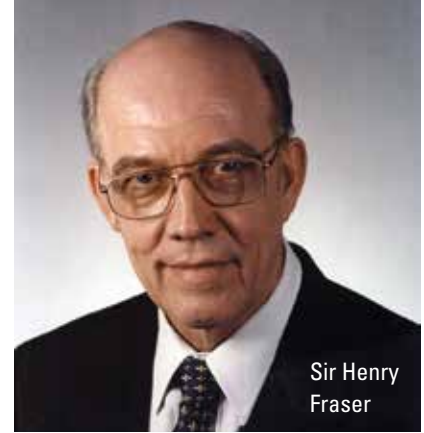
Even in the face of his outstanding achievements in other areas in the development of national life in Barbados — some unmatched — it would not be invidious to single out his spearheading of several UWI institutions, including the world renowned Chronic Disease Research Centre (CDRC), and the expansion of the School for Clinical Medicine and Research into a full Faculty of Medical Sciences at the Cave Hill Campus, which welcomed its first students in 2008.

The establishment of the Faculty was one of the high points in a career in medicine that spanned 33 years of service to The UWI and the Queen Elizabeth Hospital (QEH) that began in 1969.

Scholarship

Henry Stuart Fraser was born in Spooners, St. John on June 25, 1944 to **Robert** and **Lorraine Fraser**. He entered The Lodge School at age 8, where he won a Barbados Scholarship in 1962.

He proceeded to the Mona Campus of The UWI in Jamaica to study medicine and was selected for a BSc in Physiology at University College, London. He completed his MBBS back at The UWI.



Sir Henry Fraser

Sir Henry did his internship at the QEH, where he met his wife, **Dr. Maureen Skeete**, a dermatologist, on his first day of work in 1969. His specialty training in internal medicine and research began in Jamaica with current UWI Chancellor **Sir George Alleyne** — also former head of the Pan American Health Organization (PAHO) — and was completed in London with a PhD in Pharmacology at the Royal Postgraduate Medical School.

He returned home in 1977 as a Lecturer in Medicine at Cave Hill and Consultant Physician at the QEH, which also serves as a teaching hospital for the Eastern Caribbean. He was promoted to Professor of Medicine and Clinical Pharmacology in 1990.

Sir Henry established a Clinical Pharmacology Lab and Drug Monitoring Service at the Hospital, the first in the CARICOM region, and a Hypertension Clinic, with the first Caribbean programme for Ambulatory Blood Pressure Monitoring.

He was a founding member of the National Formulary Committee and the Caribbean Drug Testing Laboratory; a member of the World Health Organization's Expert Committee for Essential Drugs, the International Union of Clinical Pharmacology Committee and other international and

Continued on Page 21

Fraser Knighted *Continued from Page 20*

regional committees, and the first coordinator of Continuing Medical Education in Barbados and the Organization of Eastern Caribbean States (OECS), from 1979 to 1990. He established the Chronic Disease Research Centre in 1992, serving as Founding Director until 2005. He was appointed Dean of the School of Clinical Medicine and Research in 2001 and University Dean in 2005, before retiring in 2010 after 33 years of service to The UWI and the QEH.

Writer and Orator

Sir Henry has published more than 100 medical and scientific papers in peer reviewed journals on subjects such as therapeutics, high blood pressure, obesity and the elderly, and served as editor of the local Medical Association journal and chairman of the West Indian Medical School journal, as well as chairman of the Scientific Advisory Committee of the Caribbean Regional Epidemiology Centre (CAREC).

He was public Orator for the Cave Hill Campus for 18 years and National Public Orator for 15 years.

"I retired from the university four years ago, but at a time when I was both professor of medicine and clinical pharmacology, and I was director of the Chronic Disease Research Centre, and I was then given the job of being dean, while I was still director of research, he said.

"Then I was given the task of Dean of the School of Clinical Medicine to develop it into a full Faculty. So, all of these jobs meant that I then had to shelve all of the things that I did. So, I stopped consulting with WHO; I stopped working with the drug laboratory; I retired as CAREC

adviser and all sorts of things, so when I did those things, it felt like I was retiring multiple times," Sir Henry explained.

Historian

Sir Henry has had alternative careers in art, architectural history and heritage preservation, and tourism.

He served as president of the Barbados National Trust from 1989 to 1994 and was a Council Member for 32 years, as a member of the National Art Gallery Committee and the National Town and Country Planning Advisory Committee, chairman of the Barbados Tourism Advisory Council, chairman of the Task Force for the Nomination of Historic Bridgetown and its Garrison as a UNESCO World Heritage site, chairman of the Barbados National Trust Sentinel Committee, chairman of the Barbados National Trust Tyrol Cot Committee and coordinator and chairman of the Conference of Caribbean National Trusts, in Barbados.

In May 2014, he became chairman of the Barbados National Task Force for the Preservation of Barbados' Built Heritage and chairman of the Preservation (Barbados) Foundation trust.

His publications include 15 books on architecture and heritage, for The UWI Press, Macmillan and Miller Publishing, including *Island in the Sun*, *The Story of Tourism in Barbados*, and the new *Historic Churches of Barbados*, and more than 450 newspaper columns along with some 25 films for CBC-TV, including three major series: *"Treasures of Barbados"*, *"Pillars of Worship"* and *"Parliament 375"*.

He is also an award-winning artist, exhibiting paintings in Britain, Jamaica and Barbados, receiving

two Jamaican National Awards in 1972.

He received many other awards, including the UWI's Pelican Award, Paul Harris Fellow of Rotary International and the Gold Crown of Merit (GCM) in the 1992 National Honours List, and was appointed an Independent Senator in April 2012.

Upon receipt of the knighthood as Barbados celebrated its 48th years of Independence, Sir Henry said he felt "special".

"I do feel particularly special" he noted, *"because I've been presenting the citations for the knights and everyone else honoured over a period of 15 years and when I reached the 15th year, I felt, 'well, I'm retired from medicine. I've retired from the University, it really is time for somebody younger to take over this job'."*

In response to tributes from colleagues in the Senate, Sir Henry referred to some on whose shoulders he stood to build his multi-faceted career, including **Sir Maurice Byer, Paul Foster and Colin Hudson.**

"These are all people who have inspired me throughout my life," he noted. *"But there have been many, many others, because mine has been a fortunate lifetime of building partnerships...;there is nothing really worthwhile that cannot be done better by people working together in ... partnerships."*

As pioneer or partner, Sir Henry's leadership and public service has been an inspiration to many who may tell, some day, of standing on his shoulders to scale their own heights. ■

Albert Brandford is an independent journalist.

A Mission in Progress: Growth of Student Development and Support Services

By Dale Lynch

On assuming office as principal, in 2002, **Professor Sir Hilary Beckles** sought to enrich the learning environment and support services available to students. The introduction of a student amenities fee in 2005 to support this costly objective was met with much resistance by the student body. Few could appreciate how the provision of modern-day amenities such as an efficient supplemental transportation service, expanded sports and student development programming, health, psychological, and career services could expand and enrich the opportunities for students to flourish while widening the scope of student development outcomes.

With a burgeoning student population and a stated goal of at least one graduate in every local household, Professor Beckles embarked on an alternative funding model to support expansion of the academic learning facilities and support services. Faced also with demands by both the public and private sectors to produce quality graduates who could more easily navigate the world of work on entry, the growing needs of a diverse student population comprising working mothers, first-generation college students, persons with varying types of disabilities, including mental health; he undertook the formidable task of identifying a funding source to meet the costs and allocation of the new student amenities. Included in what one might deem a proactive response to growing student needs was recognition that to increase the profile of the University internationally, the Campus needed to provide services on par with best practices across higher education institutions internationally. Such best practices required increasing and enhancing the institutional options for learning in order to create opportunities for learning in every facet of the student experience.

Undeterred by initial student opposition, and resolute in his belief that the amenities would add value to the student learning experience, Sir Hilary saw a gradual but dramatic increase in the provision of academic support, health and wellness, professional and other support services available to students at the Campus. The expansion of these services is aligned with the UWI Strategic Plan, which identified the key attributes of the UWI graduate. These programmes facilitate student learning in areas which make for the well-rounded UWI graduate who is a critical and creative thinker, a problem-solver, an effective communicator, knowledgeable and informed, competent, a leader, a team player and socially and culturally responsive, ethical, innovative and self-motivated. Such attributes ensure the development of persons such that they are resourceful to themselves, their employers and their communities.

The range of services cannot be contained within the constraints of this article, which aims to highlight some of the most impactful services to date; however,



Director Student
Services, Dale Lynch

Continued on Page 23

A Mission in Progress

Continued from Page 22

many of them are identified in the following discussion.

Health, Wellness and Safety

Students are able to maintain health and wellness by making informed decisions about their mental, sexual, reproductive, and physical health through consultations with a multidisciplinary health care team. This team has expanded exponentially and now comprises a full time Medical Officer, a Nurse Administrator, three part-time doctors, a Consultant Psychiatrist, a team of Registered Nurses and support staff. The availability of this service spans sixteen hours daily. This coverage is also complemented by a Student Health insurance plan that provides medical insurance coverage for students and permits them access to routine and emergency medical services.

The Psychological Counselor assists students to develop intrapersonal awareness and achieve interpersonal competence. This in turn enhances their ability to become more self-aware, better understand themselves and others, form healthy relationships, problem solve and manage life crises as well as set goals for themselves. Students experiencing mental health challenges or crises or those managing chronic mental health conditions, have access to both the Psychological Counsellor and a Part-time Consultant Psychiatrist.

Students with an interest in maintaining physical wellness have access to a full-sized student gym and the services of several instructors who provide advice regarding exercise and use of equipment.

Services to Persons with Disabilities

Of great significance are the establishment of the Disability Policy and the corresponding development of services to students with disabilities that include a wheelchair accessible transportation



Senior Sister, Student Health Clinic Nurse Sandra Vaughn examining a student

service. These services were further reinforced by a procedural document outlining means of access to accommodations for students with disabilities. The Student Services Manager, appointed in 2014, currently coordinates services related to accommodating students with disabilities, while the Campus deliberates on a committed resource allocation to comprehensively meet the needs of students with disabilities who make Cave Hill their choice.

Transportation

Undoubtedly, students view the Campus Shuttle Service as the safest means of transportation to and from the Campus. The fleet of five coaches provides transportation to and from Bridgetown and within a

Continued on Page 24

... the Campus needed to provide services on par with best practices across higher education institutions internationally.

A Mission in Progress

Continued from Page 23

five-mile radius of the Campus. The shuttle service is also a transportation resource for numerous other student activities including the sports programme.

Civic Engagement

Research has shown that students who have been involved in personal development and/or service-learning experience are more service-oriented. The establishment of a Community Outreach Programme in 2006 provided outreach opportunities for students to cultivate community consciousness. Through the Vision and Fortitude Programme, students visit a range of community-based organisation catering to vulnerable persons. Through these experiences, they become aware of and involved in the services that cater to the vulnerable in communities. Such activities help students to become resourceful, socially aware and community engaged. The impact of this programme is such that students can potentially embrace civic engagement as a life-long commitment. The hiring of A Mentor-in-Residence in 2006 gave birth to programming in this area.

Student Development

The annual Leadership Training programme supports the intellectual, personal and professional development of students. It supports students' efforts to participate fully in the decision making process of UWI and to develop the skills and behaviors for effective leadership. This training is provided to a cadre of students from across several student organisations and aims to equip them with skills to work individually and collectively to meet common goals, performance objectives and the needs of their constituents. They will leave UWI with a personal philosophy of leadership that augurs well for positive social behaviours that will allow them to effectively function in the work place and other institutions.



Cave Hill student shuttle

Professional Development

Career Counseling became an established student development service in October 2005. Through this service, students can access a broad range of professional development opportunities. These services include career counselling, career development workshops, mentorship, and internship programmes. The single Career Counsellor also coordinates on-campus private and public sector career showcases and recruitment activities.

The Campus makes a significant investment in the Caribbean Internship Project (CIP), a summer internship programme funded through a joint initiative between the St. Augustine, Mona and Cave Hill campuses. The CIP serves a critical workplace preparation role that is regional in nature and serves as a culturally diverse learning opportunity for graduate students. The internships foster the development of discipline-specific skills to deliver effective programming to parents and children in communities where these services are limited or unavailable and therefore serve to strengthen regional social agencies.

In February 2015, the Department hosted an inaugural Career Fair which provided an opportunity for approximately 50 companies to inform and recruit students for available internship and employment opportunities.

Continued on Page 25



Left: Student Health Clinic

Below: Ryan Brathwaite Athletics Track



A Mission in Progress *Continued from Page 24*

Student Success

New Student Orientation is a student engagement initiative and community builder that seeks to offer new students information and experiential learning experiences to help them become familiar with the purpose of higher education, navigate the interpersonal and university options available to them and readily locate and access resources. It has expanded to include a component for parents and partners; an initiative which signals the UWI's recognition of our stakeholders and partners in student success. Orientation is an effective student engagement tool. It is a process that:

- a) supports teaching and learning, b) promotes social integration; giving students the opportunity to meet others within the community, and c) provides students with an opportunity to reflect on learning experiences.

