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**MONA CAMPUS  
JAMAICA WEST INDIES**







MONA

# FACULTY OF HUMANITIES & EDUCATION

*Year Ending July 31<sup>st</sup>, 2021*



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# FACULTY OF HUMANITIES AND EDUCATION

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## DEAN'S OVERVIEW

Adaptive responses from the Faculty of Humanities and Education, which were intended either to mollify or vitiate the harsh challenges precipitated by the COVID-19 pandemic to teaching and learning, engendered one remarkable outcome: an effervescence of remote/online teaching delivery strategies from the academic staff. With this huge benefit secured, it became more feasible to undertake the following additional activities virtually: out-of-classroom student development programmes; income generation aimed at achieving financial self-sufficiency; partnering with international collaborators to promote teaching and learning through research, knowledge production, and publications; promoting social and intellectual activism via voluntary public outreach engagements; sustaining and encouraging a motivated workforce; and expanding access to tertiary education through the creation of more self-financing, scholastically cutting-edge undergraduate and graduate programmes. To highlight and reflect on the strategic significance of these activities articulately, the ensuing narrative has been framed to encapsulate the goals and objectives of the "2017-2022 University Strategic Plan" under the "Triple A" pillars of "Access," "Alignment," and "Agility."

## ACCESS

Improving the Quality of Teaching and Learning: Curriculum Development In pursuit of two intertwined objectives of increasing student enrollment in the Faculty, and thereby simultaneously expanding access to tertiary education as set out in the "University Strategic Plan," new self-financing, multidisciplinary degree programmes were introduced at both the undergraduate and graduate levels. Additionally, several existing courses and

programmes were also revised to reflect the prevailing scholastic trends in the pertinent disciplines. Regarding the latter, for example, the BA in Liberal Studies degree programme offered in the Department of Literatures in English was fundamentally revised; and it was thereafter taken through the quality assurance and approval processes of the Mona Campus and the University successfully. At the graduate level, two existing programmes were reviewed extensively: the MA in Heritage Studies offered by the Department of History and Archaeology, and the MA in English Language offered by the Jamaican Language Unit (JLU) in the Department of Language Linguistics and Philosophy.

Regarding new programmes, the Department of History and Archaeology introduced the BA in History and International Relations with the support of the Department of Government; and it was thereafter successfully taken through the quality assurance and approval processes of the Mona Campus and the University by the Faculty. With its first cohort of students expected at the start of the 2021/22 academic year, the Department will certainly add more students to the recent uptick in enrollment which began two years ago with the introduction of History and Journalism. Additionally, two new programmes were reviewed for submission to the Board for Undergraduate Studies (BUS) via the Academic Quality Assurance Committee of the Mona Campus (AQAC): the BA in Librarianship and Education introduced by the Department of Library and Information Studies with the support of the School of Education; and the BA in Guidance and Counselling introduced by the St. Michael's Theological College, an affiliate of the Faculty of Humanities and Education.

As a result of these new programmes, an impressive total of twenty-five (25) new undergraduate courses from various Departments were scrutinized and presented by the Faculty's Academic Quality Assurance Committee (FAQAC), under the auspices of the Deputy Dean for Undergraduate Matters and Quality Assurance, to the Mona Campus Academic Quality Assurance Committee (AQAC). The resolve to sustain an admirable standard of academic quality control through the Faculty Committee, which has always been one of the strategic and critical planks for advancing access to tertiary education, was complemented and strengthened by the Quality Assurance Unit of the Board for Undergraduate Studies (BUS). Under the auspices and oversight of this Unit, the Department of Literatures in English had its programmes externally reviewed to the satisfaction of the Department, the Faculty, and the Mona Campus. On the advice of this Unit, arrangements were initiated during the year under review to externally review the programmes of two Departments in 2021/22: The Department of Modern Languages and Literatures, and the Department of History and Archaeology. At the graduate level, the Department of Modern Languages and Literatures discontinued or retired two existing programmes: MA in French, and MA in



Spanish. A new multidisciplinary and self-financing MA programme in Languages, Literatures and Film was introduced to begin in September 2022. Another self-financing professional doctoral programme, Doctor of Education (Ed.D.), was introduced by the School of Education; and it was thereafter shepherded by the Faculty through the quality assurance processes of the Mona Campus and the University. Four (4) new postgraduate diploma programmes from the Department of Library and Information Studies were reviewed by the Faculty Postgraduate Subcommittee in the following special areas: Archives Administration, Media and Information Literacy, Library Management, and Information Governance. These undergraduate and graduate programmes, along with those introduced in the last five years, represent a core component of an articulated and robust agenda of curriculum development and transformation sweeping through the Faculty as it seeks to rebrand its image and reverse its declining student enrollment.

