



UWI TODAY

THE UNIVERSITY OF THE WEST INDIES • ST. AUGUSTINE CAMPUS

SUNDAY 13 NOVEMBER, 2016



Sweet Success!

PHOTO: ATIBA CUDJOE

Congratulations to the class of 2016! The graduating class was 3,960 this year with 2,590 first degrees and 1,370 higher degrees. Among undergraduates, 196 gained first-class honours and 40 graduated with distinction. A third of graduates were male, which is about the same as last year. In this issue and the next, **The UWI Today** will feature messages from and profiles of some of our outstanding graduates.

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The Vice-Chancellor's Awards

■ St Augustine takes four of six VC Awards



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Championing the Cause

■ Jean Anotine-Dunne





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Certificate
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7 Faculties



UWI
ST. AUGUSTINE
CAMPUS

A Great West Indian Tradition

On October 12, 1960, the foundation of the St. Augustine Campus of The University of the West Indies was created from an earlier institution - the Imperial College of Tropical Agriculture, a renowned teaching and research institution of the British Empire.

The Imperial College, which was primarily attended by British students, became the Faculty of Agriculture for the newly emerging University of the West Indies, established to meet the tertiary education needs of citizens of the Commonwealth Caribbean. Within a few short years, the St. Augustine Campus had expanded from its initial cohort of 67 students in agriculture to a multi-disciplinary campus serving more than 19,000 students.

Today, St. Augustine, the largest of The UWI's four campuses, serves the region's needs through teaching, research, consultancy, and policy development. Men and women of the Caribbean have gone on to become leaders of industry and government, helping to chart a path of regional identity.



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■ GUEST EDITORIAL BY THE CHANCELLOR OF THE UNIVERSITY OF THE WEST INDIES

THE TIMES ARE A CHANGING

The following is part of Sir George Alleyne's graduation address 2016, at the St Augustine campus'

Congratulations to the class of 2016! We are proud of you and salute your progress and accomplishment to date. The academic programme and the curriculum are constantly being revised to adapt to the changing needs of the society and 20 new programmes were introduced in the last academic year.

This is an appropriate place to record our appreciation for the continued and generous support of the government of Trinidad and Tobago to the University in general and to this Campus in particular. External grants for a wide range of projects totaled \$TT 21 million and I am pleased to note that \$TT 7.1 million of this came from the government of Trinidad and Tobago. I was also intrigued by \$961,000 from the Food and Agriculture Organisation for work on cassava and I know everyone here is aware of the increasing emphasis on local products such as cassava which will go a long way to reducing the food import bill.

Work on cocoa attracted \$TT 1.3 million, again emphasising the relevance of the work being carried out here to local issues. I note that the Principal has signed an agreement with the IDB for a project on *Improving the marketing and production of artisanal cocoa from Trinidad and Tobago*. This will integrate small farmers and community co-operative producers into the value chain for the supply of premium cocoa products. The Department of Chemical Engineering is carrying out work on Dominica Community Restoration with funding from UNDP.

All graduations are special but this perhaps is more so because it comes at a time of many changes here. I welcome Professor Brian Copeland as I say again, that I am pleased with his elevation to the post of Campus Principal. He brings with him years of experience in the University, demonstrated competence in his field and the dedication and commitment to excellence that augur well for the Campus. And I must also record here my appreciation for the years of dedicated service Professor Sankat has given. This time next year you will have a new Chancellor and I trust that the University will be as kind to her or him as it has been to me. We are still in the beginning of the administration of the Vice-Chancellor and I think that the current Government of Trinidad and Tobago might still consider itself new. These events brought to mind Bob Dylan's famous song of 1964 - *Times are a changin* – the last few lines of which are:

*As the present now
will later be past
the order is rapidly fadin
and the first one now will be later the last
for the times they are a changin.*

As you know he won the Nobel Prize recently. Changes at the personal level always bring challenges even though many are predictable as a part of nature. But it is a bit different at the institutional level when they are caused by extrinsic forces, and I'm sure everyone knows the immutable law of nature that organisms adapt to change or die.

The longevity of universities as institutions has meant that they have adapted to change. Institutions like ours can see change as a threat and adopt the almost physiological adrenergic response of fight or flight. They can treat it as a crisis with an aggressive overreaction and focus on defending the status quo by circling the wagons and insisting on the rightness of the old way. But they can also welcome change as an opportunity for deliberate and reasoned response to the environment and part of the genius of long lived organisms is not to frame the

response to change in binary terms. They build on the old and seize the opportunity to explore new and improve old norms and practices. I know from experience that new administrations bring change which can be unsettling. I have had on occasion to refer to Machiavelli's famous quote about change

"It must be considered that there is nothing more difficult to carry out nor more doubtful of success nor more dangerous to handle than to initiate a new order of things; for the reformer has enemies in all those who profit by the old order, and only lukewarm defenders in all those who would profit by the new order".

A positive mindset is necessary because the changes will come not only from modifications within the institution consequent on changing of the guard. For example, the University has to respond to the challenges of interconnectedness and the changes it brings to higher education. The Internet has not only brought speed of access to information, it has also brought to the fore the homogenisation of aspirations of its public and the perceptions of the possible that may exceed the apparent capacity to fulfill them.

There has been no change in understanding that the major function of the University is to inculcate knowledge into the young. I use this formulation deliberately as often I am accused of epistemological quibbling when I insist that we cannot transfer knowledge which is essentially an intensely personal attribute. Universities train persons to think critically and inculcate the principles and practice of internalising information to produce individual knowledge. Our graduates are valuable not primarily because of the technical knowledge they possess at the time they graduate, but mainly because of their capacity to internalise information and process it into the knowledge which becomes the basis for their performance. I am not particularly impressed when I hear the criticism of our graduates that they are not job ready in the sense of having all the knowledge necessary to perform certain tasks which involve a set of technical skills. I would argue that no successful worker in any profession is job ready in the sense I described above when he or she graduates from a University.

There is a responsibility on the part of employers to facilitate the process by which the graduate incorporates that new pertinent information and makes it part of his or her knowledge base that allows him or her to take the appropriate decisions. There are facts – data which are managed and organised to become information. Humans internalise that information, process it to become their knowledge and it is on the basis of that knowledge that we have the wisdom to act appropriately. The role of the University is essential in the first two stages and critical in facilitating the others.

But there is a growing and subtle change in the way universities are perceived and the purpose they fulfill which is particularly relevant pertinent to this campus. The word combinations of research, development and innovation or technology and innovation are much more common than they used to be. One reason is because it has become clear that technology and the diffusion of technology has been the most important driver of development especially when measured in terms of economic growth.

(Part 2 of Chancellor's Graduation message is carried on page 12 while other cover Graduation coverage is on pages 7-10)



L-R Dr Farid Youssef, Dept. of Pre-Clinical Sciences, Professor Jayaraj Jayaraman, Dept of Life Sciences, Richard Saunders, Registrar, Professor Brian Copeland, Camille Renaud, Dr Fasil Muddeen and Jessel Murray.

Recognising EXCELLENCE

A University tradition for more than 20 years, the Vice-Chancellor's Awards recognise excellence in teaching, administration and research accomplishments, service to the university community, contributions to public service, and all-round excellence in a combination of two or more of these core areas. A departmental award is also given for service and operational excellence.

This year seven awards for excellence were presented at a ceremony which is rotated annually among The University's four campuses and took place at The UWI St Augustine Campus in Trinidad and Tobago. The 2015/2016 awardees from St Augustine are captured above with **Richard Saunders**, the Registrar at St Augustine and Campus Principal, **Professor Brian Copeland**. Flanking them from left to right are: **Dr Farid Youssef**, Department of Pre-Clinical Sciences - Excellence Award for Teaching, **Professor Jayaraj Jayaraman**, Department of Life Sciences - Excellence Award for Research Accomplishments, The Department of Electrical and Computer Engineering - Departmental Award for Excellence – represented by **Dr Fasil Muddeen** and **Camille Renaud**, **Mr Jessel Murray**, Department of Creative and Festival Arts, St Augustine Campus - All-round excellence in University Service and Public Service.

(For full coverage of the event please see page 6)

EDITORIAL TEAM

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DIRECTOR OF MARKETING
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CAMPUS NEWS

Orbiting in the UWVerse

From now until Coronation Night (18 Feb 2017), the delegates of the Miss UWVerse Pageant Experience will engage in a series of events and activities geared towards personal and professional development. The preliminary round will include courtesy visits to government ministers, motivational sessions, public speaking and interview coaching, etiquette and personal care training, floor routine training, preliminary judging competitions, wardrobe/styling/makeup sessions and community/outreach projects. Also, the pageant launched its project with the St. James Cancer Centre which the delegates will work on over the next 4 months.