The First Year Experience Programme

Strictly First Year is a student success tool that proactively anticipates the transitional needs of first year students and provides them with the skills necessary to adjust socially and academically to the demands of University life. Students engage in workshops and other practically related experiences that help them to take responsibility for their own learning, develop personal success plans, engage Cave Hill and the wider community and enhance their critical thinking within the context of academics and the sociological, historical, cultural and political environments. These skills help to create an individual who takes initiative, who is sensitive to diversity and who displays effective problem solving and decision-making skills.

Global Citizenship

The amenities fees support student's participation in a range of global activities that include research conferences, debating competitions, sporting competitions and other personal development activities.

The impact of these services is such that students develop a number of skills that are life-changing and lasting.

An idea develops with a vision. In this case, it was an understanding of the need to holistically nurture the competent UWI graduate whose attributes are such that they can create sustainable lives and build their communities. It is on the basis of this foresight that the Cave Hill Campus now has readily available, accessible and intentional student development services that promote the development of distinctive UWI graduates. The services and support offered through the Office of Student Services under the leadership of the Office of the Deputy Principal supports this vision. ■

Ms. Dale Lynch is Director of Student Services.

The Evolution of a New Funding Model: Forging Deeper Relationships With the Private Sector



by Sonia Johnson

What percentage of the budget of The University of the West Indies (UWI) Cave Hill Campus should be provided by government? What should be the responsibility of the private sector in financing the Campus? What is the role of other stakeholders? To what extent should the Campus count on academic entrepreneurialism as an income generator?

These challenging questions have faced administrators of the Cave Hill Campus since its earliest days. On January 26, 1966, on the occasion of the laying of the foundation stone of the College of Arts and Science that would later become the Cave Hill Campus, the **Honorable J. Cameron Tudor** in his role as Minister of Education stated his position as he addressed the audience: *"A University is at once the expression and the repository of all that is most significant in the history of a people and its claims on the people are so cogent and so universal that they cannot be met from the resources of Government alone."*

Debate

The debate about the role of the University and how to fund it would continue to be a topic of national debate periodically throughout its history to the present day, particularly at times of national and international financial crisis when regional governments are hard-pressed to meet their financial commitments to the University. **Sir Hilary Beckles** in taking up the mantle of leadership as Principal of the Campus in 2002 set as a top priority the reduction of the Campus' dependence on government funding. His vision was clear: that the purpose of the University is to serve the governments and people of the region, with business and industry seen as critical among these. "Gown" had to be more engaged with "town". Traditional images of the Campus' isolation and aloofness had to be set aside and bridges had to be built for mutual collaboration

and benefit. For this to be achieved, the private sector had to be called upon to play a greater role in funding the institution.

Vigorous outreach

An unprecedented programme of vigorous outreach to the captains of industry was launched, including a series of CEO luncheons at Cave Hill, in which the strategic vision for the Campus was presented and there was frank discussion on how the private sector's human resource, research, consultancy and other needs could better be met by the Campus. Not only were the leaders of business invited into the Cave Hill space, some for the first time, but the Principal led the Campus into the boardrooms and meeting places of industry, such as meetings of the Chamber of Commerce. This engagement set the tone for the establishment of a new partnership and the private sector was firmly challenged to rise to the Campus' aid, by supporting it in modernising its physical infrastructure, enhancing the responsiveness of its academic programming to better anticipate development needs and ultimately becoming more of a globally competitive academy for the benefit of all. Similar outreach was made to the international donor community and alumni.

The results of this effort and other initiatives are a matter of record. The contribution of several million dollar and multi-million dollar corporate and even personal gifts has been unprecedented in Cave Hill's history, signifying the resonance of the vision and the appreciation of inclusivity among the leadership of the business community. A walk around the Campus reveals the names of several corporate benefactors who have supported the efforts to upgrade the physical facilities.

Continued on Page 27



1



2

1. Dr. Paul Altman

2. L-R: Mr Rik Parkhill, CEO CIBC FirstCaribbean International Bank in conversation with Professor Sir Hilary Beckles.

Evolution of New Funding Model *Continued from Page 26*

Sagicor Financial Corporation has been chief among the benefactors, making multi-million dollar contributions not only to the Sagicor Centre for Lifelong Learning, but also supporting: a Chair in Health Economics in the Chronic Disease Research Centre' the growth and development of the cricket infrastructure and programme, including the repeat champions of cricket in Barbados the Sagicor-UWI Blackbirds; and the funding of scholarships and prizes. *CIBC FirstCaribbean International Bank* is another benefactor with "ancestral bonds" to the Campus, having contributed more than US\$1.4 million in supporting student scholarships, providing seed capital for winners of the annual SEED business plan competition for students and research funding for members of faculty, and the construction of the CIBC FirstCaribbean International Bank Suite in the Solutions Centre, amongst other initiatives. Other members of the financial services sector making historic contributions include the *Barbados National Bank Inc* and *Republic Bank Ltd*, *Scotiabank Barbados*, *First Citizens Bank*, and *RBC Royal Bank of Canada*.

Expanding Partnerships

Outside of the financial sector, *Innotech Services Limited*, *Cable and Wireless (Barbados) Ltd*, *Sol (Barbados) Ltd*, *Goddard Enterprises Ltd*, *Cave Shepherd & Co Ltd*, *Barbados Shipping and Trading Co Ltd*, *Digicel Barbados Ltd*, and *Williams Industries Inc* have all stepped forward to make very significant philanthropic contributions to the Campus. There have also been private contributions of very valuable

land from *Sir Charles Williams* and *Mr. and Mrs. Eddie Edghill* of *Dukes Plantation*, as well as the unprecedented personal leadership gift contributed by *Mr. Paul Altman*.

Through these expanded partnerships, a new funding model has emerged in which governments provide backbone support to cover staff costs and operational expenses, while the private sector plays its part in support of infrastructural development, programming and student scholarships. The model includes another group of stakeholders. There has been significant growth financial contributions and invaluable technical assistance from local, regional and international development and donor agencies that has buttressed the research and outreach work of many Faculties and Departments, particularly the research units, such as the Chronic Disease Research Centre (CDRC), the Centre for Resource Management and Environmental Studies (CERMES), and the Caribbean Law Institute Centre.

Support from alumni and other private individuals has also grown. The introduction of a biannual Benefactors Awards Ceremony highlights and celebrates the contribution of all supporters of the Campus, large and small. So inextricably linked are town and gown today, that when the history of the University's modernisation and expansion process is penned, the contribution of the private sector will undoubtedly feature prominently in the script.

Sonia Johnson is Business Development Officer, UWI Cave Hill Campus.



by Sir George Alleyne
UWI Chancellor

A Man Fit For Purpose

I have known all of our previous Vice-Chancellors and have known the last four very well. Every one of them came into office at a time when The University of the West Indies was said to be facing severe challenges. There were financial challenges; there were challenges within the structure of the Academy itself; there

was questioning of the value of the institution by the contributing governments, and there were the challenges of the normal fissiparous tendencies that are patent or occult in every decentralized organisation. They may have had their concerns, but I am sure that they would not have wished to come into office without the knowledge that they were challenges to be overcome. I am confident that Sir Hilary Beckles is no different and he welcomes the opportunity to overcome the challenges of his time. Of course there will be difficulties, but as an old Chinese proverb says, "the gem cannot be polished without friction, nor man perfected without trials".

We are confident that as Sir Hilary leaves Cave Hill to assume the Vice-Chancellorship, he is fit for purpose. It might have been possible to perceive this fitness dimly from his brilliant academic career which the years have served only to enhance; it might have been possible to have a glimpse of it from his Deanship at Cave Hill; it might have been possible to discern it from the discharge of his office as Pro Vice-Chancellor at Mona, but his fitness has become pellucid as one has observed over the past twelve years his growth and development as principal of the Cave Hill Campus. I have known colleagues to leave their mark by their academic achievements, their publications and their research discoveries; some by the physical structures they have erected, some by the extent to which they have branded

their enterprise such that its name and reputation have spread beyond the local confines. Sir Hilary Beckles has done it all, building on the work and legacy of two illustrious predecessors, Sir Sidney Martin and Sir Keith Hunte. Under his guidance we have seen the Cave Hill Campus grow in terms of numbers, grow physically in terms of structures that make it indeed a beacon on the hill, and grow in terms of the scope and breadth of the programmes offered. He has nurtured it by incorporating partners from the society and encouraging them to embrace the extended vision he had of the Campus. If there was shrinkage in any area, it was in the distance between town and gown.

Cave Hill was no prologue, it was a play in and of itself. The University of the West Indies will be another play, but we have confidence that, as he did before, he will engage, encourage and involve the other actors around him in fulfilling the vision of the University that is so beautifully put in our motto "A Light Rising from the West". He will continue to burnish the lamp from which that light shines in the West.

The essential duties of a Vice-Chancellor are to provide academic and administrative leadership for the University, to secure a financial base sufficient to allow it to carry out its strategic plan and achieve its mission and, by his or her own personality and attributes, to enhance the reputation of the University at home and abroad. In our case one of the duties that is dear to all West Indians is that he or she should strengthen the ties that bind the regional institution together and ensure that as was said at Grand Anse, it remains a regional institution as Rex Nettleford was wont to say, "in perpetuity".

We thank him for his stewardship of the Cave Hill Campus and for his sake and ours we wish him well, with the confidence that his success to date is but an earnest of the things to come and that he is indeed fit for purpose.

We will support him whenever and however we can. ■



by Prof. E. Nigel Harris
former UWI
Vice-Chancellor

Sir Hilary brought “assertiveness and visibility” to Cave Hill

I wish to extend my congratulations to Sir Hilary Beckles on his selection as Vice-Chancellor beginning May 1, 2015. This is richly deserved. Sir Hilary will bring to the post a combination of academic excellence that has won him recognition both regionally and internationally and a record of able leadership at the regional University and campus levels. During the past decade Sir Hilary has played a primary role in the structural and spiritual transformation of the Cave Hill Campus. Through an imaginative series of initiatives and alliances with the Barbadian private sector, he has enabled the construction of several new buildings, acquisition of land, all posited in an aesthetically pleasing environment. I have often referred to Cave Hill as a “boutique campus” because of its attractive buildings posited in a setting that capitalises on its location on a hill overlooking the Caribbean Sea. The physical transformation of the Campus has been accompanied by an expansion of student numbers and programmes, both undergraduate and postgraduate; all this accompanied by an assertiveness and visibility of the Campus within the context of the Regional UWI.

We have had the good fortunes of seeing considerable expansion of all our campuses in terms of student and faculty numbers, as well as enhancement of infrastructure, generation of non-governmental revenues, and continued up-dating of our teaching, research and outreach enterprise. Despite the gains, both at the campus and regional levels, the University faces significant challenges with respect to its finances, the forging of regional cohesiveness, research productivity and more. The University’s 2012-2017 Strategic Plan has provided a fulsome enunciation of the challenges we face and a structured route to tackle them. Without able leadership and mobilisation of the university community, any plan will be ineffective. With Sir Hilary’s track record, I expect that he will bring those skills to bear and win the confidence of all the stakeholders involved in building this exceptional institution.

I extend my very best wishes to him for a successful tenure as Vice-Chancellor. ■



Sir Alister McIntyre with
Sir Hilary Beckles

Innovative Drive

I first met Hilary when he was a lecturer and I was Vice-Chancellor. I was very impressed with his views about the University and his wide ranging interests, including regional cricket. I share his passion for cricket, except that he was a much more accomplished player than I was.

I kept in touch with him through the years. Of course, who can keep out of touch with Hilary? He is such an energetic character and would come to your attention even if you were not trying to take notice of him.

When he became a dean (in 1994), I saw him with some regularity as he sat on the Committee of Deans which I established and I was quite impressed with his views about regionalism. At that time I was very interested in building the regional character of the University and I very much appreciated his presence at those meetings.

He would always speak his mind. At times he criticised the University administration quite sharply, but that did not concern me a great deal. I found that University people, notwithstanding their seniority, would have a narrow vision

related to their particular campus which Hilary did not exhibit.

I did not see in him that sense of parochialism. Of course, he started his academic career abroad and it is often said that many people develop their sense of regionalism while away from the region.

I found him to be a most interesting, if not the most interesting dean, while I was Vice-Chancellor. He had this compelling drive to bring the University into the wider world and, of course, he possessed a wide outside interest, which I liked.

When he became principal it didn't surprise me and I noticed that he began to introduce all these interesting developments and all this innovation.

I have followed his career quite closely and I do think he's going to have a very solid record as an innovator and someone who's committed to the institution. He is not afraid of controversy and I believe his tenure as Vice-Chancellor will be an interesting and positive one for the institution. ■

Sir Alister McIntyre
Vice-Chancellor
UWI 1988-1998



by Sir Woodville Marshall

A Towering Public Intellectual

For someone who professes to value precision and accuracy in statements, I was hardly an exemplar of what I have preached when I made my last public comment on the man. On that occasion, way back in 2002, shortly

after he assumed the post of principal, I nearly committed a solecism when I said that 'I took Hilary under my wing in the late 1970s'. That sentence suggested the existence of a wholly impracticable and impossible relationship. It suggested that I, even if only for a brief period, was a sort of mentor to the man.