## **The Learning Environment**

Prior to the advent of COVID-19 in March 2020, the Faculty, in order to increase its online offerings gradually, earnestly began to review and reform certain courses and programmes to facilitate their multimodal delivery. This academic review went *pari passu* with administrative efforts to acquire the pertinent information communication technology (ICT) that would facilitate online teaching delivery. Thus, at the onset of the restrictions against in-person learning, nearly all the classrooms capable of seating between 50 and 100 students have been outfitted with multimedia facilities. The Faculty Office and the various Departments had previously acquired Zoom Licenses which became very handy for online teaching and routine administrative meetings when in-person group gatherings were suspended. Additionally, in collaboration with the Centre for Excellence in Teaching and Learning (CELT), as well as the Mona Information Technology Services (MITS), seminars and workshops to educate staff about the mechanics and intricacies of online teaching were also being organized before COVID-19 struck in March 2020.

With these pre-pandemic investments in human capacity building and technological wherewithal in place, it did not prove too herculean to further realign more pieces of the learning infrastructure in order to make a complete transition to remote and/or online teaching after March 2020. In fact, by the beginning of the academic year under review, both the Departments and the Faculty Office had adjusted reasonably well to the COVID-19 protocols put in place by the Mona Campus. In addition to drastically reducing the physical presence of staff and students in compliance with the COVID-19 risk man-

agement requirements, the following measures, among others, were taken to ensure public health safety in the physical learning environment: provision of thermometers for temperature checking, installation of dispensers with sanitizing liquids, and the erection of glass cubicles to shield those engaging in matters requiring in-person interactions.

With precautionary health safety measures in place, the administration of the Faculty felt emboldened to pursue various activities aimed at making the mandatory transition to remote and/or online teaching less disruptive. To create an opportunity for academic staff to fully utilize the Campus' Learning Management Platform, OurVLE, the Deputy Dean for Graduate Matters invited Ms. Michelle Stewart-Mckoy of the Centre for Excellence in Teaching and Learning (CETL) to run a series of weekly workshops called "Teaching with Ease." These workshops, which began from October 26, 2020, built on the pre-pandemic foundations and focused on these themes: "Decluttering and Organizing your Course Page," "Making your Course Page Inviting," "Providing Interactive Course Content with the Block Feature," "Bringing Edutainment to your Course with Quiz," and "Maximizing your Course Gradebook."

The Deputy Dean with responsibility for Information Communication Technology (ICT) also engaged Ms. Michelle Stewart-Mckoy on February 19, 2021, for another workshop on "PowerPoint" presentation, including "Inserting Audio in PowerPoint" and "Inserting Animations in PowerPoint." Because the teaching modalities were both synchronous and asynchronous, an instructional video on how to access and download lectures on the BLACKBOARD COLLABORATE (BBC) via the OurVLE was produced for staff and students. This video was subsequently deposited on the Faculty's YouTube Channel. Various Departments actively sought ways of mollifying the challenges to teaching and learning due to COVID-19 by introducing one form of Information Communication Technology (ICT), or another, to enrich the learning experience. Two examples might suffice to illustrate the point here. The Caribbean School of Media and Communication (CARIMAC) received seventy-two (72) Adobe Creative Cloud Software Licenses valued at US\$23,760, and a network switch valued at US\$13,000, from an organization called "Youth Employment in the Digital and Animation Industries (YEDAI)." This was to assist students in the Animation degree programme. The Department of Modern Languages and Literatures, in order to further support remote learning and facilitate related administrative activities, introduced the KAYAKO HELP DESK SOFTWARE.

## Student Development Efforts

As part of the overall expansive efforts aimed at promoting student development, the Faculty Office and the Departments found creative ways, and special avenues, to reach out and communicate with students in lieu of in-person interactions. At the start of the academic year, to begin with, orientation cum reception ceremonies for new and returning undergraduate and postgraduate students were done virtually. Students were generally supplied with soft copies of all documents required for these exercises. These included, among others, critical information on programme and course registration, academic advising, and teaching timetables. A video of these activities on the Faculty YouTube channel attracted 2,333 views on August 31, 2020. In September 2020, in addition to the initial orientation, the "First Year Experience (FYE)" programme facilitators, led by the Deputy Dean for Undergraduate Matters and the Vice Dean for Marketing and Outreach, met with the pertinent officer in the Office of Student Services and Development to inaugurate online FYE activities for students in the Faculty. Then, as the first semester wore on, the Annual Faculty Student Awards Ceremony to recognize those who had excelled academically was held virtually. Over fifty prizes, donated by various entities within and outside the Mona Campus, were presented to both undergraduate and graduate students at that ceremony. A video of that ceremony was thereafter uploaded to the Faculty's YouTube channel on January 26, 2021, and it attracted 957 views on the first day of posting.