The sashing ceremony was recently held at the LRC and the 10 delegates were sashed by Dean of the Faculty of Social Sciences- Professor Ann-Marie Bissessar and Dr Deirdre Charles. In the formal programme, delegates were welcomed by the Guild President Makesi Peters and Vice President Michael Rajnauth.

All delegates were outfitted by 212 Location for the ceremony and Marketing Manager Caricia Taylor spoke on the collaboration between the Miss UWVerse Pageant Experience and 212 Location.

**For more information, the Creative Director/Coordinator of the Miss UWVerse Pageant, Jarell Alder can be contacted at 371-7567 or at missuwiverse@gmail.com
FB page: <https://www.facebook.com/MissUWVerse/>**



PHOTO: RADIO-CANADA/CHRISTIAN CÔTÉ

CARIBBEAN IDENTITY IS A MELTING POT



L-R: Dr Aurélia Gaillard, Bordeaux Montaigne University, France, Dr Joscelin Bollut, Toulouse University, France, Dr Savrina Chinien, DMLL, UWI, Trinidad, Prof Jean-Michel Devésa, Bordeaux Montaigne University and Limoges University, France, Patrick Chamoiseau, Martinican writer, Prof Michael Dash, New York University, USA, Earl Lovelace, Trinidadian writer.

The International Caribbean Conference – The Caribbean, Melting Pot of the Americas: From Upheaval and “Origins” to the Historical Future and its Representations took place on the St Augustine campus in mid-October and featured renowned Martiniquean-born, Patrick Chamoiseau, one of the authors of the ground-breaking book *Éloge de la Créolité* (In Praise of Creoleness).

The ideology highlighted in this work, “Our History is a braid of histories,” was examined in the three days of proceedings that was hosted by the Department of Modern Languages and Linguistics (DMLL), together with Bordeaux Montaigne University and Limoges University.

Alongside Chamoiseau was renowned, local writer Earl Lovelace and Professor J. Michael Dash, Professor of French, Social and Cultural Analysis at New York University. Professor Dash is also former Professor of Francophone Literature and Chair of Modern Languages at The UWI Mona Campus.

UWI LAW DEAN IS THE NEW PRESIDENT OF THE FAMILY PLANNING ASSOCIATION

At the 60th Annual General Meeting of the Family Planning Association of Trinidad and Tobago, (FPATT) Dean of The UWI St. Augustine’s Faculty of Law, Professor Rose-Marie Belle Antoine was elected as the new FPATT president.

Professor Antoine succeeds immediate past President Gerry Brooks and other notable former Presidents including Grace Talma, a recent Chaconia Gold awardee, and Emile Elias, eminent businessman and altruist. On her election, Antoine – who is the former President of the Inter-American Commission on Human Rights at the OAS, Washington and CARICOM Chair for HIV and Migration, pledged to do her “very best to upkeep the important vision and work of the noble and venerable institution that is the FPATT” and thanked the organisation for giving her the opportunity to serve.

High on her list of priorities in her new role is continuing the goal of ensuring access to the FPATT’s important services for all citizens of Trinidad and Tobago, for example, through fundraising for a new mobile unit. In her remarks at the General Meeting, she spoke about the versatility of FPATT’s vision: “I have met many NGOs in my life’s work as a scholar and an activist, but few have impressed



Rose-Marie Belle Antoine

me as much as FPATT in relation to the broad gamut of their work. ...I cannot help thinking that the FPATT is the Renaissance NGO of our time.”

The FPATT is one of the oldest and most respected NGOs of the region, with a long established record of activism and service specialising in sexual and reproductive rights work, within a broad human rights perspective. The FPATT provides medical science based services such as cancer screenings, contraceptives for women and HIV tests, including to remote areas of Trinidad and Tobago, with its mobile services unit, the first in the country. It advocates for gender equality, LGBT rights, sex education, the right to health and youth protection and empowerment.

Among The UWI’s 7 Core Values, which provides the foundation for moulding and integrating activities of staff, students and alumni, is Civic Responsibility. This core value underscores The UWI’s role in public service – stimulating personal and social awareness that will promote commitment to service the needs of all our stakeholders in the region.

The UWI congratulates Dean Antoine on her appointment.

■ UWI GRADUATION CEREMONIES 2016

MISSING CLASSES NOT AN OPTION FOR MOST OUTSTANDING STUDENT TEACHER

BY SABEERAH ABDUL-MAJIED

This year Megan Simmons graduated with first class honours from the Bachelor of Education Early Childhood Care and Education Programme. Her 'superlative' achievement was really no surprise to us at the School of Education. From the start we expected Megan to master the programme. She stood out for her commitment to excellence and hard work. Megan truly "read for her degree." But that's not all. She has an affective side which truly makes her outstanding. Megan is a genuine good-natured person. She is a team player who always took time to seek the wellbeing of her peers. Further, her ready smile radiates outer and inner beauty, reflecting the kind heart of a teacher, now fully qualified to teach young children.

Megan explained that even though she received the award for most outstanding student from level I to level III, her achievement was "no easy road." Whenever tribulations and trials surfaced, she reminded herself that, "This was a choice I made for myself and am committed to." Megan stated that her desire and passion to work with young children guided her in the direction of studying early childhood care and education (ECCE). After completing an associate degree in ECCE in 2010, she applied to The UWI for professional development to become more knowledgeable in the field. Throughout her time at the university she also worked at a preschool. She attended full time evening university almost every day. Some semesters it was every day. This meant, "rising at 6 am to head to work, finishing university classes at 8 pm and reaching home at 9 pm most times." Saturdays consisted of assignments and projects while Sundays was often the same. She gave up the luxury of restful weekends. It was a choice and a sacrifice she made.



Megan is a genuine good-natured person. She is a team player who always took time to seek the wellbeing of her peers. Further, her ready smile radiates outer and inner beauty, reflecting the kind heart of a teacher, now fully qualified to teach young children.

During her second year there was a difficult period when she contemplated giving up. There were a few assignments which, "I thought I would never finish or rather accomplish." Fortunately for her, that's when family support kicked in. The boost of encouragement she received from her family helped Megan to put aside her fears and propel herself through. Support helped her to stay up late at nights into early mornings. Her classmates could not understand how after a long day she had the stamina to go home and still do work. They needed a good night's rest to begin again early the following morning.

Two personal characteristics helped her to succeed. One quality was her drive to never be a procrastinator. Once she got her assignments Megan started mapping out a plan on her calendar. She tackled and completed assignments giving herself a few days before handing in to review. Another quality was her commitment to attending classes. She said, "Missing classes was out of the question!" She wanted to be present to get the information first hand. For her missing classes meant playing the catch up game which led to additional work in the long run.

Her happiest memories involved her friendship with, "the group of girls." Her friendship circle provided motivation, support and encouragement throughout. She added that the female friends helped her, "To be at the place where I am today."

Megan expresses gratitude for the support system provided by university lecturers, family and friends. She attributes her success to understanding that sacrifice is needed to achieve the vision one has for oneself. Her final reflection is, "As I graduated with first class honours I can safely say, hard work really does pay off!"

Dr Sabeerah Abdul-Majied is a Lecturer at The UWI's School of Education.



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Fax: 1(868) 645 0479 • Email: brenda.bannister@sta.uwi.edu
Or contact the **School for Graduate Studies and Research** for further information.

APPLICATIONS CLOSE: November 25, 2016

■ UWI GRADUATION CEREMONIES 2016



VALEDICTORIAN – FACULTY OF SCIENCE AND TECHNOLOGY
ELIZABETH BULLOCK

Never Take Anything in Life for Granted

There is a plaque in my home which reads, “Nothing worth having is won easily”.

I grew up in a farming community in St. Vincent and the Grenadines. My father is a retired Agricultural Extension Officer, now farmer and my mother is a housewife. I was raised in a Seventh-Day Adventist household with two older sisters where strong Christian principles and faith were instilled from an early age. We were taught to, “place God first and everything else will follow” and to, “never take anything in life for granted.” I realised and treasured the power of these words more dearly during the course of my undergraduate studies.

From my parents, I learnt how to overcome challenges as I observed from their experiences. They have always tried their best to provide for our family within their means through hard-work, toil, selflessness and honesty, they ensured their children were cared for, educated and satisfied. Even if they themselves were not – they never complained. Theirs was a dream for their children to achieve what they were unable to.

