

FACULTY OF HUMANITIES AND EDUCATION

Mona

Year ending July 31, 2019



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DEAN

Dean's Overview

INTRODUCTION

During the year under review, in response to the goals and objectives of the “‘Triple A’ Strategic Plan,” the Faculty of Humanities and Education ably continued with its efforts to contribute to the wellbeing of the Mona Campus. These efforts focused on the following areas, among others: the drive for financial self-sufficiency; the creation and sustenance of a creative workforce that is professional, motivated and productive; the resolve to enlist the benefits of digital transformation for reengineering business and administrative processes; increasing student enrollment by offering more flexible, market responsive, and scholastically cutting-edge multidisciplinary programmes; fostering unrivalled student learning and development agendas; increasing knowledge production via research and publication; and, in pursuit of Caribbean economic, socio-cultural and political development, strengthening the links with state and society via structured voluntary outreach activities.

DRIVE FOR FINANCIAL SELF-SUFFICIENCY

In the last four years the Faculty has introduced six new undergraduate and postgraduate self-financing programmes. The most recent of these, done during the year under review, are: BA in History and Journalism, and BA in Music and Performance Studies. As part of the drive for financial self-sufficiency the Faculty secured four (4) million Jamaica dollars from the CHASE Foundation for the purchase of music instruments required for delivering the practical components of the Music Programme. Overall, both new and old self-financing programmes have increased the capacity of the Faculty to contribute more meaningfully to the quest of the Mona Campus for financial self-sufficiency.

The International English Language Testing Services (IELTS) in the Department of Language Linguistics and Philosophy is arguably the most productive and lucrative revenue generating entity within the Faculty after the self-financing programmes. With a fairly stable market demand for its testing services it has since inception been generating, on average, J\$50,000,000 annually. Its financial performance in the year under review has not been different.

Generating additional revenue, whilst providing students with the opportunity of satisfying their outstanding degree programme credit requirements, also led the various Departments to increase their course offerings during the just concluded 2018/19 Faculty Summer School. The School of Media and Communication, for example, had advertised to offer twenty-five (25) short courses. For the first time the Caribbean Center for Educational Planning (CCEP), which was set up two and a half years ago as a self-financing entity, also ran a Summer School Institute to earn more revenue; and it was modestly successful.

EMPLOYEE ENGAGEMENT AND DEVELOPMENT

The Faculty, in order to build on previous efforts aimed at fostering a creative, caring, accountable and professional workforce, undertook a number of targeted activities to promote employee engagement and development. On 1st March, 2019, under the auspices of the Deputy Dean for Undergraduate Matters, the Faculty organized a professional writing retreat for fifteen academic staff members with the assistance of InkWell, a United States based enterprise for coaching writing, headed by Dr Michelle Boyd.

Similarly, to strengthen existing teaching delivery capacities for online programmes, the Department of Library and Information Studies, in collaboration with the Mona Information Technology Services (MITS), organized training sessions for its academic staff on how to more effectively use the Zoom technology as a teaching tool. However, in addition to these examples that require learning new information, various departments undertook activities to promote employee physical wellness because this could also critically impact on workplace employee engagement and development. The Department of Language Linguistics and Philosophy, for example, sponsored six members of its academic staff to participate in the “UWI-5K RUN” on 11th November, 2018.

Aside from the aforementioned activities for academic staff, efforts were also made to enhance employee engagement and development among the administrative staff. Under the auspices of the Human Resource Management Division, administrative staff in the various Departments had participated in workshops aimed, among other things, on how to manage conflicts constructively. Finally, working in conjunction with the Human Resource Management Division, the Campus Registrar hosted workshops entitled “Radical Collaboration” for Deans, Deputy and Vice Deans, as well as Heads of Department. These workshops primarily taught the soft critical skills for negotiating effective and productive working relationships within the conceptual framework of “Radical Collaboration”.

INTERNAL OPERATIONAL PROCESSES

The internal operational processes of the Faculty, which were designed to primarily promote and facilitate the core business of knowledge production and dissemination through research and effective teaching, have continued to benefit from the ongoing digital transformation of the Mona Campus. Development of curriculums and instructional materials at both the undergraduate and postgraduate levels were pursued via Faculty-wide subcommittees consisting of representatives from the various Departments, Schools, and Institute. These subcommittees, headed by Deputy Deans, were ably supported by administrative assistants drawn from the Faculty Office. Curriculum development activities requiring approval by Academic Board, including other matters pertaining to student development and the learning process, were routinely presented by the subcommittees to Faculty Board for discussion.