Mentorship can hardly define my early contacts with Sir Hilary. What I did in 1978, when I first met the eager graduate student, was to offer advice on the archives and to steer him towards Peter Campbell, the resident expert on 17th century Barbados. A few years later, in 1984, shortly after I demitted the post of Head of Department of History, I helped to arrange his transfer from Mona here to Cave Hill. My role, therefore, was one of facilitator; and I am relieved to see from my notes of that 2002 speech that I tried to correct myself by saying later that, with Sir Hilary, I was mainly exercising a talent 'for spotting talent'. Hopefully, then, that emendation put my earlier somewhat fatuous remark in proper perspective.

The point is that Sir Hilary needed no mentoring. Obviously, like all graduate students, he would have expected guidance from his supervisor, usually a senior scholar. Obviously, too, when he was a young scholar,

he would have profited from contact with more mature practitioners in his specialist field; and as collegial individual, seeking both to hone his skills and to produce high quality work, he would have listened to the advice on his manuscripts which was offered by his editors by those scholars whose opinions he had sought. But it is obvious to me that what he has achieved, and continues to achieve, as a prolific scholar, as a towering public intellectual, and as a successful university administrator, is entirely due to his considerable intellect and curiosity, to his restless energy, and to his strong sense of self. I shall say a little about the last two qualities.

I remain impressed by Sir Hilary's total embrace of his Barbadian/Caribbean identity. I make the point in this way because early conversations with him revealed that his path to Caribbean consciousness and identification was not a straightforward one. At the age of fourteen he was uprooted from Barbados and sent to join his parents, who had earlier migrated to Birmingham, England. He remained in England for the next eleven years, completing both his secondary and university education. Therefore, most of his formative years were spent outside the Caribbean, in the so-called mother country, and he endured his portion of both active and reflexive racism/discrimination which is part and parcel of the migrants' lot.

The point, however, is that at no time could one find in him much trace of the black Briton or of the returnee. He did not privilege his English experience; England was never his automatic frame of reference. Indeed, those who would have met him within a few years of his return

Continued on Page 32

A Towering Public Intellectual

Continued from Page 31

would have had no clue, apart from a certain quaintness in accent, about his immediate background. By his attitudes, statements and actions, he would have appeared no different from those of us who, mainly because of our Mona/UWI pedigree, were satisfied that we were the Caribbeans, fully attuned to all the nuances of the Caribbean social reality. How he reached that point is an issue that we can safely leave either to the man himself or to his biographer. But what is plain is that all facets of his prodigious activity during the last 30-odd years, whether it is the teaching of students, the writing of books and plays, the championing of popular causes, leading a university campus, or playing and promoting cricket, have demonstrated a total embrace of his own Caribbean identity.

One element in his construct of Caribbean identity is worth a little attention. That element is the African connection. Sir Hilary, as an unblinkered student of Caribbean history and society, has readily acknowledged that Africa, particularly West Africa, has contributed at least as much as Europe, specifically Britain, to the formation of the creole societies that constitute our region. Therefore, for him, Caribbean identity must involve knowledge of and contact with Africa, not to provide either a source of heroic traditions or comforting

notions of a place for a sentimental return/retreat, but to fully round out our knowledge of ourselves. After all, for people like Sir Hilary, that is, for a majority in the Commonwealth Caribbean, Africa is the genuine mother country. The expectation, therefore, is that, under Sir Hilary's watch as vice-chancellor, UWI will seek to cement those links with African universities, which had been proposed since the 1970s.

The other brief comment that seems pertinent is about the range of his intellectual energy. Most of us have seen the exercise and effects of that energy, especially in his prodigious scholarly output and in the physical expansion and transformation of the Cave Hill campus. But what I wish to focus on is the extent to which contact with Sir Hilary has energized some of those who have worked with him. My examples are some of his graduate students, especially Professors Alvin Thompson and Pedro Welch, and Dr. Henderson Carter and Dr. David Browne. I say all this a little ruefully because, at one point or other, I did teach all these gentlemen, and one of them, Henderson Carter, did start his graduate work with me. But it is obvious to me that, although I did recognize the intellectual potential in all these men, I never managed to fully release it, and that it was their subsequent contact with Sir Hilary, either as thesis supervisor or as director of research projects, which seems to have given them both the confidence and energy to mark out

their own scholarly trajectories. The result can be seen in the impressive and continuing scholarly output from all four gentlemen.

I draw attention to this facet of Sir Hilary's talents because it might have to be displayed in his new job. From my perspective, he will be facing virtually unprecedented challenges when he assumes the UWI vice-chancellorship. Those consist of entrenched separatist tendencies in the face-to-face campuses, a persisting funding crisis, and national agendas for tertiary education in the non-campus territories which logically lead to the creation of university colleges. Therefore, it might be fair to say that, not since Sir Arthur Lewis had to launch the independent university amidst the wreckage of the Federation, has any vice-chancellor been faced with such clear threats to the survival of the regional university as we know it.

Obviously, Sir Hilary has been elevated because he has demonstrated that he possesses an abundance of energy, vision, and ingenuity. There can be little doubt, too, that his formidable intellect and imagination will guide him both in the diagnosis of the existing problems and in the fashioning of solutions. But, it is also apparent that a full re-conceptualisation of the regional university project can be undertaken only if Sir Hilary also operates as a vector, infecting his colleagues with his energy. ■



by George Belle, PhD

Transformative Agent

I first met Hilary Beckles about two years after I joined the academic staff at the Mona Campus of The UWI in Jamaica. I had joined the Mona staff having completed my PhD at the University of Manchester in 1977. Hilary appeared at Mona around 1979. There were good vibes between us from the time we met and we developed a friendship that has lasted ever since.

Hilary had not yet completed his PhD, but was already indicating a dynamic and energetic presence among associates on Campus. Sometime later I heard him quoting his mantra. I think I have it right, but if I don't, I think it fits him anyway. I remember him declaring that he is guided by the need for, "Urgency, Agency and Energy". This has propelled him from the young man hardly more than a boy at Mona to the Vice-Chancellor designate.

I left Mona for the Cave Hill Campus in 1980 and Hilary followed me here a few years later. So our careers have been intermingled from the 1970's until now. I am about to retire and he is about to become Vice-Chancellor. I say congratulations to my friend and colleague on his many accomplishments.

When I met Hilary he was a "Gramscian escapist". I converted him after a long conversation into a "Barbadian Progressive". Soon after he reached Barbados, he joined me as a "public intellectual". He was for instance soon embroiled in the "Mutual Affair" and was receiving threats to his life. I was political leader of a revolutionary political party, the Marxist Workers Party of Barbados, campaigning across Barbados.

Hilary's academic career proceeded at break neck speed and before long he was Professor of History, Dean of the Faculty of Humanities and then a Pro Vice-Chancellor, Board for Undergraduate Studies. This latter post took him back to Mona. Before that I shared some of my thirteen years as a Head of Department with him on the Cave Hill Academic Board. I would share another eight years with him on Academic Board, when he returned as Cave Hill's principal, and I was third Executive Dean of the Faculty of Social Sciences at Cave Hill.

Hilary Beckles transformed Cave Hill. I spent eight years altogether at Mona, Jamaica and I knew that Mona as an academic community looked down on the Cave Hill Campus as little more than a high school. While there were changes at Cave Hill after my arrival in 1980, there was no comparable physical transformation of the Campus as occurred since 2002 when Hilary arrived as principal.

One of the most significant academic transformations at Cave Hill was the instituting of the broad menu of self-financing Taught Masters programmes. As Dean of the Faculty of Social Sciences, I was charged with implementing the greater part of this initiative. I did so, establishing some thirty programmes in over two to three years. These degree programmes brought in millions in revenue to the Cave Hill Campus. Unfortunately the crushing economic crisis the Campus has endured over recent years has not allowed the programmes to assist with a further transformation of Cave Hill, which was definitely Professor Beckles' goal, that is, to bring Cave Hill from a "minimalist Campus" to an equal of St. Augustine and Mona and to being a globally attractive campus, here in Barbados. ■



Cave Hill's rapid physical expansion and the picturesque enhancement of its environment help to tell the story of a well-calculated course of tertiary reform.

TRIBUTE TO SIR HILARY



Faced with escalating enrolment which placed considerable strain on existing student spaces and increased pressure to compete globally within local financial constraints, then campus principal Sir Hilary Beckles skillfully led the transformation of the campus landscape into a culturally relevant space with international sporting and academic appeal.

KEY on Page 36



Key to image on Page 34-35

- 1 The Faculty of Medical Sciences**
In 2008, a new laboratory and teaching complex was opened to serve the new Faculty of Medical Sciences which was upgraded from the previous School of Clinical Medicine and Research.
- 2 Keith Hunte Hall**
Student accommodation received a significant upgrade with the opening of a new hall of residence named in honour of former principal Sir Keith Hunte.
- 3 The Golden Stool**
The UWI administration building is uniquely designed in the shape of a symbol of African culture known as the 'golden stool' of the Asante people. The Golden Stool is a sign of cultural unity that confers on the Asantehehene the wisdom of ancestors, and the vision to rule wisely in the spirit of God.
- 4 Errol Barrow Centre for Creative Imagination**
The EBCCI is the hub of creative academic training in the arts, primarily dance, film, theatre and music. To support its programming, the complex includes an art gallery, a dance studio, a pedagogical centre and a two hundred and fifty (250) seat theatre.
- 5 3Ws Oval**
By the time World Cup cricket came to the Caribbean in 2007, the 3Ws Oval at which a number of pre-tournament games were scheduled to be played, boasted a newly remodeled, purpose-built pavilion which significantly enhanced the campus' main entrance.
- 6 Caricom Research Building**
Standing stately at the entrance to the Caricom Research Park is the Caricom Research Building, a three-story block housing a number of units, including SALISES and the Ramphal Centre for Trade Policy and Law that are engaged in regional research.

- 7 Cave Hill School of Business**
Established in 1991 as the Centre for Management Development (CMD) and later re-engineered into the Cave Hill School of Business, this unit received a stunning transformation from which to fulfill its mandate of meeting the need for relevant management skills and leadership training.
- 8 3Ws Walk of Fame**
Just beyond the eastern boundary of the 3Ws cricket ground is the West Indies Cricket Walk of Fame; a monument built to celebrate and record the feats of excellence by members of the West Indies Cricket Team over the decades.
The steps lead to the gravesites of Sir Frank Worrell and Sir Clyde Walcott as well as a statue of cricket stumps with bails overlooking the Oval. The imposing structure serve as a constant reminder of the importance of the game of cricket to the people of the West Indies.
- 9 Graduate Studies**
Post-grad students no longer have to jostle for teaching and study space with undergraduate students since the completion in 2008 of a new graduate teaching block complete with numerous lecture/seminar spaces, facilities for a small e-library and computer laboratory.
- 10 Centre for African and Brazilian Studies**
This project will see the construction of a multi faith worship facility for use by the various ethnic groups on the campus and it will also house the Institutes for African and Brazilian Studies.
- 11 Nelson Mandela Park (Artistic Impression)**
A monument in honour of former South African President Nelson Mandela, found a home at Cave Hill in the form of a student recreational park. The park features a nature trail, relaxation spaces, sanitary facilities and several gazebos spread across the lush landscape.

- 12 Chinese Confucius Institute**
(Artistic Impression)
Described as a symbol of an unshakeable bond of friendship between the People's Republic of China and Barbados, the last in the trilogy of Confucius Institutes at the University of West Indies, is taking shape at the Cave Hill Campus. Upon completion the Institute will be the platform for educational, language and cultural exchange.
- 13 Ryan Brathwaite Track**
The Ryan Brathwaite track, named in honour of the Barbadian gold medalist in the 110 metres hurdles at the 2009 World Championships in Berlin, surrounds a FIFA-certified football field and is nestled within the ultra modern Usain Bolt Sport Complex.
- 14 Quaw's Quest**
Named in honour of William Quaw, one of 295 enslaved people who at emancipation occupied the lands on which Cave Hill Campus now sits, the monument named Quaw's Quest stands as a symbol of the enslaved's struggle for education, respect and social advancement. This quest continues metaphorically in the consciousness of thousands of students making their academic journey through the university.
- 15 Staff Lounge**
Generously outfitted with a range of amenities and events for staff recreation, the lounge provides a relaxing setting for all staff members to be entertained and to socialise with colleagues.
- 16 Sagicor Centre for Lifelong Learning & The Clico Centre for Teaching Excellence**
- 17** The Sagicor Centre for Lifelong Learning and Clico Centre for Teaching Excellence are state-of-the-art multifaceted teaching facilities. Together the buildings are furnished with a computer laboratory as well as several modern technological lecture/seminar rooms.



by Victor Cooke,
Former Bursar,
Cave Hill Campus

Man For The Season

When in 1984 we heard that this bright historian, a Bajan from the place where the land slips and slides, was coming home from Mona, to be a lecturer in the Faculty of Humanities, there was a buzz of excitement, since his reputation as a scholar, and a prolific writer had preceded him and, what was music to our Barbadian ears, was that he had a passion for cricket. This turned out to be indeed, a passion; but that passion turned into a desire to make cricket, especially West Indian cricket, a plank of Cave Hill's intellectual cricket voice in Barbados and the West Indies.