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VALEDICTORIAN – FACULTY OF SOCIAL SCIENCES
SAVITA MALLOO

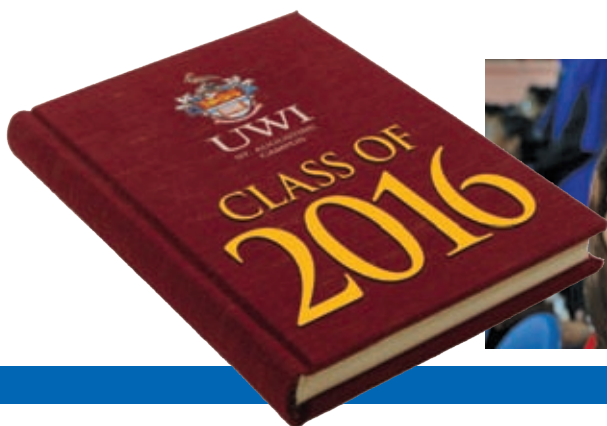
Icing on the Cake

Looking back to three years ago, I clearly recall the anticipation of starting the journey towards a degree. Then the signal for the commencement of the procession of graduands was upon me! That first step into SPEC, the sea of guests, the music, and the nerves – three years of work had concluded with Graduation day 2016.

At the end of my final semester in May, I was so anxious to graduate with First Class Honours, knowing that this was a culmination of three years of intensive work. However, when I was nominated for the valedictorian this was just “icing on the cake” as I was honoured, nervous and excited. Many thanks to The University of the West Indies for having given me this amazing opportunity which continues to replay in my head.

Being from a humble upbringing by a truck driver and housewife, and the youngest of three children, I never fathomed becoming the person I have become today.

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■ UWI GRADUATION CEREMONIES 2016



VALEDICTORIAN – FACULTY OF SOCIAL SCIENCES

CALVON CHARLES

Impact the World

“The heights of great men reached and kept, were not attained by sudden flight, but they, while their companions slept, were toiling upward in the night” (Henry Longfellow). My UWI story is encapsulated in this quote as it proved to be a turbulent journey, one of navigating exhilarating highs and challenging lows.

I am a proud Vincentian, born in January of 1992 to Chiefton and Yvonne Charles. My appreciation and love for business and management began when I was accepted into the St. Vincent Boys Grammar School. Academic success continued as I attained all ten CXC subjects I pursued as well as the four subjects that I studied at the St. Vincent and the Grenadines Community College. Upon graduation from the college, I was employed at RBT Bank St. Vincent Limited from 2010 to 2012. During this time, I learned much about the financial sector of the economy and the nature of business in St. Vincent and the Caribbean. This prompted me to pursue Management Studies at The UWI. The dream was to use the knowledge and experience obtained through this programme to impact the world.

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VALEDICTORIAN – FACULTY OF HUMANITIES & EDUCATION

ANNE'EL BAIN

Please Prepare to Step Off the Vessel

Graduating from university was both a celebratory and sobering moment. Completing one level of my tertiary education was wonderful. However, looking ahead, there is still a great deal left for me to accomplish and a lot of sacrifice and hard work that will be required.

The privilege that was presenting the valedictory address has not escaped me and indeed it was a gratifying moment for me. I was quite happy to make my family, friends, classmates, teachers, church and all the others that comprise my huge support system proud.

The journey of tertiary education is comparable to the stages of a flight: “Ladies and gentlemen, we have just come to the end of our course and have now arrived at our destination. Please prepare to step off the vessel.” The boarding period was that initial phase of enlistment which facilitated our arrival at this destination. The take-off was where our actual work began and was for many graduates, a rough period of adjustment. At cruising altitude we had become familiar and comfortable and had mastered many aspects of university life.

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THE MESSAGES OF TWO OTHER VALEDICTORIANS WILL BE CARRIED IN THE NEXT ISSUE OF **THE UWI TODAY**.



■ UWI GRADUATION CEREMONIES 2016



HONORARY GRADUATE KE BINGSHENG - *DLitt*

Professor KE Bingsheng is one of the foremost intellectuals working in the field of agriculture today. He has focused his attention on policy development for economic growth, sustainability and development.

He earned a BSc degree in 1982 from Peking University, an MSc in Economics in 1984 from Beijing Agricultural University and his PhD in Agronomy in 1989 from the University of Hohenheim in Germany.

Professor KE is based at the Chinese Agricultural University (CAU) which consists of 13 colleges with academic offerings including: agriculture and agricultural engineering; life sciences; food science and technology; automation science; computer science; economic management and social sciences. Enrolment includes almost 16,000 undergraduates and more than 5,400 postgraduate students. The faculty roster numbers almost 1,400.

In his early career at CAU, one can trace Professor KE's steady academic footsteps from his professional positions as Lecturer in 1989, to Associate Professor in 1990 and Professor in 1993. He was appointed Deputy Dean and then Dean of the College of Economics and Management in 1991 and 1994, respectively, while also serving as Deputy Dean of the Graduate School in 1992. During this period he also served as a visiting scholar at Stanford University in the USA.



HONORARY GRADUATE REV. DANIEL TEELUCKSINGH - *LLD*

From an early age, Rev. Daniel Teelucksingh began an enduring journey, which has covered almost a half-century as a minister in the Presbyterian Church across the length and breadth of Trinidad.

Raised in a church-going family, serving others manifested like the natural order of things, so that by the time he was a teenager, he was already teaching Sunday School and was a member of the Church's Youth Group. He built a sound foundation from the Riversdale Primary School and subsequently enlisted in an In-service Teachers' Training Programme that enabled him to simultaneously study on his own and acquire both Ordinary and Advanced Level certification through the University of London External Examinations.

He taught at his alma matre for six years before leaving to join the church and left Trinidad to attend the fledgling United Theological College of the West Indies, situated in Jamaica. The college was built on the shared faith of several denominations including the Jamaican diocese of the Anglican Church, the Grenadian, Guyanese and Trinidad Presbyterian Churches, the Jamaica Baptist Union, the Methodist Church in the Caribbean and the Americas and the Moravian Churches of the West Indies and Jamaica Provinces.



HONORARY GRADUATE ANTHONY WILLIAMS - *DLitt*

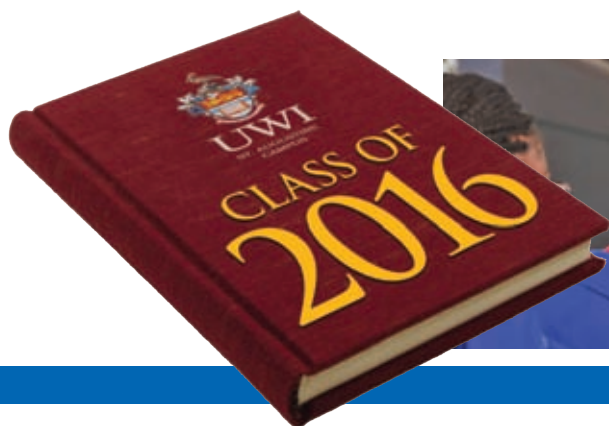
It is difficult to grasp the full range of Anthony Williams' contribution to the creation of the steelpan, Trinidad and Tobago's national instrument. The three men who rank in statue with him – Ellie Mannette, Neville Jules and Bertie Marshall – all were great panmakers, arrangers and captains of their bands, *Invaders*, *Trinidad All Stars* and *Hilanders* respectively. But even amongst those titans, Williams stands out because in all three areas, panmaking, music and leadership, he stood at the pinnacle.

Born in 1931, Williams joined the steelband movement at the time of its first flowering, VE Day in 1945. He soon joined *Sun Valley Steel Orchestra*, led by another great innovator, Sonny Roach, who made the steelband movement's first step into orchestration when in 1946 he introduced two pans, a ping pong and an alto pong, to play harmonies. Until then panmen played anything in any key, with no knowledge of harmony.

Williams chafed under the older man's leadership and left with others to form *North Stars* around 1949, quickly establishing himself as a top player and tuner. So when the country's top 11 panmen were chosen for the *Trinidad All Steel Percussion Orchestra* (TASPO) to represent the colony at the 1951 Festival of Britain, Williams was one. – **By Kim Johnson**

The Editor thanks Dr Kim Johnson, Director of the Carnival Institute of Trinidad and Tobago for this contributed feature

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■ CAMPUS NEWS

DIVERSE *and* DEDICATED

BY JESSEL MURRAY



All VC Award winners stand for a moment in time with senior members of the admin and academic staff of The UWI

As I looked through the entire lists of awardees commencing in 1994 I recognised that this year the diversity of our group is unparalleled in the history of these exercises. My colleagues and I are all first timers to these awards but I have no doubt that each of us in some way has been celebrated in the past for our achievements. Yet, this is the first time that we have come before our University of the West Indies community in this manner to be celebrated for our diverse achievements.

The list of prior achievers of this award is full of colleagues who have distinguished themselves and is drawn from all the departments and disciplines housed or practiced at The UWI. However, this is the first time that a person in the field of sports has been so honoured and it is the first time in fifteen years that there is an awardee in the field of performing arts/culture.

So on behalf of my colleagues and co-awardees, we thank the Selection Committee, for your bold choices that have led us to being recognised. The range of work that is acknowledged by these awards showcase the burgeoning diversity of educational pursuits at The University of the West Indies. Indeed, our current diverse slate of awardees is a meaningful *start* to the recognition of broader approaches in academia that are now resident within the hallowed walls of our institution. We urge the Selection Committee to continue to execute their duties with this level of diversity and inclusivity.