Every academic year, and the year under review was no exception, we have always worked to improve the internal operational and administrative processes undergirding the aforementioned core businesses. Improvements took the form of crafting and putting in place smarter “Operational Guidelines,” which included “Templates” for presenting new courses and programmes. Additionally, Faculty-specific “Ethics Guidelines,” to facilitate ethics clearance applications for research projects by staff and students, were revised by the Faculty Ethics Committee and subsequently approved by the Campus Ethics Committee. Overall, the effectiveness of these internal operational processes had facilitated the administration of quality control activities, fostered learning through research and teaching, and also promoted collegial relationships in the Faculty.

UNDERGRADUATE TEACHING, THE LEARNING ENVIRONMENT, AND STUDENT DEVELOPMENT

Curriculum Development

Accomplishments in teaching and learning, which must truly be seen as a continuation of a well-planned programme of activities to rebrand the Faculty and address its declining student enrollment, promoted the goals of access, agility, and alignment as enunciated in the “‘Triple A’ Strategic Plan.” In pursuit of these interrelated goals the following new multidisciplinary and self-financing undergraduate programmes were designed and approved for delivery in 2019/20: BA in History and Journalism; and BA in Music and Performance Studies. These programmes, with specific provisions for practicum and internship, will produce job-ready graduates well acquainted with industry standards. With forty five (45) students enrolled in the History and Journalism programme, the Department of History and Archaeology, for the first time since 2013/14, is once more on the growth path with respect to student enrollment.

Aside from new programmes, existing degree programmes and courses were reviewed for their thematic and bibliographical currencies by the Faculty Academic Quality Assurance Subcommittee (FAQAC) headed by the Deputy Dean for Undergraduate Studies. Such programmes included the BFA Special in Film Production and the BA Major in History. A new programme from the United Theological College, Licentiate in Philosophy, was also reviewed and recommended for approval to the Mona Campus Academic Quality Assurance Committee (AQAC).

The effort to maintain an admirable standard of academic quality assurance, through the Subcommittee and the Campus Committee, was given a fillip by the University Office of the Board for Undergraduate Studies (OBUS). It may be recalled that in 2017/18, under the oversight of OBUS, the School of Education, the Department of Library and Information Studies, and the English Language Section (ELS) within the Department of Language, Linguistics and Philosophy, had their programmes externally reviewed. Among other things the Review Teams recommended a more robust multimodal delivery of these programmes. During the year in review, “Action Plans” were formulated and subsequently approved by the pertinent administrative bodies to address the recommendations of the Review Teams.

The Learning Environment and Student Development

Because a conducive learning environment is essential for the realization of the scholastic benefits of curriculum development, the Faculty Office has been persistently renovating the aged physical infrastructure of the Faculty since 2015/16. During the year under review, as a continuation of that effort, the extensively damaged roof of the “New Humanities Building” was replaced with financial assistance from the Office of the Campus Principal. Staff offices on the top floor of this three-storied building also got renovated immediately following the roof replacement. With forty five (45) staff offices, one videoconferencing room, six (6) small tutorial rooms capable of seating fifteen (15) students, including administrative offices for the Institute of Caribbean Studies (ICS), the overall significance of the work done to the core business of teaching and learning within the entire Faculty cannot be overemphasized.

At present multimedia facilities have been installed in all, except two, of those classrooms capable of seating between 50 and 100 students in the entire Faculty. This means that with these classrooms, multiple Zoom licenses, state-of-the-art videoconferencing room, including a Graduate conference room outfitted with multimedia equipment, the Faculty as a whole is now fairly resourced to deliver more blended programmes. The School of Education and, more recently, the Department of Library and Information Studies, must be commended for being the trend setters in the delivery of online programmes within the Faculty. This strategic thrust to increase online programme offerings has been embraced by the entire Faculty because it will ultimately boost access to education as well as bolster student learning experience and development.