I believe very strongly that God raises up people for specific tasks at specific times in our history: Marcus Garvey, Martin Luther King Jr, Nelson Mandela, Grantley Adams, Errol Walton Barrow, Garfield Sobers, Bob Marley and many others. I add Wendell McClean and Hilary Beckles to that group. Wendell shook the Campus out of its comfort zone of major funding for Humanities, and into putting more resources into the heavily subscribed area of Social Sciences.

Hilary exploded onto the Barbadian business scene, shaking the white oligarchy out of their comfort zone; a zone made rich by the payment of compensation by the British colonial government after the enslaved people were set free. He demanded economic justice for marginalized Barbadians as part of the University's civic responsibility as he challenged the composition of corporate boards in Barbados, and of the Barbados Mutual Life Assurance Society (now Sagicor) in particular. Even his University colleagues at the time cowed under his determined onslaught and referred to him secretly as 'our unguided missile'.

Hilary's academic leadership of the History Department and as Dean of the Faculty drew the attention of the Campus and University to his management skills. None of us was surprised when he succeeded Keith Hunte as Cave Hill's fourth principal in 2002. The most apt way that I can describe Hilary's tenure as principal is to say that he turned the shop into a mall, using his charm and ability to get Barbadians, and Barbados' business elite, including the same Sagicor, and the C.O.W. Williams conglomerate to buy into the larger dream. If the Barbados government had not fallen on hard times, the mall would now be morphed into a city.

God did not only raise up Hilary for Cave Hill, but guided his 13 years as a 'missile' for a leap into the stratosphere of West Indian academic excellence. Professor Sir Hilary Beckles' success will in large measure call for a closing of ranks and standing behind our ninth Vice-Chancellor. You remember what happened to Moses when the Israelites did not stand behind him? It made him "mash up" the whole set of stone tablets and he had to start all over again to get God write a new set. I am not implying that Hilary is any Moses, but he is a chosen leader who needs one hundred percent from all staff, governments and people of the region. It is our University, the only enduring West Indian institution that has stood the test of time. Let us keep it so. ■



by Sylvia Henry, PhD

Vision for a Cohesive Tertiary Education System

Almost as a demonstration of clairvoyance regarding the strategic underpinnings of the Barbados Human Resource Development Strategy, which aims at facilitating linkages and partnerships among stakeholders particularly in the education sectors, Professor Sir Hilary

Beckles shared a long-held vision for an integrated, cohesive, synergistic tertiary education system. That vision is well articulated in a report titled: **"Creating Knowledge Households: Framework for the Reform of Tertiary Education in Barbados: The Beckles' Commission on Higher Education 2012."**

In that report which was done in collaboration with tertiary level professionals and practitioners, Professor Beckles posited "the collective effort of the (education) sector is an impressive performance that contributed significantly to Barbados' recognition as a "developed" state, but, it is also understood that the sector has challenges, particularly with regard to its institutional fragmentation. This disarticulation represents an area for change and transformation in the search for cost efficiency, programme relevance and management accountability". He went on to suggest the remedy: "What is now required is the forging of an integrated, cohesive, synergistic tertiary education system that recognizes the distinct roles and mandates of the regional university of the West Indies at Cave Hill and national institutions – creating an architecture that represents greater rationality in resource use and a keener expression of intellectual creativity in its management".

It is based on this vision for the future of tertiary education in Barbados and his comprehensive plan for human development in Barbados through the creation of "knowledge households", that Professor Beckles has given strong support to the recently instituted Ministry of Labour-led Human Resource Development Strategy for Barbados. Professor Beckles has also supported the full involvement of Cave Hill Campus' professionals, academics and administrators to serve on committees and advisory councils to assist with the creation of an enabling environment for human resource development through institutional strengthening, development of a national qualifications framework, delivery of professional development and training opportunities, rationalisation of knowledge managements systems, and the promotion of research to improve innovation, entrepreneurship and development capacity.

As Sir Hilary leaves the home he has known for many years as the Cave Hill Campus and his role as Pro Vice-Chancellor and Principal to assume the position of Vice-Chancellor, The UWI, he can go with the assurance that he has left a solid foundation on which we will continue to build this integrated, cohesive, synergistic tertiary education system in Barbados that can withstand and surmount the many challenges that threaten the survival of what Sir Hilary calls the "Barbados Education Model " that has a long standing and respected history. ■

Dr. Sylvia Henry is Instructional Development Specialist, UWI Cave Hill and and Facilitator of the Beckles' Commission Project.

A Salute from Tertiary Level Heads

Sir, As You Go ...



"I extend warm congratulations to Professor Sir Hilary Beckles on his ascension to the post of Vice-Chancellor, The University of the West Indies. Sir Hilary is a

visionary who has always demonstrated strong leadership abilities in every role that he has occupied. While working on the Framework for Tertiary Education, Sir Hilary was not only able to provide leadership, but also to mentor others in the process. I wish Sir Hilary well in his new undertaking and I am confident that he will be successful in ensuring further growth at all campuses of The UWI".

Gladstone A. Best, PhD
Principal, Barbados Community College



"It is indeed an honour to reflect on Sir Hilary Beckles' contribution to the Framework for the Reform of Tertiary Education in Barbados.

His contribution mirrors the character of a passionate yet critical and disciplined educational administrator, whose views are always grounded and futuristic regarding the real contribution of tertiary education to regional development. He is truly a regional managerial icon".

Hector Belle,
Principal, Samuel Jackman Prescod
Polytechnic, Barbados



"Professor Sir Hilary Beckles is a dynamic, visionary leader, which is evident by the transformation that has taken place at The UWI Cave Hill Campus during his tenure. As a member of the

Beckles Commission on Higher Education, I was inspired by his enthusiasm and commitment towards assuring one seamless and coherent tertiary education system that would redound to the benefit of the average Barbadian household member."

Valda V. Alleyne,
Executive Director, Barbados
Accreditation Council



"A true visionary - I thoroughly enjoyed working with you throughout the years. Congratulations and best wishes on your stellar achievement".

Barbara Parris,
Principal, Erdiston Teachers'
Training College, Barbados



"Working closely with Sir Hilary as Deputy Chair of the Tertiary Framework Committee was especially enlightening. Visionary and strategic skills, intellectual gravitas and a

penchant for getting the job done are the keys he will bring to his new assignment. Lead well and the troops will follow... best wishes in your new assignment".

Patrick O. Rowe, PhD,
Director, Higher Education Development Unit,
Ministry of Education, Science, Technology
& Innovation & Deputy Chair, Beckles
Commission.

Researching Leadership



Little is known of Caribbean people's views on their culture or of their beliefs regarding leadership and motivation, a factor that has made the issue of leadership a subject ripe for study and a major focus among academics here and abroad.



Professor Betty
Jane Punnett

Ongoing research in the region has yielded seminal work recently published by a number of Cave Hill researchers in the noted *Canadian Journal of Administrative Sciences*. In that journal, **Professor Betty Jane Punnett**, Professor of Management at Cave Hill Campus guest edited a special issue on *Leadership effectiveness and motivation in Africa and the African Diaspora (LEAD)*.

In addition to guest editing the special issue, Professor Punnett also co-authored two papers: *Leadership effectiveness and motivation in Africa and the African Diaspora (LEAD): An introduction as*

Effective leaders are charismatic, visionary, results oriented; they motivate others, lead by example, and develop vision and goals.

well as *Culture, leadership and motivation in two Commonwealth Caribbean countries: one look at the African Diaspora* written in collaboration with Cave Hill colleagues **Nicole Knight** and **Khaleid Holder**.

Punnett revealed: "This study reports the results of a Delphi Technique with people in leadership positions... Across groups, responses were relatively consistent. Ethnicity and culture are described as influenced by religion in general, and Christianity, in particular. African roots and country of origin are important. Effective leaders are charismatic, visionary, results oriented; they motivate others, lead by example, and develop vision and goals."

She added that leaders "believe motivation comes from making a difference for others whereas non-leaders believe leaders are influenced by financial rewards and self-fulfilment."

Non-leaders are motivated primarily by financial rewards, Punnett added noting that the results are generally similar to Western beliefs, but some interesting differences are identified.

The research is part of a bigger study looking at leadership effectiveness in Africa and the diaspora (LEAD). The special issue in which the paper on culture, leadership and motivation appears includes articles on African countries, Canada and the USA. ■

Transformational Leadership

by Nicole Knight



Leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organisations of which they are members” (House et al 2002, p.5). While there are many different definitions, there has been no agreement on a universal definition of leadership. Perceptions also vary on the topic of what actually qualifies as “effective leadership”. It is important to note that the notion of effective leadership also varies across cultures.

Effective leadership

The subject of effective leadership is one that has relevance within all organisations. However, public sector organisations are unique in that they must carve out leadership styles within a political context. The structure and size of many of these institutions dictate them having a bureaucratic structure and culture. It is critical to recognize that a bureaucratic structure is not necessarily a negative feature of an organisation, since in many instances it is the most appropriate structure to facilitate the mandate of the institution.

Transformational leadership has been described as leadership that “occurs when one or more persons engage with others in

such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns 1978).

According to Takahashi et al (2012), transformational leadership extends the traditional behavioural approach by considering the emotional aspects of leaders. It has also been suggested that transformational type leaders assist individuals and organisations in surviving, mastering change and getting ahead in the future. (Arensberg et al 1996, p.20).

Transactional leadership

Transactional leadership involves agreement, acceptance or compliance with the leader in exchange for praise and rewards or resources or the avoidance of disciplinary action. It has been suggested that rather than transformational leadership

Continued on Page 42

Focus on LEADERSHIP

It is ... important to ensure that employees work in an environment where they feel supported by their leader.

Transformational Leadership

Continued from Page 41



being a replacement for transactional leadership that transformational leadership actually augments transactional leadership (Bass, Avolio and Goodheim 1987). As a result, it is expected that they can both be operationalized within an organisation.

Bureaucratic cultures

Public sector organisations are typically bureaucratic in nature and feature the transactional type leadership. However subcultures can exist within such organisations where leaders realize the benefit of utilizing transformational type leadership. Similarly, although such organisations tend to feature bureaucratic cultures, some leaders employ innovative and supportive cultures within their departments.

Transformational leadership has been proposed as the most effective style for improving the attitudes of "followers" (Takahashi et al 2012). It is important to highlight that although transformational and transactional leadership are conceptually

distinct that they can be used by one leader in varying amounts and intensities. In practical terms, while it is critical to impress upon employees the need to observe the psychological contract and do an honest day's work for an honest pay (transactional leadership), it is also equally important to ensure that employees work in an environment where they feel supported by their leader and are inspired to self-actualize (transformational leadership).

Researchers have suggested that one of the main reasons why transformational leadership may have gained such prominence is the increasing number of mergers, acquisitions, globalisation, and the uncertainty of the stock market in today's environment. As a result, a leader's responsibility is expanded from merely providing direction and displaying confidence to instilling motivation and commitment to organisational objectives.

Transformational leadership gives employees a sense of importance within the organisation via their influence and motivation. A motivated employee is an invaluable employee because motivated employees are more likely to make a positive contribution to

their organisations. Specifically, organisational outcomes such as organisational citizenship behaviour, employee performance, commitment, job satisfaction, and other organisational outcomes, including profitability, are easier to achieve when transformational leadership is employed. Effective leadership requires leaders who are able to competently diagnose the needs of their institutions. In order to succeed, leaders must be able to choose the right organisational structure, culture, and leadership style that is suited for their organisations. Leaders need followers in order to remain successful. When leaders equip themselves with excellent interpersonal skills and earn the trust and respect of employees, they are destined for success. Transformational leadership underscores the reality that employees are indeed the organisation's biggest and most valuable resource. By investing time in understanding employee's needs and concerns, management is better poised to achieve the highest possible performance from their employees. ■



Public Sector Leadership

by Wayne Charles-Soverall, PhD

The primary focus of the public sector is to translate the national vision into tangible outcomes. How it does this depends on the clarity with which the national vision is articulated, the resources available to the public sector, the competence of its managerial leadership, and the partnerships it structures with other stakeholders. In this context, senior public officers are pivotal in almost all aspects of public sector reform. Good ideas in the public sector are unlikely to emerge without their contributions, are unlikely to be sustained without their management direction, and are unlikely to advance without their leadership. Thus, senior public officers must master a complex technical understanding of the challenges society faces, be agents of change, and be managers of its consequences.

Changing Views of Leadership

Public sector leadership is both aspirational and contextual because it relies on a complicated relationship in which politicians and public officers are both meant to exhibit skills and outcomes that are symbolic of leadership, whilst at the same time ensuring they respectively exercise their own responsibilities and duties without colliding with each other. The traditional view insists that politicians are the transformational leaders and the public officials are simply the transactional managers. According to this perspective, administrative leadership is mundane and implementation-focused because public officials lack vision and they are risk-averse. The converse view suggests that the administrative task is much more active and participatory, since public officers not only contribute vision and policy ideas, but in many ways they guide the minister towards certain goals based on their technical advice. The prominence given to the importance of leadership implies that it is now the dominant item on the public sector reform agenda. This embrace of the discourse on leadership has occurred at the same time that governments have taken seriously the development of leadership skills more widely across the public sector. At issue is the institutionalisation of leadership and its impact on public sector outcomes.