While putting my thoughts together for this occasion, it has crossed my mind that while we are outwardly diverse – by disciplines and interests, we might not be diverse in the path we took to this level of community wide recognition. I think we are primarily driven by our students – that we believe that their success as human beings is equally composed of social and emotional needs that are important to their academic, athletic, and artistic endeavours.

We are constantly aware that our own successes in our discreet fields allows us to be profiled as role models and we are under constant scrutiny by those in our charge. And yet, we have to, at times, let our guard down to allow students to know that we too do not always get it right, that we are after all ‘human’ and we empathise with their own struggles to achieve excellence. We know that our research does not always yield the desired result when we wish it to; our teaching methods, which are under constant revision, do not always yield the desired results to diverse student populations; our attempts at social outreach do not always yield fairy tale results. I can tell you that some performances will draw polite, even bored reactions from audiences followed by other days with raucous enthusiasm. Yet, it is the sum of our drive to be constantly better - to always regard a new project as Brian Lara would - after every century innings we start back at zero. So, how did we even reach our desired goals and levels of expertise in these diverse fields?

Professor Verene Shepherd of the Institute for Gender and Development Studies shared that she, “always wanted to be a historian.” Professor Shepherd further stated that she liked the subject in school and liked it even better at UWI after she met Kamau (known as Edward) Brathwaite. She stated that it was his lyrical and dramatic style of teaching and his interest in using the past to explain the present that piqued her interest. She also said, that “the History Department always had a mission to use scholarship for the good of the people and so outreach was taken for granted in the tradition.

Professor Jayaraj Jayaraman mused that, “since my childhood I

had two career options; to become a doctor to serve the community; [and] if not, be a good scientist to do research on real-life problems and use science for obtaining sustainable solutions.” He further stated that “he gets eternal satisfaction whenever he finds that his research outcome has addressed a problem.” He concluded that “he does not regret missing medical school but rather feels blessed to work as a researcher on core issues on human health. He is doubly happy for being a good scientist and an effective teacher.” I believe that Dr Farid Youssef who was honoured tonight for excellence in teaching in the Department of Pre-Clinical Sciences would concur whole-heartedly with the totality of this statement.

Professor Jennifer Knight-Madden decided to be a doctor at age five, because she wanted to own an ophthalmologists’ chair and thought it was great. Her mother informed her that only doctors had such chairs, and she therefore made her career choice! She further stated that playing and enjoying hockey, with little talent, she learned to be persistent and committed and it led her eventually to make the national team. I know that our colleague Floyd Reifer, the first awardee for excellence for University service in sports is simply saying “I told you so”!

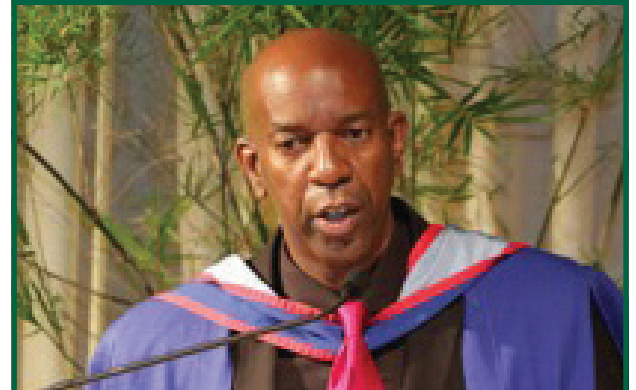
I, myself was torn between the world of science, economics and music. However, like honoured colleagues here including the vast provide of educational services at the Department of Electrical and Computer Engineering, I was always passionate about teaching. Strangely enough, even though I come from a family of teachers (both of my parents were teachers) I was warned by my late mother, Sylvia Murray, an eminent educator, to think about commitment to this field because I was told that the gains from it would pale in significance to those of my so called ‘upward bound’ peers. I pondered on her advice and *still* made the decision to be a teacher in the performing arts. It is a rare privilege to be both a performer and a teacher helping to build on the nascent efforts of my predecessors in ensuring that The University of the West Indies recognises that two performance disciplines: sports and arts/culture are brought into full recognition.

Certainly, our Vice-Chancellor has been leading the way on many fronts inclusive of the need to recognise the value that our sportsmen and women bring diverse and inclusive University experience.

My colleagues and I recognise that this singular honour afforded us this evening in all of its splendid diversity is an affirmation of years of dedicated work supported by many colleagues and the wider University community. Each of us had a Head of Department, a Dean, a Principal, and many, many other colleagues who have supported our work. To each and everyone of you – we say thank you! You have a share in these awards! Professor Knight-Madden summarises this succinctly and powerfully when she intones “This award is special to me. It is recognition from my alma mater. Despite having attended others, UWI is MY university; three generations of women in my family have graduated with diverse degrees and gone on to serve their country and region. It recognises my work and the great teams that I have been part of over these years.”

In closing and at the risk of being repetitive, the primary driver towards these awards is working towards the betterment of our students. I can only imagine that it is they who will cause us to continue to exert the effort towards other and greater achievements.

CREATING AN AMBIANCE OF POMP AND CEREMONY



One of the most beloved aspects of The UWI Graduation ceremonies is the live music courtesy the Department of Creative and Festival Arts (DCFA) and accompanying bands. DCFA Head of Department and Senior Lecturer Jessel Murray gave us a behind the scenes glimpse into what the production process for the big band sound driving all our Graduation ceremonies’ pomp and circumstance.

DCFA oversees the recruitment and supervision of the bands that provide music for the respective ceremonies (Police Band and UWI Arts Steel in 2016). The Head of Department (HOD) also consults with the Coordinators of the Performing Arts Units (principally Music and more recently Dance) to provide interludes. Lecturers make recommendations and the HOD ultimately decides on the scheduling – though sometimes depends on student availability. Dance pieces are usually proposed based on previously developed concert material.

DCFA is always striving to present music which has a high impact whether it’s a traditional piece such as *Old Man River*, an esoteric Chinese Dance Duet performed by students who are recent graduates of the Beijing Academy as well as The University, or the equally esoteric Marimba Duet performed by percussion students of the DCFA. When it comes to coordinating with the Police Band typically the ensemble decides on its own repertoire, however, there are certain mandates – the prelude consists of freely chosen music, followed by the required processional music for academic procession, and lastly the platform party. The last musical element is recessional music for the entire company.

Outside of The UWI Graduation Ceremonies, DCFA has been in high demand for several similar ceremonies. In the past three years, they have received numerous requests for Faculty graduations including the Faculty of Humanities and Education (FHE). The DCFA has also been requested for seminar openings, workshops, and many other events. Services may be asked for a rendition of the National Anthem (either sung or played), other times it may be for full scale performances or background music for a reception.

The DCFA also recognises the achievement of their talented graduates beforehand and continues to showcase their multifaceted artists through a host of concerts and exhibitions throughout the academic year. The Dance Unit has major performances at the end of each semester – *Fete de la Dance* and *Sole to Sole* respectively while the Music Unit has nine ensembles that includes The UWI Arts Chorale and The UWI Arts Steel (who perform together many times), The UWI Arts Percussion, UWI Arts Guitar Ensemble, UWI Arts Classical Indian Ensemble, The UWI Arts Jazz and UWI Arts Wind Ensembles.

For more information about DCFA, please contact Joseph Drayton at 645-1955 or visit their website: <https://sta.uwi.edu/fhe/dcfa/>



UWI SPEC INTERNATIONAL HALF-MARATHON 2016

The Race Director of The UWI SPEC International Half-Marathon acknowledges with thanks the many sponsors and individuals who contributed to this 13th consecutive success.

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Deputy Principal and Campus Principal

THANKS TO THE MEDIA AND ALL OUR DEDICATED VOLUNTEERS

WINNERS

Open International Male

	GUN TIME	BIB	AGE	
1 HILLARY KIPTANUI TOO	1:05:48	16	37	KENYA
2 RICHER PEREZ	1:09:37	1	30	CUBA
3 PETER NKAYA	1:11:03	2	29	KENYA
4 ALEXIS PENA	1:11:10	6	25	VENEZUELA
5 KELVIN JOHNSON	1:14:42	8	36	GUYANA
6 LIONEL DANDRADE	1:15:06	9	36	GUYANA
7 COLLIN PEREIRA	1:15:38	15	26	TTO –T&T
8 RICHARD JONES	1:16:00	10	40	TTO –T&T
9 MATTHEW HAGLEY	1:16:50	4	29	TTO –T&T
10 CURTIS COX	1:17:47	5	48	TTO –T&T

Open International Female

1 YEISY ALVAREZ	1:17:59	18	31	VENEZUELA
2 TONYA NERO	1:18:41	17	22	TTO –T&T
3 CHRISTELLE LAURENT	1:34:51	19	26	GADELOUPE
4 LINDSAY MIES	1:36:53	970	28	TTO –T&T
5 JENNA ROSS	1:42:01	1174	30	TTO –T&T
6 JULIET JOHN-SAMBRANO	1:42:13	473	42	TTO –T&T
7 SALINA SCOTT	1:42:46	73	33	TTO –T&T
8 CELINE LESTRADE	1:43:35	24	32	TTO –T&T
9 CHRISTINE REGIS	1:43:59	21	53	TTO –T&T
10 CAMILLE HERNANDEZ	1:44:13	634	28	TTO –T&T

Visit www.odysseytiming.com for the full list of results.