As part of the expansive effort to foster student development, departments took several initiatives and performed various activities. Four examples will suffice here to demonstrate an abiding commitment to student-centeredness in the Faculty. The sum of US\$187,981.47, which came as a bequest to the Department of Library and Information Studies from the late Dr Phillipa “Pippa” Fray, has been set aside to help needy students in the Department. Having successfully launched online programmes, the Department of Library and Information Studies has also formally started online academic advising of students. At the invitation of the Director, Caribbean School of Media and Communication, Dr Angella Gordon-Stair, head of Counselling Services at the Mona Campus Health Centre, addressed the School’s academic staff at a special seminar on “Faculty as a Helping Resource for Distressed Students.” Finally, lecturers in the Linguistics Section of the Department of Language Linguistics and Philosophy collaborated with the “LOUD Club,” a social club for undergraduate students, to organize the Club’s 3rd Annual Research Conference on 18th April, 2019. The conference was primarily aimed at developing the confidence and presentation skills of undergraduate students.

Exemplary Achievements by Undergraduate Students

Although across the Faculty students had undertaken many and varied out-of-classroom social and academic activities, a few of these are worth noting because of their potential implications for enhancing the image of the Mona Campus and the University of the West Indies nationally and internationally.

In mid-November, 2018, linguistics students interested in language planning had surveyed over 1000 persons in sections of Kingston and St Andrew to ascertain “language attitudes to members of the deaf community.” Given the plight of this minority population this exercise could be invaluable socially and academically. The survey findings, which were later made available to government functionaries and other stakeholders in Jamaica, could have far-reaching implications for national language policy formulation, planning, and implementation.

Mr. Cornel Bogle, 2018/19 First Class Honors student in Literatures in English, is the proud winner of the 2019 Herb Wyile Prize in Canadian Literature. His award winning essay, “The Politics of Homosociality in Austin Clarke’s *In the City*,” was published in *Studies in Canadian Literature*.

Demar Ludford, as a requirement for the BA in Librarianship, was attached to the Brooklyn Public Library in the United States as an intern. While collating and classifying a set of archival collections, Ludford found a subset of papers on Martha Gayle, a Jamaican who migrated to the United States in 1940. Driven thereafter by intellectual curiosity, Ludford wrote an essay about Gayle which was highly commended and later published on the website of the Brooklyn Public Library.

Teaching and Learning: Postgraduate Studies

Oversight responsibility for new curriculum development, including the revision and renewal of existing ones, is the primary function of the Faculty Subcommittee for postgraduate studies led by the Deputy Dean for postgraduate studies. In addition to the revision of several existing courses and programmes, the Subcommittee successfully secured approval for the delivery of a joint M.Sc. programme in Media Management. This programme is yet another example of the Faculty's resolve to introduce scholastically cutting edge programmes that are flexible and market responsive.

The Subcommittee worked in various ways to enhance the learning experience of postgraduate students. Similarly, timely and theme-specific seminars were organized by the various departments to enrich the learning experience of postgraduate students. Weekly, and sometimes fortnightly, staff/postgraduate seminars aimed at discussing research findings were held across the Faculty in every department. The net benefit of this concerted effort to promote research can be seen, in part, from the following list of postgraduate students who successfully completed and defended their dissertations during the year under review: Ms. Clavia Williams (School of Education), Ms. Roxanne Burton (Department of Language, Linguistics and Philosophy), Mrs. Tashane Haynes-Brown (School of Education), Mr. Alpha Obika (Caribbean School of Media and Communication), and Ms. Carol Blanchard (School of Education).

Although the aforementioned rate of throughput fell slightly short of what was achieved in 2017/18, it is nonetheless indicative of the commitment to promote the development of research students. This commitment, in fact, has not gone unnoticed by the Mona Campus. During the year under review the Mona Research and Publications and Graduate Awards Committee, in collaboration with the Office of Graduate Studies and Research, formally recognized the Faculty of Humanities and Education for its "Outstanding Performance in the Development of Research Students."

INNOVATION, RESEARCH AND PUBLICATIONS

The academic year under review witnessed a strengthening of the existing enabling environment aimed at promoting innovative and critical thinking, individual and group research endeavors, as well as the timely dissemination of research findings via teaching and publications. This enabling environment was kept agog by structured weekly (or fortnightly) staff/postgraduate seminars, symposiums, local and international conferences, as well as memorial and distinguished public lectures.

Many colleagues secured funding from multiple sources, including the Mona Campus Principal's "New Initiative Grant," and the "Mona Campus Research Fellowship," to undertake individual and/or group research projects. The outcomes of these activities

gave rise to numerous publications in the form of refereed books, book chapters, journal articles, and conference proceedings. There were also commissioned technical reports to inform the formulation of public social policies. The Table below is only a short list of the conferences, seminars and public lectures organized under the auspices of the teaching and research establishments (Departments/Schools/Institute) in the Faculty.