Leadership in the public sector was traditionally viewed as a top-down process governed by a command-and-control approach, where strong individuals dominated through force of personality. Both ministers and public officers operate on the basis of a leadership conceptualisation of elite democracy that is premised on the core idea that government knows best. This, in

... senior public officers must master a complex technical understanding of the challenges society faces, be agents of change, and be managers of its consequences.

Continued on Page 44

Public Sector Leadership *Continued from Page 43*

turn, has led to the practice of entrenched executive dominance over the legislature. However, this is not the focus that modern approaches to leadership adopt. The contemporary view is to conceive of leadership as being at the core of what everyone does within public sector organisations, and it is collective and team-based more so than individual-reliant. In the traditional model, leaders could expect to solve the problem, make the decision and get compliance based on their authority. Today, however, public sector leaders must gain commitment and respect, not just compliance, and therefore, a collaborative approach is needed, built from the bottom-up. In addition, public sector leadership capacity must be measured according to how well a government achieves horizontal and vertical alignment to connect policy intent with delivery, and how well it integrates organisational goals with performance.

Meaning of Public Sector Leadership

There is no consensus on what is meant by public sector leadership because it can mean different things to different people. Academics tend to conceptualize it in terms of the theory of democratic institutions, framing leadership according to concepts of politics, accountability, and power. Practitioners view it as an administrative responsibility which is part of the management task to which they have been assigned. The public, however, tends to view administrative leadership as being in decline and bemoans the absence of vision, integrity, and hard work on the part of public officers, as values that seem to have been eroded over time. These are just a few of the challenges that confront public sector leadership.

Challenges of Public Sector Leadership

Perhaps the major challenge of public sector leadership is the fact that the locus of administrative leadership is still situated within a top-down framework despite references to horizontal and vertical integration, thus, while the rhetoric of leadership may have changed, the practice has not

done so as yet. Another challenge is the distinctiveness of public sector leadership from its private sector counterpart and the associated requirements of public sector organisations and public officers to develop leadership attributes. In this context, competency-based leadership training is now in ascendancy in public sectors across the region. Nevertheless, in many respects, the concept of public sector leadership rests on traditions and shared understandings that slowly shift and develop as times and people change.

In essence, the problem is that today's ordinary public officers are being asked to demonstrate acute political knowledge and instincts that had traditionally been expected only of senior public officers, even as they are admonished to remain strictly neutral. The new generation of public officers has learnt by experience the deeply political nature of the public sector, but few of the training programmes make note of it or give them the means or understanding to cope with it effectively. The institutionalisation of public service leadership has highlighted the paradoxical demand for political passivity and responsiveness mixed with appreciation for, and interaction with, the political dimension of policy making. Clearly, the management jargon was not enough to explain that the task of public service is not a simple matter of following commands blindly, nor is it an activity where risk-taking and innovation can be employed at will or without boundaries.

As a consequence of public sector reforms, the public sector is facing competition in providing advice and, therefore, it has to define and delineate its unique nature from its private sector and NGO counterparts, and interpret and make sense of what politicians are demanding of it. In other words, the concept of public sector leadership allows for public sector distinctions to be identified, to reinstate the notion that there is a sense of public duty to be performed, and to provide a sense of professionalism and meaning to the task of public service which is based on the symbiotic relationship between politicians and public officers. In addition, it offers a bridge to speak with the leaders in the political domain and the corporate sector. ■

Leadership and Administrative Responsibility

By Rennette M. Dimmott



Rennette M. Dimmott

In every organisation, leadership and administrative responsibility are two fundamental constructs that are necessary and paramount for administrators to gain the greatest outcomes. Leadership constitutes a process of teaching, influencing, setting examples and empowering others within an organisation. Therefore, understanding the core components of managing the dynamics of human behaviour and developing the appropriate solutions are critical in mastering effective management. Leaders must motivate workers, communicate effectively and make decisions. Leaders in organisations are also administrators; therefore, leadership and administrative responsibility are closely related.



MOTIVATING EMPLOYEES

The leader must be able to elicit better performance from employees and this is done by motivating and training them to meet the organisational objectives and goals. Being motivated encourages employees to produce with a sense of purpose, focus and commitment. The leader must also be able to influence as this charismatic approach is highly suited for better results. Leaders should create an atmosphere that is relaxing and rejuvenating, and get to know their employees. Recognition and reward should be given to employees who do outstanding work within the organisation.

COMMUNICATING

Communicating effectively among employees is imperative in running a successful organisation. It involves the process of sharing, speaking, writing, and more important transmitting information and ideas from one person to the next. Understanding and carefully orchestrating the right words along with the quality of one's speech can make a significant difference in the success of an emerging leader (Bass, 1990). The leader should also learn the art of developing innovative approaches. While all leaders are different according to the leadership style they possess, style can influence how effective the leader communicates with employees. Communication is therefore enhanced by being a careful listener, paying attention and adhering to the views of colleagues.

Continued on Page 46

Leadership and Administrative Responsibility *Continued from Page 45*

DECISION MAKING

Making decisions in any organisation can be difficult and sometimes the leader should always take into consideration the available information, time, commitments and resources available. Administrators should not only have a world view but should be aware of their local environment. Any kind of decision must follow an analytical approach and the decision maker must always be willing to consider the various alternatives. To mention a few, these include using cost benefit analysis, multi objective models, decision analysis, system analysis and operation research.

ADMINISTRATIVE RESPONSIBILITY

On the other side, administrative responsibility must coincide with leadership. It is the notion of carrying out the responsibilities and duties of the organisation in an effective and efficient manner. In this context, the administrator needs to master the art of being responsive, accountable, competent, fair and flexible. This is something to strive for in any organisation and this will become the bedrock of enhancing the quality of productivity and workmanship. Therefore, fostering cohesiveness and collaborating with fellow colleagues with each department is greatly encouraged.

RESPONSIVENESS

In this context this refers to the administrator practicing prompt acquiescence to the popular demands of the people in the organisation. The change in people's attitude, behaviour and focus can become a driving force for policy change. Therefore, implementing appropriate policies must be a priority and would also enhance the overall functioning of the organisation. To practice responsiveness, administrators must be able to assess the needs, preferences, complaints, inquires and suggestions in a timely manner.

ACCOUNTABILITY

This constitutes a certain degree of responsibility and can be done from the inception by outlining core values of what the organisation stands for.

FAIRNESS

Fairness in this context refers to allowing employees to have due process within the organisation. Although this term is widely applicable to the courts and criminal law, it has been offered to administration. This approach allows for fair hearing and a right to be heard. Administrators should be impartial and render no personal interest in the affairs of employees. The use of systematic approaches to facilitate complaints and suggestions is ideal. Any decision made should be based on evidence and not common sense psychology.

COMPETENCE

Managing with competence constitutes the ability to assess, review policies, find opportunities to improve service and to evaluate after every implementation. This is necessary to determine what worked and what needs to be done to enhance the future of any organisation. ■



Writing Successful Grant Proposals

by Yolande Cooke, PhD

The NIH, a major USA source of research funding, reports that in 2014, they reviewed 68,285 applications for funding, but granted only 21% or 14,372 (www.report.nih.gov). Similarly, the UK equivalent, the MRC reviewed 1,700 applications, but funded only 23% or 320 (www.mrc.ac.uk). These figures, from the medical field alone, indicate the high level of competition in the grant funding environment.



A small survey of the Cave Hill Campus community suggests that our success rate at winning funding is around 50%. To increase this rate and get more colleagues skilled at proposal development, the Office of the Principal is embarking on a number of initiatives to build the capacity of academic and administrative staff who have responsibility for seeking funds for research or other projects. A series of training workshops is one of the initiatives.

WORKSHOPS

To date, the Campus has hosted two workshops on grant writing. The first, held in August 2014, focused on writing research grant proposals and was facilitated by Cheryl Dubay-Tewarie and Angela Escalante of the Office for Research Development and Knowledge Transfer, St. Augustine Campus.

The 2 day workshop focused on the essential parts of a proposal for funding.

Topics included:

- *Proposal idea development.*
- *Defining clear goals and objectives.*
- *Advantages and use of the Logical Framework.*
- *Developing the methods (activities).*
- *Monitoring and evaluation.*
- *Project budget development.*
- *Post-funding project sustainability.*



Key Insight

One of the key insights from the workshop is the essential need to know the potential funder very well. Here are some tips from that section of the workshop.

Know your Funder

- *What is their raison d'être?*
- *What areas do they support/ what areas do they not support, what have they supported in the past?*
- *Do they offer the amount that you are hoping to secure?*
- *Does your country or organisation qualify?*

Continued on Page 48

Key Insight

What do ALL Funders Look for?

Grants/funds can come from several sources, but ALL funders want to know basically the SAME thing.

- **The Project's Purpose:** *clearly articulated and aligned with the funder's objectives.*
- **The feasibility of the Action Proposed:** *the more feasible the action, the greater the likelihood of success and greater the possibility of sustaining the action.*
- **The Impact of the Project:** *funders like projects that impact the target area/beneficiaries.*
- **The Project Logic:** *a logical series of activities leading to clear outputs, allows for the achievement of measurable indicators, successful deliverables.*
- **Applicant's competence and ability to account.**
- **Appropriate Language:** *funder's language.*
- **Ground-breaking research or project.**
- **Well designed** *(justified and justifiable) budget, administrative and project costs.*
- **Realistic** *(not too ambitious), focused, relevant.*
- **Has stakeholder support.**
- **Evaluation:** *all funders want the assurance that the action is being monitored throughout; built-in mechanisms to track performance; knowing what to evaluate-outputs or process.*
- **Follow all the rules of the RFP/ CALL to the "T".**

CONVINCE THE FUNDER THAT YOU HAVE A WORTHY INVESTMENT!

Twenty-one colleagues participated in the workshop from across the Campus, all of whom agreed that the workshop sessions were very useful towards a greater understanding of the subject.

A second workshop was held in November last year and focused on proposal development for non-research projects and this was facilitated by **Nella Stewart** and **Sharon Hamilton** of the University Project Management Office, University Office of Planning and Development. This workshop was attended by twenty-three colleagues, including some from the Open Campus.

Along with many other insights, this workshop helped to clarify some of the JARGON used in the funding sector.

- **GRANT:** *technical assistance mechanism between a sponsor and a recipient for an approved set of activities.*
- **CONTRACT:** *an award instrument that establishes a binding legal procurement relationship between the sponsor and the recipient and in which a substantial programmatic involvement by the sponsor is anticipated.*

- **COOPERATIVE AGREEMENT:** *an award instrument reflecting an assistance relationship between the sponsor and recipient in which substantial programmatic involvement by sponsor is anticipated.*

- **REQUEST FOR PROPOSAL (RFP) or CALL FOR PROPOSAL (CALL):** *When a funding agency has funds available for a new contract or grant program, it sends out an RFP or CALL, which lists project specifications and application procedures.*

- **EXPRESSION OF INTEREST (EOI):** *Letter or document sent from an interested party indicating capability in performing a required action or intervention.*

- **TERMS OF REFERENCE (TOR):** *Guidelines prepared by the granting organisation for the development of a proposal.*

Highlight

The highlight of the two and a half day workshop was a panel discussion with representatives from three funding organisations: USAID, EU and IDB. They gave presentations and answered questions from the packed room on their organisation's funding strategies, what they look for in funding applications and common mistakes made in applications. This proved to be a good method of interacting with funders who seemed as eager as we were to form closer ties. More workshops will be offered this year in addition to short webinars and online material for those who cannot attend the 2 to 3 day workshops, and other capacity building initiatives.

For information on any of the initiatives, contact **Dr. Yolande Cooke** at (246) 417 7530 or yolande.cooke@cavehill.uwi.edu

Knowledge Management in the Public Sector



by Wayne Charles-Soverall, PhD

The recent provision of financial and technical support by the European Union to the Government of Barbados' Human Resource Development Programme places it in the spotlight. It consists of five pillars — providing an enabling environment for human capacity development, the establishment of a national qualifications framework, the development of a demand-driven education system, the creation of a knowledge management system, and the enhancement of research, innovation and entrepreneurship capacity. It is envisaged that the HRD programme will help to improve the country's competitiveness and productivity. To this end, the creation of an operational knowledge management framework assumes critical importance for the public sector because our competitive advantage has now shifted from the product cycle to the knowledge cycle.

Traditional productive factors have been providing declining added value over the years, whereas knowledge is perceived to be the main production factor of the future. The concept of knowledge management has commanded much lofty thought and impressive posturing as an idealized prospect. As a consequence, information technology systems have been designed, databases created and intricate strategies devised under the banner of knowledge management. Despite these initiatives, however, there has been little real value added. In this context, getting added value from knowledge management means effectively managing the way new knowledge is created and how it impacts on the operations and practices of public sector organisations; for value

is added only through the practice of organisational learning. The key to success lies in the nature and quality of the dialogues that emerge according to the predisposition of the stakeholders involved. Dialogue in this case refers to quality processes or inhibitors of issues resolution which may include differing views as to the current configuration and future organisational identity and shape as well as the meaning and purpose of knowledge management.