TOO GOOD FOR THE COMPETITION



Kenyan born **Hilary Too** out ran the field of more than 1,000 runners in the 13.1 mile journey that made the 13th edition of The University of the West Indies' Sports and Physical Education Centre (UWI SPEC) International Half-Marathon. The top female in the race was Yeisy Alvarez of Venezuela.

Prior to race day, UWI SPEC and Race Director, Major David Benjamin indicated that the prizes for this year's race totalled \$150,000 in cash and gift prizes. The top five prizes in the Open/International Category for male and female were \$16,500, \$11,900, \$8,000, \$5,300 and \$3,300. The Team/Club Category prizes were

\$8,000, \$4,000 and \$3,000. The National Association of Athletics Administrations of Trinidad and Tobago (NAAA) national prizes were \$1,500, \$1,000 and \$500. There was a \$5,000 incentive for a T&T male going under 1 hour 10 minutes, and likewise, the bonus for a T&T female running sub-1:17:30 that was also \$5,000. There were UWI and University prizes, eight age-groups, and wheelchair, physically challenged and Special Olympics categories. The full list of winners in all categories will be available in the December issue of **The UWI Today**. First Citizens Bank continued as the presenting sponsor for the international half-marathon, a

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

The formal prize-giving will take place late November.



(Part 2 of Chancellor's Graduation Message from page 3)

The public is looking more and more to universities to produce these innovations and new technologies to enhance economic growth. I hear sometimes that since governments fund universities they should be considered like a pump which having been primed with people and money will automatically produce economic growth. This concept of the role of the university extends even to the economy as a whole. At the start of the last economic recession in the United States of America the famous Harvard Business School Professor Michael Porter posited that the universities had a responsibility to pull the country out of recession and some writers bought into this view.

Fortunately, history showed that this view was, if not incorrect, certainly not consistent with the developments that unfolded. Of course one might take the view that the designers of the recovery were all university trained, but then the same could be said of those who caused the recession in the first place. But this line of reasoning is often less relevant here, as much of the recession was not of our making. The complexities and idiosyncrasies of economic recessions and the time needed for definitive results are such that there is doubt about the capacity of universities to be the prime actors in this area. Of course, a university can assist, academics can contribute their expertise, but they are not the only ones with credentials in this area.

The pertinence of the University in technology development and innovation is particularly relevant at this campus in view of the intention of creating an Innovation Park. I know that the Principal has special experience and expertise in this area and all those institutions which go this route are no doubt buoyed by the example of Google and the Internet – technologies that changed the world and had their genesis in universities. I have spoken here before of the concept of the triple helix of innovation and the interaction among the University, business and government. The role of the government in terms of regulation and facilitation is clear but the roles of business and the university and especially their interaction is less clear.

I have always contended that it is unrealistic to lay the prime responsibility and I stress responsibility on universities for the development of the technologies that can be engines of a country's economic growth. First, without the other two strands of the helix, there will be no progress. Without government investment in research and development and without the provisions of the necessary regulations, all the good ideas from universities will come to naught. It has been suggested that it is the flux of ideas coming from groups of students working in incubators, with the freedom to explore and experiment, which make for the flow of innovations. But without dedicated staff which allows for supervision and continuity there will be no innovations to be commercialised. Let me here express an old bias. I believe that the best university academics are those involved in teaching and research and I have always been uncomfortable with academic advancement solely on the basis of good teaching or solely on the basis of good research.

The other limitation which has been brought home to me very forcibly is the lack of venture capital in the Caribbean. I have been told that it is a chicken and egg phenomenon and that when there is a plethora of innovations then venture capital will appear. This is to be proven here.

There is no doubt that as public funding decreases, universities are depending more on business for programmatic support as opposed to provision of venture capital. That has not been a major issue to date here in the Caribbean as most business support for the University has been either philanthropic or in fulfillment of corporate social responsibility. But I believe it can grow and is growing. In some countries there is disquiet about the influence of business, apart from the ethical considerations of conflict of interest. There is concern that business directed research leads to universities ignoring other than business concerns, with the result of the atrophy of other parts of the institution which are not seen as contributing materially to the business bottom line. In addition, because of competitiveness, there may be limitations of the discharge of the normal academic pursuits of publishing and having work reviewed by peers.

I believe the role of the University in this is clear. It is to produce the ideas and through research the formulations for products and procedures that have commercial possibility. The University will not develop a finished product that goes immediately to the market. Indeed, much of innovation is in the modification of existing technology. I always remind others

THE TIMES ARE A CHANGING



Chancellor, Sir George Alleyne

that one of the most revolutionary technologies – the plow had its origins in a simple hand-held pointed stick several thousand years ago.

But there are several advantages to active collaboration with business which I hope our University will foster. It is not only for the financial support, but in some cases the focus of business on the possible may have a positive impact on the kind of technology research which the University carries out. Unfortunately, the university if it is not careful can see its research becoming what is fashionable at the time and in a field which is well explored. However, no University can ever escape the responsibility for producing information that is relevant for the future, as it is obvious that no one can predict the kinds of information and knowledge that will be of critical use in the development of the technologies of tomorrow. There are some approaches to active collaboration with business which the University may consider. One which could reduce the inter-business competition is for the University to foster consortia of businesses which come together to support research jointly. I am sure Professor Copeland is fully seized of these considerations as the Campus moves towards increasing its emphasis and work in innovation and technology development.

Another change which our University must face is with regard to the internationalisation of post-secondary education. It is argued that good universities have always been international, but there is a new urgency, given the speed and extent of our interconnectedness. There is competition for international talent which is mobile and we in the University have to struggle to be competitive in attracting and keeping talent. We also have to be diligent in avoiding academic xenophobia cloaked in the garb of national preference. We see the trend to the development of branch campuses and for example I counted seven American university campuses in Qatar. I am pleased to see the Vice-Chancellor appointing a Pro Vice-Chancellor with specific responsibilities in this area and note the Suny/UWI Center in New York which was launched recently. There is no reason why this aspect of internationalisation should be the exclusive province of the large rich universities. Finally, there is an aspect which I know takes place here of research cooperation across national borders. I am comfortable that UWI is well placed to confront and take advantage of this change in spite of the growing criticism that this approach stems uniquely from the commercialisation of education that is favored by international trade agreements.

But regardless of any changes that may come, our University will always celebrate excellence, and I should note that 4 of the recent Vice-Chancellor's awards for excellence went to St. Augustine. These were Dr Farid Youssef, Teaching; Professor

Jayaraman, Research; Jessel Murray-University service and Public service and the Department of Electrical and Computer Engineering. But excellence does not come only in terms of academic performance. There is excellence of character, and resilience of spirit which I like to hold up from time to time as examples of the courage of our students.

This is the story of **Sanchez Mangaroo**. His mother died when he was four years old and he recalls seeing his father only once. He started school later than his peers and worked at several jobs – selling on the street and coaching fellow students. He gained entrance to Civil Engineering and took advantage of the support systems provided by the Campus, worked at a variety of jobs on and off-campus and still found time to participate in extra-curricular activities and today he is graduating with a degree in civil engineering and is starting his own design and production company.

Christy Walters began her career here pursuing a Certificate in Public Administration which she obtained with distinction. She was admitted to the Psychology programme but just before her second year final examination her house was burned to the ground and she and her family escaped with the clothes on their backs. She persisted and obtained a Bursary and in spite of her own difficulties led a successful drive to provide books for prisoners. Today she is graduating with First-class honours in psychology.

Tonya Thomas, a law student was doing well in class and was on track to do well in exams but four weeks before exams her mother who was her main support committed suicide. She tells that the day after her mother's death she went to class because she needed a level of normalcy. She declined the offer to postpone her exams which she took and graduated with First-class honours.

Jameel Sahadath was the primary caregiver in his family in spite of suffering with severe depression. However, at age 37 he was deemed to be sufficiently stable to enter the University. In spite of his mental health problems and problems of maintaining his GPA he graduated with an upper second-class degree.