CONFERENCES, SEMINARS, SYMPOSIUMS, MEMORIAL & DISTINGUISHED LECTURES

Schools/Institute/ Departments	Conferences/Seminars/Memorial & Distinguished Lectures/Symposiums
Modern Languages and Literatures (DMLL)	“10th Modern Languages and Literatures Day”
Department of History and Archaeology (DoHA)	“Human Beings and Baobab and Tamarind Trees in the Caribbean: Ethnographic, Historical and Evolutionary Perspectives on an Ancient African Mimetic Complex” (35th Elsa Goveia Memorial Lecture)
Literatures in English (DLIE)	(1) “Rero(o/u)ting” the Rhizome: Representing Relationships in Caribbean Literature” (12th Edward Baugh Distinguished Lecture) (2) International Auto/Biography Association (IABA) Americas Chapter 4th Biennial Conference
Library & Information Studies (DLIS) (CARIMAC)	“Once Upon A Time is Now!: Reclaiming and Preserving Storytelling as Caribbean Memory” (5th K.E. Ingram Memorial Lecture)
Institute of Caribbean Studies (ICS)	(1) 6th Biennial Global Reggae Conference (2) “Reggae Futurism” (22nd Annual Bob Marley Lecture)
Caribbean School of Media and Communication (CARIMAC)	(1) “The Politics of Health Communication” (9th Annual CARIMAC Aggrey Brown Distinguished Lecture) (2) “Data Protection Securing Big Data, Understanding Biometrics and Protecting National ID Systems” (6th National Cyber Security Conference)
School of Education (SOE)	“Talk the Poem National Poetry Recitation Competition”
Department of Language Linguistics & Philosophy (DLLP)	“Should the Debates about the Origins of Creole Languages Matter?” (4th Cassidy-Le Page Distinguished Lecture)
Faculty Office	“Taking Stem Education to the Next Level: Implications of Nanotechnology, Biotechnology, Information Technology, Cognitive Science and Converging Technologies for Developing Countries” (4th Faculty Distinguished Lecture)

OUTCOMES OF RESEARCH ACTIVITIES: PEER-REVIEWED BOOK PUBLICATIONS

- Thompson S. Canute, *Reimagining Educational Leadership in the Caribbean*, Kingston, Jamaica: Univ. of the West Indies Press, 2019
- Thompson S. Canute, *Reflections on Leadership & Governance in Jamaica: Towards A Better Society*, Kingston, Jamaica: Arawak Publications, 2018
- Hope P. Donna (Ed), *Reggae Stories: Jamaica Musical Legends and Cultural Legacies*, Kingston, Jamaica: Univ. of the West Indies Press, 2018
- Bewaji, A.I. John & Doyin Aguoru (Eds), *Identity Re-creation in Global African Encounters*, United States: Lexington Books-Rowman and Littlefields, 2019
- Cevaer Francoise & Edwards Carole (Eds), *La Figure du Loser dans Le Film et La Litterature d'expression Francaise*, Presses Universitaires de Limoges et du Limousin, 2018.

Recognition for Research Accomplishments

- Dr Michele Kennedy: Mona Campus Principal's Research Awards 2019 (Best Research Publication – Book Category)
- Dr Livingston White & Ms. Yvette Rowe: Mona Campus Principal's Research Awards 2019 (Best Research Publication – Book Category)
- Dr Canute Thompson: Mona Campus Principal's Research Awards 2019 (Best Research Publication – Article Category)
- Dr Paulette Stewart: Mona Campus Principal's Research Awards 2019 (Best Research Publication – Article Category)
- Dr Zoyah Kinkead-Clark: Mona Campus Principal's Research Awards 2019 (Research Project Attracting the Most Research Funds).

Outreach and Marketing Initiatives

Initiatives to promote the Faculty were effectively coordinated through the Outreach and Marketing Subcommittee under the auspices of the Vice Dean. These initiatives were intended to enhance the image of the Faculty and thereby increase student enrollment, including making voluntary contributions to society through academic staff activities. With respect to the first objective, the Subcommittee, in collaboration with the Mona Campus Office for Marketing, Recruitment and Communications, visited twenty-three (23) secondary schools where presentations on the academic offerings of the Faculty were made.