Meaning of Knowledge Management

Despite its relative importance, there appears to be some confusion about the meaning and purpose of knowledge management, especially its relationship to established practices and procedures within public sector organisations. Over the years, there has been a tendency by some persons to associate knowledge management with a primary focus on the use of information technology in organisations to improve its operations and gain competitive advantage and so there appeared to be an undue emphasis placed on information technology. Others, however, contended that it was less about information technology and more about making a direct connection between an organisation's intellectual assets — both explicit (recorded) and tacit (personal know-how) — and its positive results.

While knowledge management operates via computer systems, it is less about computers and more about creating a learning culture that directly connects people's knowledge to improving organisational performance. In this context, knowledge grows as a result of dialogue, which involves a process of inner-reflection based on the sharing of experiences, especially over contrasting or conflicting agendas, so

Continued on Page 50

... our competitive advantage has now shifted from the product cycle to the knowledge cycle.



Knowledge Management in the Public Sector

Continued from Page 49

that individuals develop the ability to deal with new situations that are dissimilar from those they have already experienced. The reality is that knowledge and information are not static commodities to be packaged and managed. They are living forces that connect to the way people think, learn and communicate and this means that public sector organisations have to design knowledge management systems, not around technology, but around the way that human beings actually filter, shape, use and add to what they already know.

In essence, knowledge management is the structured and intentional collection and distribution of knowledge to support individual and organisational learning. Thus, its basic processes are to increase, capture, refine, share and apply knowledge. To increase knowledge includes discovering, researching, and studying knowledge. To capture knowledge includes writing and recording knowledge. To refine knowledge includes verifying, correcting, updating, augmenting, clarifying and generalizing knowledge. To share knowledge includes presenting, publishing, distributing and discussing knowledge. To apply knowledge includes planning, deciding, designing, building and solving problems.

Purpose and Model

The primary purpose of knowledge management is to enhance both individual and organisational learning and practices by applying knowledge to ultimately improve the decision-making process within organisations. The goal, therefore, is to enhance current systems, to link them more efficiently, to pool data and skills and make them

available in ways that help people get their work done. Thus, by increasing knowledge, it adds to the knowledge of individuals. In capturing knowledge, it makes human knowledge that much easier to share with others. In refining knowledge, it improves the quality and usability of knowledge. In sharing knowledge, it multiplies individual knowledge, and by applying this new knowledge, it translates into wise decisions.

In order for the knowledge management pillar to function as intended, there is an urgent need to create enabling environments that are conducive to knowledge management, including knowledge ecology, knowledge sharing, a relevant knowledge framework, and a learning culture. In this context, it is envisaged that the scholar, practitioner, leader (SPL) model will be applied to the HRD programme thereby facilitating effective collaboration among the programme partners. Thus, the scholarship aspect will be covered by The University of the West Indies, in collaboration with the EU Technical Assistance Team; the practitioner component will be addressed through inputs by the EU Technical Team in collaboration with The University of the West Indies and the private sector in the development of an appropriate platform, application and tools; and the leadership component will be addressed by decision makers in the lead ministries of Ministry of Labour, Social Security, and Human Resource Development; Ministry of Education, Science, Technology and Innovation, and the Ministry of the Civil Service in relation to the use of KM tools and operationalising the KM framework. ■



Secretary-General of the United Nations Ban Ki-moon

UN Top Official Speaks to the Youth

It was a moment in time when it seemed as if the eyes and ears of the world were affixed on Cave Hill.

The world's leading diplomat was in Barbados. He wanted to engage youth across the Caribbean and chose Cave Hill Campus as his platform to reach out to them and hear their concerns.

Many tuned in on television, and, according to web analytics, logged on to the live Internet stream from various locations around the globe to hear Secretary-General of the United Nations **Ban Ki-moon** dialogue with young people from the region, including those enrolled at The University of the West Indies' four campuses. He also addressed secondary school students and representatives of regional youth groups.

Continued on Page 52



[1] Secretary General Ban Ki-Moon greeting Cave Hill Principal and Pro Vice-Chancellor Professor V. Eudine Barribeau; [2] Secretary General Ban Ki-Moon greeting Minister of Education Ronald Jones while UWI Vice-Chancellor Sir Hilary Beckles looks on; [3] Cave Hill student Janeil Odle delivered the welcome on behalf of Caribbean youth.

UN Top Official *Continued from Page 51*

Mr Ban, who was in Barbados as a special guest to attend the 36th annual *Heads of Government Summit*, addressed an audience gathered at the Errol Barrow Centre for Creative Imagination at Cave Hill and others via video conference at Mona, St. Augustine, Open Campus sites and elsewhere. The July 3, 2015 event was billed ***Caribbean Youth Speak: The World We Want Post-2015*** in which the Secretary-General interacted with his youthful audiences on issues ranging from youth unemployment to crime and violence, climate change and non-communicable diseases.

The Secretary-General urged the youth to dream big and look beyond the geographical space they currently occupy.

"There is no guarantee that your high dreams or high ideals will be met, but if you don't run for congressman or [the] presidency then you will never be elected as president or as a congressman," he urged.

"If you never try to reach your dream, you will never be able to achieve; therefore, put your heads above the clouds and keep your feet firmly grounded," he continued.

He also encouraged young people to speak up and put their views to their leaders.

"Tell them that this is your world and this is the place where you and your succeeding generation have to live and (that they should) preserve this earth in a sustainable way."

Earlier the Secretary-General had been introduced to his audience by visually impaired Cave Hill student **Janeil Odle** in a short address, which drew an appreciative handshake from the Mr Ban who remarked that he has had hundreds of introductions around the world, but never before in such a moving manner. ■

**Tell them that this
is your world and
this is the place
where you and your
succeeding generation
have to live ...**



Likely Panama enrolment from January

ONE hundred years after Barbadians and other West Indians migrated to Panama in large numbers seeking a better future, Barbados is preparing to welcome droves of students and teachers from that South American nation, who want to learn English or improve their fluency in the language.

President of Panama **Juan Carlos Varela** expressed a desire to see his Spanish-speaking citizens enrolled in Cave Hill's English as a Second Language (ESL) programme as early as January 2016, when he met with campus principal **Professor Eudine Barriteau** and other university representatives in July.

The Panama leader who was in Barbados as a special invitee to the 36th Caricom Heads of Government Summit, led a delegation that included his ministers of Education, Commerce and Industry, Public Security and Vice Minister of Foreign Affairs, on a visit to Cave Hill campus.

It was noted that West Indians helped to improve the economic fortunes of Panama when they journeyed there to help build the Panama canal at the turn of the 20th

century, and President Varela believes there is a further role which Barbados can play in his country's development. He said helping Panamanians improve their English proficiency would significantly enhance his country's educational and tourism sectors, and also bring widespread benefit to general areas of commercial activity in that country.

In addition to training in English, the parties discussed plans for the Panamanian teachers to receive instruction in enhancing their teaching skills, educational leadership, tourism studies and other areas of pedagogical need.

President Varela disclosed that Panama was seeking to send abroad 2000 teachers each year for the next four years, and about 1300 students annually to learn English.

"Sending students to the Caribbean will help us to send the message that we want to have much closer ties with the region," President Varela said.

Professor Barriteau welcomed the proposal revealing that Cave Hill has accomplished an admirable record of achievement in this endeavor. She noted that since 2008, the campus's ESL programme has graduated hundreds of Venezuelan middle managers employed in the oil industry. Other South American nations such as Chile and Colombia

Continued on Page 54



Principal of the Cave Hill Campus Prof. V. Eudine Barriteau greets Panamanian President Juan Carlos Varela

Likely Panama Enrolment *Continued from Page 53*

and Caribbean countries such as Martinique have also benefited from the programme. Plans are in train to extend the programme to Brazil and Ecuador.

"We enjoy a demonstrated, proven capacity to deliver English as a Second Language," Professor Barriteau told the delegation. "I am eagerly looking forward to the graduation of the first cohort of Panamanian teachers, public servants and other citizens from our training programme in English."

"We are working closely with the Government of Barbados whose interest in the higher educational sector as an export industry, intersects with our vision to develop the Cave Hill campus' expansion of internationalisation. We look forward to welcoming Panamanians to our campus, not as academic tourists, but as desired members of the Cave Hill and Barbadian community."

The Panamanian delegation's visit to Cave Hill also encompassed a tour of the campus' grounds and facilities including its state-of-the-art ESL language lab, the panoramic vista offered from the terrace at the Errol Barrow Centre for Creative Imagination and a stop at the soon-to-be-completed Nelson Mandela Park. ■



President Juan Carlos Varela greets members of staff at the Cave Hill Campus.



L-R: Panamanian Minister of Education, Marcela Paredes de Vasquez; Panamanian President Juan Carlos Varela; Cave Hill Business Development Officer, Sonia Johnson; Principal of the Cave Hill Campus and Pro Vice-Chancellor Prof. V. Eudine Barriteau

Kalinago People at the UWI Cave Hill Campus

By Cozier P. Frederick

"When you know a thing, to hold that you know it; and when you do not know a thing, to allow that you do not know it – this is knowledge."

– Confucius (551 BC – 479 BC), the Confucian Analects



Cozier P. Frederick is a MPhil student in the Department of History at the Cave Hill Campus.

Mabrika¹ to all. A quest for improving the social condition of mankind has been undertaken by numerous members of the human family throughout our existence on mother earth. Within our sphere, the intervention of **Professor Sir Hilary Beckles** on behalf of the Kalinago Council and the indigenous Kalinago community on Wai'tukubuli (Dominica) must be remembered as one of those instances.

This compliment is extended based on the fact that an initiative undertaken by Professor Beckles afforded Kalinago youth the opportunity to be immersed in a tertiary level education within their ancestral Kalinago Island Civilization (Eastern Caribbean) space. This enterprise, the Sir Arthur Lewis Indigenous Scholarship programme, has generated a tremendous positive impact on the indigenous population. It is so because the Kalinago Territory on Wai'tukubuli had found itself at a juncture where after centuries of unattainable collective academic accomplishment, there was finally a cadre of young enlightened university educated people able to join others in taking up the mantle of self-empowerment.

Essential mediation

The intervention of Professor Beckles and The UWI was indeed a timely effort. It was an essential mediation because of the lack of collateral primarily

based on communal land ownership, which has resulted in an impediment to the allocating of funds for personal development. As a consequence, there are relatively no significant private enterprises for employment or the production of goods and services. Due to this material condition, the people have taken up some of the traditional domestic industries which appear to have survived the sands of time in order to survive within the modern era. As a result our families generally consist of small farmers, artisans and fishermen, while others are generally employed in public and private sector outside institutions outside of the Territory.

Global minority

Amid the oppressive economic situation endemic to the community, there was a further need to correct some of the inaccuracies in the historiography of the surviving nation of first peoples of the Kalinago Island Civilization. With a view to create an environment that will better prepare our community's need to deal with the growing globalized community, The UWI has been articulated to serve as an institution that has championed the cause of the marginalized people of African descent on our islands, and so with a rich history of focusing on issues affecting such a global

... there was a further need to correct some of the inaccuracies in the historiography of the surviving nation of first peoples of the Kalinago Island Civilization.

¹greeting in Kalinago language

Continued on Page 56



Professor Beckles afforded Kalinago youth the opportunity to be immersed in a tertiary level education within their ancestral Kalinago Island Civilization (Eastern Caribbean) space.

Kalinago People *Cont. from Page 55*

minority, the Kalinago are pleased to be part and parcel of the institution. There was a positive partnership that endeavored to recreate a more progressive civilization by changing the perceived Eurocentric perspective and other underdevelopment viewpoints currently prevalent.

One can well argue that our immortality would have commenced at the very point that we uttered our first word and reinforced itself as something worthwhile when we were introduced to formal education in a school. It is then realized that the school years are the grounding years of one's education and along with family and the communal environment, schools immerse as institutions that lay the foundation for our intellectual development. We are all aware that throughout our lives, schools play a fundamental role in developing us into responsible citizens and good human beings. It can be proposed that a school provides where young talent is recognized and nurtured and at the end we are all expected to have the necessary requisites to

soar high in life, and enter the real world in pursuit of our dreams.

Without a doubt a UWI education provided us with an extended knowledge about the world, and paved the way for good careers amid the competitive work environment. From a philosophical perspective our experiences helped to build character, lead to enlightenment and definitely empowered us to continue laying the foundation for a stronger Kalinago Nation. In the end it will most definitely make us complete. The perceptions of ancient philosophers like Kautilya, has highlighted the fact that education enriches people's understanding of themselves. Like many he notes with profound importance that education is an investment in human capital, and it can have a great impact on a nation's growth and development.