Khalil Cassie shows that an institution has to be run by rules, but it can also have heart. He was admitted to pursue a degree in Physics but was required to withdraw because his performance was poor because he became an addicted substance abuser. However, after joining New Life Ministries he was rehabilitated and was readmitted. In spite of excellent performance it was difficult to erase the poor initial grades, but as a result of extremely hard work and special consideration he is graduating today and this comment was made by one of his lecturers. "Life is about second chances and it is UWI's role to lend a helping hand to willing students to pull them up so that they in turn may turn other lives around for the betterment of the entire society."

Nyoshia Cain is a first year student in Social Sciences. She made it to the Rio Para Olympics and won a bronze medal in the 100meters. She is also a part of the University family as her mother works here.

Matthew Theroulde is special to me. He has been working here for 23 years and for the past 11 of these has been my driver. He is absolutely dependable and in 11 years has never been late. He decided to enter University and today is graduating with a Bachelor's degree.

You young people will be a part of tomorrow's changes, but amidst all the changes I hope you hold fast to the notion that much of what you are or will become is due to your experience here. I hope you will realise increasingly that this period of growing up in a relatively protected environment has been indispensable for your personal development. For this reason I trust you will always support your University in word and deed. That is the only way we can be sure that there will be similar educational experiences for future Caribbean citizens. This is a part of being a good alumnus and I trust that you will be good alumni and always show your Pelican pride.

I include your loved ones in this call for continued support to The University of the West Indies. I hope they are satisfied with the product of your few short years here.

I thank you.

SIR GEORGE ALLEYNE,
Chancellor of The University of the West Indies

■ CAMPUS NEWS

UWI AT GREEN TALENTS INTERNATIONAL

BY MELISSA ATWELL

I am one of just 25 people who have been selected from a global field of outstanding young scientists to attend the *Green Talents International Forum for High Potentials in Sustainable Development* that has just concluded in Germany. It was an opportunity to be exposed to state-of-the-art research being carried out by cutting-edge research institutes and companies, and to meet experts from various fields, who presented and discussed their scientific approaches to solving today's most urgent environmental challenges. I see this opportunity as beneficial to not only the Department of Geography where I work and study, but also to the Faculty and the University at large.

When I learned about *Green Talents*, hosted by the German Federal Ministry of Education and Research (BMBF) I was immediately attracted to this highly competitive award as it promoted the international exchange of innovative green ideas from global award winners. I was selected by a high ranking expert jury along with 25 other Green Talents from 22 different countries. The jury was impressed by the global significance of my research and valued my outstanding academic record reflected by numerous scientific publications in high impact prestigious international journals.

The aims of the *Green Talents* programme are to intensify international sustainability research and development through cooperation between threshold and developing countries. The programme came into being as a result of the German government recognising that no single country or discipline alone can come up with a holistic solution to the developmental challenges ahead. Germany, as front runner in environmental technologies, sought to foster the mobility and creativity of promising young scientists by connecting them to a unique global network through the *Green Talents* programme.

The award entailed many opportunities for creating long-lasting partnerships with German research elite. It firstly includes an invitation to Germany to participate in a two-week Science Forum which involves touring Germany's top research institutes such as the Siemens' Gas Turbine Plant Moabit, the Potsdam Institute for Climate Impact Research, the Max-Planck-Institute for Plasma Physics, Technical University Hamburg-Harburg, the Southern African Science Service Center for Climate Change and Adaptive Land Management and the Alfred Wegener Institute for Polar and Marine Research. Each of these research institutes offers exclusive insights into their facilities and projects. The award also offers the opportunity to present your research in personal discussions held with experts of your choice. Secondly, another invitation to Germany is issued for a fully funded research stay of up to three months where new experiences can be gained at a



Green Talents 2016 awardees in front the Berlin Wall (Atwell is in the purple jacket, left middle row)

research institution of your choice to advance your professional career. Lastly, *Green Talents* give exclusive access to the *Green Talents* network made up of high potentials from all over the world in the field of sustainability development.

The awardees of the programme benefit through gaining first-hand information about Germany's research landscape, laying the foundation for the establishment of international research cooperation in the near future. Creating linkages with German experts allows an awardee to access the German research community fostering the exchange of ideas as well as the discussion about potential collaborations. Awardees are given the unique opportunity to learn about sustainability research in Germany while building up or strengthening professional networks.

The impact of my time spent in Germany was surely immeasurable. The opportunity to tour various research institutes ignited ideas that can be applied to my own research in soil ecosystem services and the sustainable management of the impacts of land use development upon this ecosystem. Interacting with German experts enabled me to form relationships for the sharing of resources, information and to obtain expert advice and feedback on my work.

The *Green Talents* science forum afforded me the opportunity to show case my research while seeing what other scientists are doing in the field of sustainability research. The science forum highlighted potential sources for research funding in Germany while offering targeted workshops on water sanitation, food security, climate change, urban planning and ecosystems. Going forward, the new insights obtained will give an international perspective which will strengthen my work and sharpen my research skills which can be shared to the benefit of the Department of Geography and the University at large.

Melissa Atwell completed her MPhil Degree in Geography and is currently undertaking a PhD in which she is developing methods for soil ecosystem valuation and prediction based on current land use trends.

Geography has been taught at the Mona Campus of The UWI since the 1960s; however, it was only introduced to Trinidad and Tobago in 2005 as a Geography Unit in the Department of Food Production of the Faculty of Science and Agriculture. The Department of Geography was inaugurated in 2012 within the new Faculty of Food and Agriculture, where it offers a BSc Major, BSc Special, and administers the Environment and Natural Resources Management Major. The Department of Geography also offers research degrees, the MPhil and PhD, at a postgraduate level.

Geography is taught as two integrated components: Physical Geography and Human Geography, both of which examine the complex relationships between the environment (natural or built) and its effects on people, as well as human impacts on the environment. Current research in the Department includes climate change adaptation, ecology and conservation, rural and urban development impacts, and social exclusion and food sovereignty.

For more information on research projects, staff, students, and postgraduate opportunities, please visit our Departmental website <https://sta.uwi.edu/ffa/geography/> and Facebook Page [uwistageography](https://www.facebook.com/uwistageography)



Plasma manipulation within magnetic coils at the Max-Planck-Institute for Plasma Physics

A RESPONSE TO CHILD ABUSE THE SYNERGY BETWEEN EDUCATION & HEALTH

BY BERNICE DYER-REGIS



The team of presenters from the Child Protection Unit of the Trinidad and Tobago Police Service along with MEd coordinator. From left to right: Odette Lewis, Ag Superintendent; Beverly Paul, Ag Inspector; Dr Bernice Dyer-Regis, MEd HP Programme Coordinator; and Suzette Woodes-James, Ag Asst Superintendent.

Three senior officers from the Child Protection Unit of the Trinidad and Tobago Police Service recently conducted a seminar for the benefit of participants in the MEd Health Promotion programme and teachers enrolled in the In-Service Postgraduate Diploma in Education (Dip Ed) Programme. This signaled the beginning of collaboration between the School of Education and the Trinidad and Tobago Police Service, aimed at furthering the social well-being of the nation's children. The officers who conducted the exercise were Odette Lewis, Ag Superintendent; Beverly Paul, Ag Inspector; and Suzette Woodes-James, Ag Asst Superintendent.

As an intra-departmental initiative, the seminar was organised by faculty and students of the MEd Health Promotion programme at the School of Education. With both programmes being conducted during the recent summer semester, a unique opportunity was presented to realise respective objectives.

Health Promotion subscribes to the World Health Organization's definition of health which states that: *Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.* In that regard the seminar created an opportunity for operationalising one of the Health Promotion strategies, that of building alliances. In so doing, the Dip Ed teachers were updated on their legal responsibilities in relation to disclosing even suspicion of sexual and physical abuse, abandonment, neglect or ill-treatment of children.

The frame of reference throughout the seminar was the *Children's Act 12 of 2012* which now defines a child as being 18 years or younger. The presenters clearly established the distinction between the role and functions of the Child Protection Unit *viz-a-viz* that of the Children's Authority.

They emphasised that the efforts of the Child Protection Unit (CPU) are investigative in nature while the Children's Authority is concerned with care and protection of at-risk children or victims of abuse or neglect. Members of the CPU team outlined the criminal offences related to the Act; parental responsibility and that of others such as teachers and nurses; and the various Marriage Acts providing exceptions to children engaging in sexual activities. They highlighted new Sections of the Act like those related to powers of the court and the process that should be followed in reporting suspicion of an offence against a child. The audience was also made aware of new offences created under the Act such as child pornography, sexual touching and sexual grooming.

At the School of Education teachers are prepared to function at all levels of the education system, from Early Childhood Care and Education to the tertiary level. Therefore the School of Education intends to extend its partnership with the Child Protection Unit of the TTPS to cover its entire student base.