To complement the efforts of the Subcommittee, the various departments also

undertook initiatives to advertise their own individual programmes to island-wide audiences. At different times during the course of the year under review, the Departments of Modern Languages and Literatures, History and Archaeology, and Literatures in English, including the Caribbean School of Media and Communication, had organized “CAPE Workshops” to assist sixth form students preparing for the Caribbean Advanced Proficiency Examinations (CAPE). The annual “Grade 9 Mathematics Problem-Solving Competition,” organized by the School of Education to promote critical thinking and problem-solving skills, took place on 11th April, 2019. Forty (40) high and junior high schools drawn from across the island participated.

Academic staff, depending on their areas of specialization, were invited by government agencies and business corporations to participate on their advisory boards with a view to formulating policies. Caribbean Examination Council, Caribbean Disaster & Emergency Management Agency, Organization of American States (OAS), Jamaica National Council on Education, Jamaica National Heritage Trust, and Jamaica Library Board, just to mention a few, had benefitted from the participation of academic staff on their advisory boards.

The Faculty in 2016/17, in an effort to promote its image and thereby boost its student enrollment, entered into an agreement with the *Sunday Gleaner* to fortnightly publish short newspaper articles on the relevance of the Humanities. Under this arrangement, which was coordinated by the Vice Dean for Marketing and Outreach, ten (10) articles were published during the year under review. Some of the titles published included: “The Liberating Power of Bilingualism” by Dr Nina Bruni, and “Protecting Caribbean Memory: The Significance of Archives and Records Management” by Dr Stanley Griffin. With the support of the University Office of the Board for Undergraduate Studies (OBUS), previous articles published in the *Sunday Gleaner* were revised and republished in a special edition of its official journal, *The UWI Quality Education Forum* (No. 23, February 2019).

INTERNATIONAL COLLABORATIONS AND PARTNERSHIPS

While seeking new international collaborations and partnerships to promote research, teaching and learning, efforts were also made by the Faculty Office and the various academic establishments (Schools, Institute, and Departments) to strengthen those that were already secured. Regarding the latter, the School of Education held a joint workshop with London South Bank University (LSBU) and the University of Gloucestershire on Education for Sustainable Development. This collaborative effort was intended in part to strengthen the delivery of a recently approved self-financing programme in the School of Education, M.Ed. in Education for Sustainable Development, Global Citizenship and Peace.

As reported in the 2017/18 *Annual Faculty Report*, the Department of Library and Information Studies was granted funding by UNESCO for a feasibility study to determine the usefulness of establishing a global “Media and Information Literacy Institute.” That partnership with UNESCO was further nourished when the Department worked with colleagues at Lithuania and Latvia, Eastern Europe, to organize for the “UNESCO Media and Information Literacy Conference” in October, 2018, in Lithuania. Head of the Department of Library and Information Studies, Dr Paulette Stewart, was both a representative of The University of the West Indies in the “UNESCO-UWI Twinning Network” as well as one of the Conference Co-Chairs.

Many departments sought for, and secured, new international partnerships to enrich research, teaching and learning in the Faculty, but only two of these will be highlighted in the interest of space. First, the Department of History and Archaeology and the Department of Modern Languages and Literatures benefitted from the inauguration of a *Mexican Chair* in the University of the West Indies. This development came as a result of a bilateral collaborative agreement between the Government of Mexico and the Government of Jamaica. Dr Ruben Olachea Perez, under this agreement, visited the Faculty and gave lectures on various themes to staff and students of the aforementioned Departments from October through to November in 2018. In the words of the Head of History and Archaeology, Dr Perez’s “ideas and contribution during the time that he spent with us are greatly appreciated, especially at a time when our department is implementing significant changes regarding the content and delivery of our programmes.”

Second, via Zoom, the Department of Literatures in English and the Department of English Language and Literature at the University of Maryland, United States, agreed to co-teach two thematically identical second semester courses in 2019. These were “Literature and Ideas in the Caribbean” for the Mona Campus; and “Caribbean Literature: Literature and Ideas in the Caribbean” for the latter. Co-teaching these courses inevitably led to the sharing of related course materials and a cross-fertilization of ideas that were mutually beneficial to the intellectual and social development of the participating students and staff from both institutions. Both practically and symbolically, this type of engagement successfully demonstrated to the participating students that the University of the West Indies is indeed “an excellent global university rooted in the Caribbean.” As a Faculty, the forms of international collaboration highlighted, as well as all other preceding achievements recorded, represented growth and hope and symbolized the resolve to remain a globally competitive teaching and research entity in the Mona Campus.