The Kalinago people of Wai'tukubuli salute Professor Beckles and The UWI for the positive impact on the lives of the people through educational opportunities. ■

In Beckles' Shadow: A Personal Reflection

By Tennyson S.D. Joseph, PhD

I am grateful for this opportunity, and honored by the request from CHILL magazine to pen a brief reflection on the impact that the ten years of academic leadership by Sir Hilary Beckles at Cave Hill has had



Tennyson Joseph

on my own growth and development as a burgeoning academic. Given that the academic enterprise is one of the few professions in which one's success can be attributed to being in the right place at the right time, and is built largely around the good luck of establishing personal relationships which hinge on the commonality of research interests and intellectual purpose, these reflections on the impact of Sir Hilary's leadership on my academic evolution, can best be presented in personal terms.

Indeed, the academic journey is, and can only be, a personal experience. Which is why the good luck of being in the right place at the right time is always the central feature of any successful academic story. In one case it can be a particular lecturer that takes a student through under-graduate, Masters and PhD level. In another, it might be the one inspiring public lecture in which the chosen topic addresses the one troubling question that provides the key to unlocking the lifetime research agenda of a halting and uncertain student. There is no successful academic who does not speak in personal terms of having been "lucky" to have been taught by a specific lecturer or to have met and sustained a relationship with a world-renowned academic whose guidance was instrumental in contributing in a direct way to his or her future success.

Continued on Page 58

In Beckles Shadow
Cont. from Page 57

If luck is an inexact but essential ingredient in the life of an academic, I feel privileged to number myself among the specially chosen, for I have lived under the shadow of Professor Hilary Beckles, and have come directly under his academic tutelage and leadership firstly as an under-graduate student of West Indian History, a middle-manager (Head of Department) while he served as Principal of the Cave Hill Campus, and I am witnessing his current incarnation as Vice-Chancellor of the UWI, where his influence and global contribution is expected to widen and expand. Elsewhere, I have written about Sir Hilary's intellectual contribution to Barbados and the Caribbean (see *Bim: Arts for the 21st Century*, vol. 7); however, an equally intriguing, but less publicly acknowledged aspect of his life, has been his ability to maintain this rich and impressive publication record, while shouldering the burdens of university administration and the responsibilities of private family life. This is a very rare feat, one which those who have witnessed up close its remarkable execution can be easily lulled into downplaying the effort, sacrifice, energy and deep intellect which has made it possible.

On reflecting on my personal good fortune in having lived as an academic under the shadow of Sir Hilary as an academic at Cave Hill, it is clear that his single most important contribution has been his leadership by example.

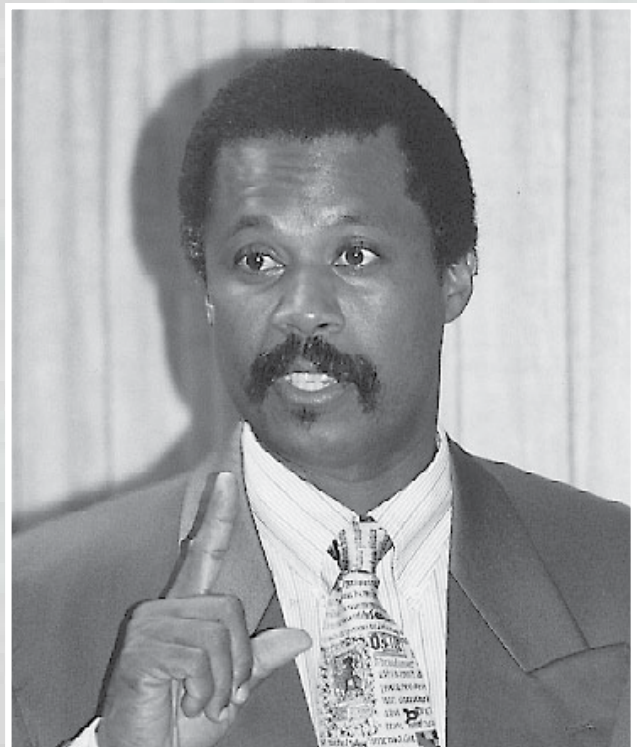
First, in my capacity as a student, Beckles opened up the technique of developing one's research agenda and honing one's purpose to the singularity of exploring, writing and publishing on and around that research agenda. Sir Hilary's lesson of producing much without stretching oneself so thin that one's contribution to any given area is so negligible as to make one's work insignificant, has been salutary. What Beckles has acted upon is what CLR James taught to his young academic followers: that one can only write one book and one can only complete one research project at

On reflecting on my personal good fortune in having lived as an academic under the shadow of Sir Hilary as an academic at Cave Hill, it is clear that his single most important contribution has been his leadership by example.

a time. In the midst of maintaining his teaching and tutorial responsibilities to me and his undergraduate class in West Indian History, Beckles demonstrated to us that it is research that feeds into teaching, and not the other way around. There are many "teachers" in the university environment, that is, persons who assume that they can teach without research. Beckles's example was that researchers make the best teachers. His later success, and his impact on his students, has proven the correctness of his vision.

The second lesson picked up as a student in Beckles shadow, has been his ability to marry the formal life of university academic with the more informal, but perhaps more compelling and demanding responsibility of social activist and public intellectual. Once again, the

Continued on Page 59





In Beckles Shadow *Cont. from Page 58*

lesson from Beckles has been that while the “normal” academic sees these responsibilities in reverse order of priority, the deeply committed academic should see himself as owing more to the society and public than to the university in its narrow sense of a “place of work”. As a young under-graduate in the later 1980s early 1990s, it was fascinating to watch Sir Hilary live this reality in the midst and aftermath of the

“Mutual Affair”, his struggle to keep the “Barbados Mutual” Assurance company in the hands of small shareholders. It was also a lesson to witness him up close publish the story of his struggle, and in doing so, demonstrate the modus operandi, so well-perfected by VI Lenin of the “revolutionary intellectual” – one

Continued on Page 60

In Beckles Shadow *Cont. from Page 59*

who struggles, thinks and writes with equal vigour, intensity and commitment.

Perhaps it was Sir Hilary's lessons of "scholar-activist" that I sought to actualize, when as a newly-minted PhD graduate serving as the attaché to a Caribbean prime minister at the turn of the century, I felt compelled to seek out newspaper editors in order to earn writing space, to avoid the descent to "political animal" minus intellectual purpose. The combined roles of academic, activist, thinker, researcher and writer, have always been my purpose, and in this objective, Sir Hilary Beckles has always stood out as the finest living example of the path to its attainment.

Later, having abandoned direct partisan engagement for the formal role of Cave Hill academic, I have been able to witness Beckles' continuation, without pause, of his demonstration of leadership by example. His commitment to research and writing saw him leap up

the academic ladder, from lecturer, to senior lecturer, to reader, to professor, PVC BUS (Pro Vice-Chancellor, Board for Undergraduate Studies) to principal, leaving a permanent impression on the minds of close observers of the art of the possible. It is a truism that one of the first casualties of academic administration, is research and publication output. Sir Hilary's lesson to all his colleagues reluctantly burdened by the curse of university administration, has been that the flames of academic output and astute administration can co-exist in one being, without burning the body to ashes.

The secret perhaps lies in Beckles's ability to build upon long-standing research concerns, marrying his active



UWI Vice-Chancellor
Sir Hilary Beckles

Continued on Page 61



Chancellor of the UWI Sir George Alleyne (r) installs Sir Hilary Beckles as the UWI Vice-Chancellor while UWI Registrar C. William Iton looks on.

In Beckles Shadow *Cont. from Page 60*

roles with his scholarship, and constantly updating his political engagement to make his research both relevant and compelling. An example of this can be seen in his ongoing work on reparations. While the concern of reparations is an old issue central to the Caribbean post-slavery experience, Beckles has been able to fit the question into his own research on the economics of Caribbean slavery, as well as marry his intellectual enterprise with his active role as a Barbados



Government representative at the UN Durban Conference on Racism and a reparations activist. The result is his brilliant book *Britain's Black Debt* which has added an important gem to the Caribbean knowledge production storehouse, and has extended Beckles's intellectual relevance deep into the region's future. The

amazing and unspoken feature of the book is that it was written with Beckles serving as Principal of Cave Hill and on the cusp of his assumption of the office of Vice-Chancellor. A similar story can be told of Beckles's work on West Indies Cricket, and Higher Education in the Caribbean region.

As a young Head of Department, these examples of unending commitment to research and publication have not gone unheeded. Indeed, with his assumption to the role of Vice-Chancellor, the entire university will feel itself compelled to match the VC's energy and commitment to intellectual work. It is widely expected that his ongoing social and political concerns will lead to continued output.

As he assumes the office of Vice-Chancellor, and his shadow of influence falls on a widening concentric circle of UWI personnel and upon newer and younger generations of academics, I feel challenged with the responsibility of living his example, and measuring my own success by his own demonstrated standard. I am also, despite the weight of the challenge, buoyed and comforted by the knowledge that as his administrative and intellectual shadow falls beyond Barbados and Cave Hill and extends from Mona to St. Augustine and the

Open Campus family, that UWI will not only meet and survive its current challenges, but thrive and grow once the ongoing economic "dark night" is over.

I also feel eternally grateful that, by some undeserved providence, my "right time" has intersected with Sir Hilary's lifetime. ■

Tennyson S.D. Joseph, PhD

is Head Department of Government, Sociology and Social Work, UWI Cave Hill Campus.



New Dawn For Sports

By Marsha Boyce

**Teamwork. Hard work.
Steady progress.**

It's a likely mantra for **The Academy of Sport Cave Hill** which has entered a new realm of operation with significant promise in store for this year and beyond. No one is more enthusiastic about its prospects than new head, **Amanda Reifer**. Just four months into her role, Reifer says the vision is clear — to become the hub for sport development in the region.

That task is made easier with The University of the West Indies as a regional institution fully embracing sport as a viable industry, and embedding the development of sport and sport-related activities into The UWI's 2012–2017 strategic plan.

"That has allowed us [at Cave Hill] to really put strategies in place from an academic and operational point of view. In terms of the attitude towards sport internally, we had to get our house in order before we could go to the region to say the University has now embraced sport," said Reifer.

Gone are the days of simply functioning as a 'sports department'. Since the official launch of the Academy in 2009, work over the last six years has been geared towards establishing the Cave Hill Campus as **the** tertiary level institution for sport in the Caribbean. Reifer sees the endeavour as having three areas of focus.

"What I like to call the pillars of our



Amanda Reifer

operation would be the academic programmes, from certificate to masters, the high performance centre, which we are now carving out, and then recreational sport, for the person who just wants to be fit."

Educational Tourism

Currently, the Academy is responsible for the Certificate in the Management and Administration of Sport, as well as Bachelors and Masters degrees in Sport Sciences. Reifer says the response has been phenomenal, but there is more work to be done with an aggressive local marketing campaign set to be launched soon. A full assessment of all academic programmes will also be done this year with the possibility of specialisations being added to ensure the courses remain competitive.

In a quest for global recognition, attention will be paid to regional and international markets. Barbados' appeal as a highly

attractive tourist destination is an incentive in pursuing international students and Reifer anticipates major benefit to redound to the country as a whole.

*"It's selling what we call **educational tourism**, and that is critical, especially with our (depressed) economy right now. We have to look for all avenues to really promote the country through education."*

Reifer also plans to push for an extension of the scholarship programme. Currently, the Academy offers ten full sports scholarships and ten partial ones deemed sports grants.

"That has to increase because there's no doubt we have to be competitive. We do not want our best athletes going to the US. We want them to be home-grown, and for us to do what we can to offer attractive packages to elite athletes."

Continued on Page 63

New Dawn ...

continued from Page 62

High Performance Centre

Part of the package will be the new High Performance Centre. Its development is high on the agenda with the University hoping to attract the best athletes from the region and beyond in the future. It is a major project which will see the creation of some of the first sports laboratories in the region, specializing in biomechanics and exercise physiology.

"Sagicor has invested in the development of not just our academic programmes but also our labs, and we are very grateful for that." Reifer is confident that once the labs are completed, not only student-athletes, but also national and regional teams and coaches will benefit significantly from the level of testing and analysis available.

"What we are hoping to build is a truly advanced state of the art High Performance Centre with all the specialists we need – sports doctors, physiotherapists, psychologists that can be on hand – to compete with any in the US or UK."

In the long term, the Centre will also provide career opportunities for graduates themselves. *"It is important for persons to study and actually get a job after. So we want that our students who graduate from our programmes, once there are opportunities, can come back and fill important positions and really apply what they have learnt."*

Over the past decade, there has been significant enhancement of the sporting facilities at Cave Hill to international grade. The 3Ws Oval, the Hockey Astro Turf, and the Usain Bolt Sports Complex are among the

most notable additions. Further expansion is planned to include an indoor gymnasium, an Olympic-size swimming pool and a squash court.

UWI in the Community

Sport at Cave Hill will have not only a student focus, but will include a contribution to sporting development at the community and national levels. Plans are in the works to implement projects aimed at addressing national problems such as obesity and diabetes, as well as other community outreach programmes. Already a new junior programme catering to track and field athletes is in train and is being spearheaded by sports coordinator **Aundrea Wharton**.

"...in terms of athletics ... we identified some talent coming through the secondary schools that we are bringing on before they get to university. So this junior programme is something that we have started in a small way but are looking to expand."