Teaching through the Lens of Difference

A conversation with Jean Antoine-Dunne

BY ALAKE PILGRIM

Disability is not something a person has, but...a limitation in the interaction between a person, his or her functional ability, and the environment.

(from 'Disabled Mis/Labeled' documentary, directed by Dr Jean Antoine-Dunne: www.nodes.co.tt)

I have a daughter with Down Syndrome born in 1979, and initially, like most Trinidadians, I had no idea what that meant. Then I started to find out as much as I could. I had moved to Ireland in 1977, and back then life was often difficult for people with intellectual disabilities. Some families were ashamed; people were hidden away. My husband and I both became very involved in activism. We helped found the County Cavan branch of Ireland's Down Syndrome Association and were part of a group of parents who helped advocate and fight for integrated education, that is, education within mainstream schools, for people with intellectual disabilities. Today that is the norm in Ireland. Everyone who can go to mainstream schools does so, regardless of disability.

Ireland back then was like Trinidad ten years ago. When I moved back home in 2005 with Eileen, I once stopped a maxi taxi and the driver pulled over, took one look at my daughter, and left. That would not happen today. Thanks to the bravery of key people with disabilities and hard-fought struggles by their families, visibility and awareness have dramatically improved in Trinidad. However, we still have a long way to go in our perception and interaction with people with disabilities.

As I got closer to retirement from The UWI, I decided that the most important thing I could do at this point in my life was to change how people think about disability. That is the reason I founded NODES: The UWI Network and Outreach for Disability Education and Sensitisation (www.nodes.co.tt). I was very fortunate to find a team of people passionate about launching a network that connects different disability groups and creates a platform for the inclusion and self-representation of persons with disabilities, particularly in education.

We set out to achieve several goals, including a website at www.nodes.co.tt, and an international conference on disability at The UWI, *Towards Social Integration: Rights, Roles, Recognition of Persons with Disabilities* held in April 2015. (<https://sta.uwi.edu/conferences/15/towardsocialintegration/ConferencePresentations.asp>). We started a fortnightly column in *Newsday* to educate the public about disability. Then I made a documentary called *Disabled Mis/Labeled*, in which people with disabilities and their families speak about their accomplishments, and the importance of state and societal support.

Positive change begins with changing our perceptions. I've found that many people don't necessarily treat persons with disabilities badly. They merely act as though they are invisible, or charity cases, rather than full human beings, with gifts and abilities to contribute to the wider society. People with disabilities are sometimes even seen as a threat to society, or as someone who poses a danger both to themselves and others. This can often lead to discrimination in the workplace. For instance, in 2002, George Daniel, who was an activist, business owner, martial artist and basketball player, as well as a person in a wheelchair, organised a protest at the National Flour Mills, because of their then refusal to hire persons with disabilities.

In the film I made, Jason Dasent, a music producer who is also blind, put it this way: "I come from a large family and I swam, windsurfed and went to school at Holy Name Prep. I explored everything I wanted to do. If there was something adventurous that a blind person wasn't "supposed" to do, it was kind of an understanding in my family that I should do it." Yet Jason is not in the majority. Many blind persons with a range of skills and talents can only find work in Trinidad in mindless jobs. This is totally irrational.

One of the most important changes must be in education. There is a particular stigma relating to intellectual disabilities and mental disorders. Yet there is no reason why a person with autism, or Down Syndrome, or a person who is deaf or blind, cannot be properly educated. Dr Benjamin Braithwaite, NODES member and Linguistics lecturer here at The UWI, points out that if you are born deaf, your first language is not English. So a deaf person is a foreign language learner. The first thing we need is re-education of our educators and proper educational facilities that take into account the different ways people learn. Most persons with disabilities can attend mainstream school if it is properly supported.



Jean Antoine-Dunne – NODES member and activist

Adjusting our education system to take into account multiple intelligences and differentiated learning (where students can be provided with different avenues to learning in the same class or programme of study) can bring about positive change for our entire society. Every year when the results come out for SEA people point out that it is really only a small elite receiving a high-quality education. We say, "Boys are falling by the wayside and not responding to the rote learning that exists in most of our schools." We say that there is a class bias in our education system. And nobody does anything about it.

Maybe if we started focusing on integrated and differentiated education, it would benefit everybody. We have the opportunity to get serious about the need to educate through the lens of difference – seeing and appreciating that people are different and learn differently. Instead we have a segregated education system focused on a few people who will do extremely well at the CXC and CAPE Level, and with little attention paid to the rest of the population. The people who need to change this are those shaping education policy.

I've noticed positive shifts in The UWI School of Education and in Early Childhood Education at St. Augustine. For example, The UWI School of Education with the State University of New York has a conference called *Inclusive Education: Achieving Education for All* (<http://sta.uwi.edu/conferences/17/ie/>) coming up in February 2017. The Institute for Gender and Development has also issued a call for a forthcoming journal edition on Disability. However, we have a long way to go. In April 2016, NODES hosted a One-Day Symposium on Rights and Activism in the wake of the Ratification of the United Nations Convention on the Rights of Persons with Disabilities: (http://www.oas.org/dil/Convention_on_the_Rights_of_Persons_with_Disabilities.pdf).

Right now the consortium of disability groups (CODO) is meeting to prepare a shadow report to be presented to the UN on the government's progress in implementing the CRPD. I am really pleased to be part of this.

NODES' newest member is a lecturer in law, and I'm excited, because one of the most important changes we need is legislation, such as a Disability Act, that respects the rights of people with disabilities.

Successive governments in T&T have put some services in place for people with disabilities, but these need to be easy-to-access. Right now, there is too much red tape and the persons administering the support need to be trained to view families not as people seeking handouts, but as citizens who have rights. People with disabilities don't need our pity. They need for us to see them as full human beings and equal citizens, and support them in developing all of their abilities.

UWI NODES MEMBERS

Dr Jean Antoine-Dunne
Retired Senior Lecturer,
Humanities & Education

Prof Paula Morgan
Professor, Humanities & Education

Dr Jacqueline Huggins
Coordinator, Student Life and Development

Major David Benjamin
Special Olympics Activist, Director of SPEC

Joanna Owen
Mother of a daughter with Down Syndrome

Dr Benjamin Braithwaite
Coordinator, Diploma in
Caribbean Sign Language Interpreting

Dr Innette Cambridge
Coordinator, Disability Studies Unit

Afiya France
Lecturer in Law

Dr John Campbell
Deputy Dean, Humanities & Education

Debra Coryat Patton
Office of the Campus Principal

EDUCATIONAL RESOURCES FOR PEOPLE WITH DISABILITIES

Immortelle Centre

<http://www.immortelle.edu.tt/>
<https://www.facebook.com/ImmortelleSE/>

**UWI St. Augustine Student Life
and Development Department**
<https://sta.uwi.edu/slidd/index.asp>

Autistic Society
<http://autismtt.org/>
#5 Ragoo Road, D'Abadie
E-mail: autismtt@gmail.com

**UWI St. Augustine
Disability Studies Unit**
<https://sta.uwi.edu/disabilitystudies/>
E-mail: innette.cambridge@sta.uwi.edu

Seeing Invisible Men and Boys

BY JEROME TEELUCKSINGH

The revival of the observance of International Men's Day in Trinidad and Tobago signaled a crucial phase of the global men's movement. From 1999, International Men's Day was revamped to build a movement and ideology that would promote peace, resolve disputes and transcend the growing gender gap. The annual observance of International Men's Day on 19 November indicates a genuine concern for the numerous problems plaguing families and the rest of society. The global support reflects the widespread willingness to build a society which aspires towards peace and produce a more tolerant and understanding future generation.

The focus of International Men's Day is not restricted to men, but includes boys, women, teenagers and children. The underlying message is that ongoing conflict among men, women and children must cease and the healing must begin. The observances of International Men's Day are part of a global non-violent revolution. It is annually observed by persons who support the ongoing effort to improve lives, heal scarred lives, seek solutions to social problems, heal the seemingly irreparable troubled minds, help the dysfunctional, promote positive role models in society and develop wholesome individuals. Such developments are badly needed in today's wounded communities which reflect distorted and outdated beliefs and constant clashes among men, women and children which unravels the fabric of the family and the society.

Annual themes and topics focused on health, gender relations and fatherhood. Also discussed are themes relating to gender inequality, religion, class, violence, ethnicity, poverty, environmental protection and nationalism.

Men's organisations, anti-war groups, peace organisations, women's groups, gender departments at universities, politicians and individuals from all walks of life have annually celebrated International Men's Day. One illustration is the decision in 2010 to have observances among prisoners throughout the world and the selection of Carry Greaves, in 2012 as an Empowerment Coordinator. Greaves, a father, is incarcerated at a correctional facility in New York in the United States. Undoubtedly, International Men's Day has transcended language barriers, geographical boundaries, political ideology and religious differences. Furthermore, International Men's Day observances are not restricted to any particular class, gender, age and occupation.