She is also confident that student-athletes are capable of making an impact on their clubs through their discipline and work ethic when they move on, which will also be a significant contribution to their communities.

Looking ahead

So does the future look bright for the Academy and sport in general? Reifer definitely believes so, as attitudes are evolving.

"What has changed is the perception of sport; it is not 'making sport' but it is a viable career option for students. Professional athletes can make a decent living as we

know and sport really now needs to be given recognition and respect as a field of study and as a career."

She is also keen on working with the 'policy makers' and the groundwork for such partnerships is already being laid with various local sporting bodies, including the *Ministry of Sports, the National Sports Council, Barbados Olympic Association, Barbados Defence Force Sports Programme* and the *Barbados Football Association*.

The growth of academic research is also an area that Reifer is passionate about, and she has personal aspirations of pursuing PhD studies in sports governance.

"In the next five years, we must be pushing out publications, journals, (staging) international conferences. There's a dearth of sport research from a Caribbean perspective, so this has to be a major objective."

Continued on Page 64

We do not want our best athletes going to the US. We want them to be home-grown, and for us to do what we can to offer attractive packages to elite athletes."

New Dawn ...

continued from Page 63

In recent times, the success of Cave Hill teams in cricket, football, hockey and netball has not gone unnoticed. Though some might say the students are spoilt for riches in terms of facilities, Reifer attributes the performances to the entire support system in a model where the student-athlete is at the centre.

"Good leadership, coaching and a structured environment. We also have very good administrators in our sports coordinators who have different disciplines under their belts."

The 'Blackbirds' brand has also been integral, with athletes buying into the concept and feeling "a sense of pride in wanting to do the best for their team, and by extension, the University" whenever they don their athletic black and gold colours.

So with 2015 set to be a big year for the Academy, Reifer is determined not to let financial constraints hinder its goals.

"We have to find ways to be self-sustainable. We have to generate revenue from our facilities. We have to find strategic partnerships to get the job done," she says crediting the entire team at the Academy for its accomplishments to date.

Undeterred by the loftiness of its goals and driven by evident passion, the Academy seems set to soar, inspired by its motto: **Alis Grave Nil...** Nothing is heavy to those who have wings. ■

Marsha Boyce is a Sports Journalist at the Caribbean Broadcasting Corporation, Barbados.



Thank you for visiting us
at the UWI Career Fair 2015
and for helping to make
the event a success.

ansa m&al
GROUP OF COMPANIES

A larger-than-life depiction in the neighbourhood that nurtured his cricketing talent. This is one of two ways residents there have paid enduring tribute to Head Coach at Cave Hill Campus **Roland Butcher** when he was memorialized recently by a UK community.

Sports Promotion

Butcher received the commemoration when he was inducted into the Stevenage Sports Hall of Fame in England last November. He was also added to the Stevenage Arts & Leisure Centre panel – portable banners featuring dozens of outstanding sports and arts personalities. The banners are available for use by schools or groups who wish to promote sport within Stevenage.

A First for England

Butcher left Barbados to join his family in Stevenage in the mid 1960's as a young teenager, completed his secondary education and honed his cricket skills there. He played cricket for the town and went on to greater things, becoming the first black cricketer to represent England. The town has honoured him among others such as Formula 1 World Champion driver Lewis Hamilton; Manchester United and England footballer Ashley Young; Ryder Cup team member and winner, Ian Poulter; and former Sunderland & England football player Kevin Philips.

Humbled and Honoured

"It is always an incredible honour to be celebrated for your achievements," Butcher said of the recognition noting that it came for his excelling in a sport for which he has great passion.

He added: *"I am humbled by the recognition and I wish it to be an inspiration to many young people in Stevenage and elsewhere*

Achievement That Merits Distinction



Former test cricketer **Roland Butcher** is depicted behind (from left) Mayor of Stevenage, Sherma Batson, father Robert Butcher and son Paul Butcher.

they should pursue their dreams – sporting and otherwise – with a commitment to excellence. I also hope it helps to dispel the old belief that you do not receive honour from among your own." ■

The **Stevenage Sporting Hall of Fame** was inaugurated in 2008 to recognize and celebrate outstanding achievement by the town's sportsmen and women. Those celebrated to date have all attained honor at national or international level, including Olympics appearances.

Winning Formula for Sporting Excellence



Roland Butcher

By Rasheeta Dorant

In any experiment, being able to reproduce desired results is akin to sound application of the scientific method. **The Academy of Sport at Cave Hill** has proven the validity of this approach through its well calculated combination of academics, administrative prowess and discipline. Having recorded a consistent rise and undisputed dominance in the local cricketing arena, they are now applying the same formula for success on the football field.

Former Director of Sport, now Head Coach, **Roland Butcher** refers to this strategic move as “phase two” of the elite sports programme. *“After we brought cricket to a position where it could stand on its own, our next priority was football. We focused on developing our players to the point where they could move out of Division 1 and into the Premier League. We also implemented a scholarship programme as a recruitment tool for those persons who wanted to continue playing football while pursuing tertiary level study.”*

So said, so done. For the first time since its inception, the Premier League competition saw the inclusion of a Cave Hill football

team in the lineup and the 2015 newcomers showed fortitude by ending their first game in a draw against defending champions Barbados Defense Force Sports Programme. In the single tiered Women’s League, the plucky UWI women’s team also gave an impressive overall performance — finishing second only by goal difference, to the National Sports Council in the just concluded 2014 season.

Partnerships and Associations

“We recognized that in order to take our elite sports to the next level we had to involve the major stakeholders” said Butcher *“...and the success that is already being seen across the Cave Hill sporting spectrum builds on the foundation that was merged from such strategic partnerships”*.

One such partnership for football development was established in June 2014 when the Academy signed a Memorandum of Understanding (MOU) with the Caribbean Football Union (CFU) in Sao Paulo Brazil, during the staging of the FIFA World Cup. The CFU, which is the official governing body of Caribbean Football Associations and Federations, comprises thirty-one member associations representing sporting and administrative talent in the English, Dutch, French and Spanish speaking Caribbean.

“After making contact with the CFU at the start of 2014 to express our interest in collaborating on several projects, the Academy made a formal presentation which led to the MOU signing at the FIFA Congress in Brazil,” Butcher explained.

Although the MOU speaks to varying areas of sporting development, Butcher noted that one pivotal provision with the CFU was the inclusion of the University football team in their club championship tournament.

“...This is very important for several reasons, the first is because it mirrors what happened with cricket and how we were able to get a Combined Campuses and Colleges (CCC) team included in the West Indies Cricket Board (WICB) regional tournaments. This move gave the players an opportunity to compete at a whole new level and helped tremendously with the transition from amateur to a more semi-professional thinking.”

“The second reason is the CFU Club Championship is very well recognized as the flagship tournament that enables members to compete for regional supremacy. To play for this Cup means you’re competing against the top clubs, both professional and otherwise, in the thirty-one participating countries in

Continued on Page 67

Winning Formula...

Continued from Page 66

the Caribbean — and thirdly, it serves as a qualifying tournament in the Caribbean zone for the Confederation of North, Central American and Caribbean Association Football (CONCACAF) as well as the FIFA Club World Cup.”

In October of 2014, it then seemed like natural progression when the Academy made its affiliation with CONCACAF official by signing a second MOU at the Soccerex Americas Forum held in conjunction with the Barbados Tourism Marketing Inc. This sign-off incorporated an already forged commitment to player development with the need to enhance the “business” of sport. CONCACAF President Jeffrey Webb said the MOU “would provide great impetus in the development of football in Barbados, and by extension the entire region.” He also added that “the partnership would take the synergy of academics and sports administration to a new level in the Caribbean.”

A third official agreement between the Cave Hill Campus and the Barbados Football Association brought the stakeholder outreach full circle. In January, both institutions initiated a partnership intended to underpin future cooperative initiatives and programmes. Principal of Cave Hill and UWI Vice-Chancellor designate **Sir Hilary Beckles** lauded all three strategic developments describing them as “the turn-around for football, local and otherwise”.

He also shared the Campus’ collective sporting philosophy “We do not believe that the purpose



of sport is only to win and to be competitive. It is the building of character through sport. It is the creation of personality and character, men and women who can represent themselves, their communities, their families, and in the midst of their achievement, we can all be proud of them. Sport is intended to turn you into a person committed to civil society, nation-building, mentoring and role-modeling. This is what sport is meant to do and this is what we remain committed to...”

Facilities

A parallel development and common thread woven through all partnerships is the dependence on high quality facilities.

The most recent addition to the Campus’ built environment is the Usain Bolt Sports Complex which will be the first of its kind in the Eastern Caribbean. Along with the Ryan Brathwaite Athletics Track, the facility is expected to house a biomechanics lab, gyms, lecture theatres and a state of the art football astro turf. Butcher

describes the sports complex as the new home for the elite programmes in the Academy, namely football and athletics.

“This facility is central to everything we will be doing. With regard to football, the MOU items include the hosting of workshops and conferences, FIFA-certified coaching courses, the staging of tournaments, access to sports labs in exercise physiology, and testing and research of national players, among other things. We’re also aspiring to be the leading centre in the Eastern Caribbean for the academic arm of sports science and so much more”

Similar plans are now being made for the third elite sport earmarked – athletics.

“We are essentially building an institution of learning to give respect to the science and art of sport of which the entire Caribbean can be proud . This is also being done in an effort to become more self-sufficient, but so far we’ve been doing exceptionally well.” Butcher stated. ■



UWI's Shonica Wharton (at left) outmatching Rhe-Ann Niles of Rangers

Blackbirds Again in Winners Row

The Academy of Sport continues to accumulate silverware to adorn its new home at the Usain Bolt Sport Complex.

The most recent acquisition came courtesy of the cricket team which captured their third consecutive Sagcor General T20 title in their fourth trip to the tournament's final.

Dominance in the local sporting arena was all-round when the UWI Blackbirds Netballers claimed their first ever Division One title, winning the Barbados Netball Association's Division One Knockout Competition.

The footballers also gave an impressive performance in their first season competing in top flight local competition. The men's team secured third place in both the Barbados Football Association's Digicel Premier League and the Banks Beer Cup Knockout Competition while the women were champions in the 2015 Barbados Football Association's Women's League.



UWI Blackbirds Division 3 Netball champions



The Blackbird Team posing with the Sagcor General T20 Championship trophy

Recent performances at a glance

- Sagcor UWI won the Sagcor General T20 Cricket Competition.
- Women's Football team crowned Champions in the BFA's Women's Competition
- UWI Blackbirds Netball team won the Division 1 Knockout/ placed 2nd in Division 1 league/ won Division 2 and placed 3rd in Division 5
- UWI Blackbirds Men Football – dominant in Reserve league/ placed 3rd in Premier League Knock out/ well poised to secure the top three in the premier league division
- Female volleyball team won Division 3 and has been promoted to Division 2
- Female Hockey team won the Indoor League.



UWI
CAVE HILL CAMPUS
BARBADOS, WEST INDIES

FACULTY OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF COMPUTER SCIENCE, MATHEMATICS & PHYSICS

ACADEMY OF INFORMATION TECHNOLOGY

invites applicants for the following Information Technology programmes

Diploma in Information Technology

Now accepting students for day or evening classes

Courses include but are not limited to:

- Information Security and Forensics
- Digital Graphic Design with Adobe
- Mobile App Development
- Website Development with Dreamweaver
- Cloud Computing
- eBusiness
- Cyber Law

This one year programme commences on September 20th, 2015.
Day classes will be between the hours of 9:00am and 3:00pm and evening classes between 5:00 pm and 9:00 pm, at the Cave Hill Campus.

All completed application forms should be returned by August 31st, 2015 to the Department of Computer Science, Mathematics and Physics Office.

We also offer these other programmes

... based on demand

Digital Graphic Design for beginners - Adobe

Photoshop ● Illustrator ● InDesign and Acrobat
After Effects ● Dreamweaver

Digital Media for CAPE - 2016 Exams

this programme covers both units in one year

Students may register for day or evening classes

Professional Technician Certification - CompTIA

A+ Essentials ● Network+ ● Security+

Day or Evening, Weekend or Weekday classes available
based on demand

Visit us online or call for more information

Registration fee for all new students: BDS \$10

For further information call: (246) 417- 4380 / 4365 or (246) 234-5056
Visit our website at <http://www.cavehill.uwi.edu/fst/itacademy/>
or email us at: DIT@CAVEHILL.UWI.EDU





**Don't let obstacles
stand in the way of
your **dreams.****



THE UNIVERSITY
OF THE
WEST INDIES

Secure Your Future!

If you know that you can't afford not to have a higher education,
don't delay, register today!

Attractive payment options available.

We offer quality education at competitive rates for a wide range of undergraduate and graduate programmes in the Faculties of Science & Technology, Medical Sciences, Law, Social Sciences and Humanities & Education.

If you have any queries, give us a call or send us an email.
We are happy to help!

Cave Hill Building Better Futures



Tel: (246) 417-4127, 4113, 4114, 4124, 4115, 4123

Email: admissions@cavehill.uwi.edu

 **UWICaveHill**