In 2013, the Institute for Gender and Development Studies, (IGDS) Mona Unit, (in Jamaica) issued a press release as it joined the rest of the world in observing International Men's Day, "We salute all male role models on The UWI Mona campus as students and staff, and urge The UWI family to collaborate in changing unequal gender relations that undermine the health and safety of both males and females. We encourage the UWI Mona family to: build partnerships based on mutual respect, human rights, gender equality; change attitudes and behaviours in order to eliminate all forms of discrimination and violence; increase male participation in education, and support implementation of international human rights commitments, Jamaica's National Policy for Gender Equality as well as The UWI's Gender Policy and Gender Action Plan." Such bold statements are relevant for the present and future.

The six objectives of International Men's Day represent the core of a dynamic movement and way of life which seeks peace, encourages more understanding and urges greater tolerance. The first objective is to promote positive male role models particularly working class men who are living decent and honest lives. Secondly, to celebrate men's positive contributions to society, community, family, marriage, child care, and preservation of the environment. Thirdly, to focus on men's health including their social, emotional, physical and spiritual well-being. Fourthly, to highlight discrimination against men such as in court cases which do not consider the role of a father in the upbringing of his daughter or son. The fifth



Panel discussion held on 19 Nov, 2015 at Student Activity Centre, UWI. PHOTO: MICHELLE ROOPNARINE

objective struck a chord among feminists - the improvement of gender relations and promotion of gender equality. Finally, International Men's Day intends to create a safer and better world; where people can be safe and grow to reach their full potential.

A considerable number of feminists have welcomed the six objectives of International Men's Day. Interestingly, some of the goals of feminists are similar to the six pillars of International Men's Day which include promoting gender equality.

International Men's Day is unique in that some of its greatest promoters and supporters are women. These women include Diane Sears of the United States who serves as the International Men's Day Coordinator, Chair of the United States 2012-2022 International Men's Day Ten Year Plan and is a member of the International Men's Day Coordination Committee. Other dynamic women include Marie Clarence of Hungary, Genevieve Twala of Botswana who is the International Men's Day coordinator of Africa, Nelcia Robinson-Marshall of St. Vincent, Gabrielle Grant of Trinidad and Tobago who have all realised the positive benefits International Men's Day will have on our families, neighborhoods, nations and the world.

Uma Challa of India, is part of the International Men's Day Coordination Committee in her country. Under her leadership, last year India was extremely proactive in its observance for International Men's Day. An International Men's Day Flash Mob was organised with men and boys dancing in the streets, a video of a famous female Indian actress who talked about the importance of men and International Men's Day was produced and uploaded to the Internet. Other women around the world, who support International Men's Day, have proven to be visionaries and have been a tremendous asset to the global men's movement. International Men's Day promotes constructive dialogue between both sexes for greater understanding and tolerance. Additionally, the promoters of this day hope it will help reduce the polarisation between the men's movement and the women's movement.

Indeed, International Men's Day highlights the common bonds of humanity. Those persons supporting International Men's Day seek to restore the dignity and respect among

members of the human family. The supporters, coordinators and participants have been trying to offer different perspectives and new ideas for the leader and supporters. The movement has embraced all persons and is not interested in creating or propagating problems and promoting divisions.

International Men's Day is gradually generating support that will be a wake-up call for the media and contribute to men and women being portrayed as honest, decent and morally upright, only then would there be a chance for real and permanent change. This men's movement must initiate an era of enlightenment where dynamic, rational role models will emerge with a mandate to positively transform our world.

Undoubtedly, the philosophy underlying International Men's Day is much more than optimistic thinking and rhetoric; it is a way of life, a world view, an alternative peace model designed so that the next generation will nurture and continue to sow the seeds of tolerance, acceptance and harmony.

Imagine a world where International Men's Day is observed and internalised by the majority of persons. There probably would be fewer incidents of such atrocities as rapes, domestic violence, child abuse and murders. International Men's Day has the potential to improve our lives, positively influencing those who govern us and preserving our environment. International Men's Day intends to continue promoting a safer, better world and be the voice for the victims of war, troubled souls, the oppressed and the physically and mentally challenged.

Today, International Men's Day is observed in approximately eighty countries. The most recent country, Uganda, officially joined the movement in September 2016. Volunteers and well-wishers of International Men's Day are constantly devising strategies and creating a global community that is more collaborative and less aggressive. International Men's Day is not a top-down movement limited to a few persons. It has spread among the grassroots and maintained its growth among communities. International Men's Day has sought to dismantle the many stereotypes associated with males and females. And, more importantly, IMD has challenged those who are unable to see the 'invisible' boys and men who are positively contributing to our society.

UWI CALENDAR *of* EVENTS

NOVEMBER - DECEMBER 2016

FORUM ON GATE

November 16

The UWI St Augustine

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) and the Institute for Gender and Development Studies (IGDS) are hosting a Forum on the topic, GATE: The Future of Higher Education and Development. The forum starts at 10am at the Institute of International Relations (IIR), Lecture Room 1. Panelists include: Dr Lovell Francis, Professor Rhoda Reddock, Dr Roger Hosein and Makesi Peters. The session will be chaired by Dr Angelique Nixon.

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

**SALISES AND IGDS
PUBLIC
FORUM**



IGDS LUNCHTIME SEMINARS

November 23 and 30

The UWI St Augustine

The Institute for Gender and Development Studies (IGDS) continues their Lunchtime Seminar Series with the following seminars taking place in November at noon at the IGDS Seminar Room. Feel free to walk with your own lunch!

- November 23 | “I will never do it, I will break the spell”: Breaking the Barrel-children Cycle with Dr Mala Jokhan
- November 30 | Plural Legal Systems in Samoa – The Impact on Access to Justice for Survivors of Domestic Violence with Ramona Boodoosingh

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



DCFA SEASON OF THE ARTS

Save the date for the Department of Creative and Festival Arts (DCFA) Season of the Arts events in November!

November 24 | The UWI Arts Chorale and Sinfonia present Mozart Requiem at the following times:

7.30pm | Santa Rosa RC Church Arima
6pm | St. Paul's Anglican Church, San Fernando

November 20 | 7pm | UWI Arts Steel presents a Concert with Vidia Haroo, mezzo-soprano at Our Lady of Fatima RC Church, Curepe.

November 21 | 8.30am to 4.30pm | Cultural Studies Research Day with presentations by students.

November 25 | 6.30pm | UWI Arts Wind Ensemble in Concert takes place at the Daaga Auditorium.

November 26 | 6pm | UWI Arts Guitar Ensemble in concert takes place at the Centre for Language Learning (CLL) Auditorium.

November 25 to 27 | 6 and 8pm | Learning Resource Centre (LRC) Auditorium | The New Director's Forum: A Festival of Plays featuring student directors pursuing a BA in Theatre Arts and writing the course THEA 3203 – Directing II taught by Dr Danielle Lyndersay. This year's installment features: Chris Lambert's The Process of Alchemy, directed by Kyle Hernandez; Don DiFonso's Emperor's Nightingale, directed by Deborah Maitland; Dexter Mustgrave's Green Mango, directed by Rayshawn Pierre; Wendell Etienne's The Coat, directed by Dillon Thomas; Trevor Rhone's Old Storytime, directed by Rhesa Samuel and Pearl Entou Springer's Sea Woruban directed by Shanya Springer. Admission: Adults: \$60; Students: \$40; Season Pass: \$150.

December 1 and 2 | 7pm | Festival of Movement – a performance showcasing the work of the BA and Certificate in Dance students along with the specially invited guests. Adults: \$100; Students: \$50.

For additional queries about these events, please call 663-2222 or email DCFA@sta.uwi.edu. Updates will be posted on the Campus Events Calendar at www.sta.uwi.edu/news/ecalendar.

LANGUAGE CAN DANCE, SING, ACT!

November 18

The UWI St Augustine

The Centre for Language Learning presents their annual end-of-year concert titled, Language Can Dance, Sing, Act! taking place from 6pm at the Learning Resource Centre (LRC). Experience live parang and songs, skits and dance presentations by groups from different language classes at the Centre for Language Learning (CLL). Tickets are sold at CLL and cost \$60. Buy two tickets for \$100.

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

CALL FOR PAPERS: CARIBBEAN CURRICULUM

School of Education

Online

Caribbean Curriculum, the annual journal of the School of Education, The University of the West Indies (UWI), St Augustine is an online, open access journal, which operates a double-blind peer review process. They are seeking submissions for vol. 25 (2017). The deadline for submissions is January 31, 2017.

For further information, please visit: <http://journals.sta.uwi.edu/cc/index.asp?action=submissions> or email carib.curriculum@sta.uwi.edu

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TO HEAR FROM YOU**

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