As a replacement for out-of-classroom in-person interactions among research students, who had previously often complained about being "isolated," steps were initiated by the Deputy Dean for Graduate Matters to launch a virtual community dubbed "Humanities and Education Graduate Research Community." Among many other things, the core idea of this proposition was aimed at fostering group thinking, providing mutual moral support and assistance, and facilitating a timely circulation of Faculty-wide notices about workshops, PhD upgrade seminars, and PhD oral examinations. In some respects, this venture mirrored some of the excellent aims of a preexisting group, Association of Graduate Researchers (AGRE), founded specifically to foster the learning experiences of graduate students in the School of Education (SOE). With in-person interactions banned during the year in review, this association began a bi-weekly podcast called "Ed Research Talks" to facilitate conversations among its members. Across the Faculty, in order to enrich the learning experiences of research students, and thereby hopefully increase their throughput rate, calculated steps were taken to eliminate bureaucratic bottlenecks previously encountered when research proposals were submitted for ethics vetting and approval. Under the auspices of Professor Paulette Ramsay, who assumed chairmanship of the Faculty Subcom-

mittee for Ethics Approval at the start of the academic year, the existing Guidelines on Ethics Clearance for staff and students in the various disciplines were revised and made more user-friendly. Thereafter, via online meetings, the Subcommittee unprecedentedly vetted twenty-six (26) postgraduate research proposals for ethics approval. To enhance the social wellbeing of students as well as their academic throughput rate, some Departments secured scholarships from private agencies. Examples from two Departments could illustrate the point. Via the Canada-Caribbean Institute, the Institute of Caribbean Studies (ICS) secured a Cultural Studies Graduate Scholarship valued at JA\$ 300,000. Via the Consulate General of Jamaica in Miami and the Louise Bennett-Coverley Heritage Council, the ICS was also able to secure a Music and Performance Studies Scholarship valued at JA\$ 145,000. These scholarships, which will be administered by the Institutional Advancement Division of the University, will assist successful applicants enrolled in the ICS with much needed tuition and living expenses. Similarly, with funding from the Continental Baking Company Limited, the School of Education (SOE) collaborated with the Faculty of Science and Technology to develop a scholarship programme, which is called Building Out Our Science Teacher (**BOOST**) Scholarship Programme, to assist with the training of Jamaican teachers in STEM education.

Additionally, Departments continued with the pre-pandemic routine of holding weekly joint seminars for academic staff and postgraduate students online. In the Institute of Caribbean Studies (ICS), with the second largest population of postgraduate students in the Faculty after the School of Education, twenty-four (24) presentations by postgraduate students were given between September 24, 2020, and April 29, 2021. Having extensively reviewed its preexisting MPhil/PhD programme in Library and Information Studies, and thereby renaming it as MPhil/PhD in Information Studies, the Department of Library and Information Studies took immediate steps to reinvigorate the graduate research seminars by requiring students to present their research proposals at the end of their first year of registration. Four (4) students subsequently presented between May 4, 2021, and May 12, 2021. Just to cite one more example, the School of Education also ran a special seminar for its MPhil/PhD students from December 16-18, 2020. In the Caribbean School of Media and Communication (CARIMAC), thirty-two (32) research seminars for staff and postgraduate students were held between August 12, 2020, and June 30, 2021. The net benefit of these concerted efforts can be readily seen from the impressive number of Masters' and Master of Philosophy degree students produced during the year in review, including the list of doctoral candidates given below who successfully completed and defended their dissertations.



Names of Students	Dept/School/Institute	Dissertation Titles
Avalloy McCarthy	School of Education	An Evaluation of the Instructional System for Primary Mathematics Teachers in Selected Teachers' Colleges in Jamaica
Olatocumbo Sam	School of Education	Factors Contributing to Varied Outcomes Realized in Selected Externally "Fundred" Education Projects in Guyana: A Grounded Theory Study
Sheele-Ann Thaw	School of Education	Sexual Objectification: A Qualitative Enquiry into Adolescent Students' Experiences in an Urban, Post-secondary Institution (**Degree to be awarded with High Commendation)
Steven Kerr	School of Education	Constructing a Model for Creating High Quality Secondary Schools in Jamaica Using Grounded Theory Methodology
Cynthia Allen-Pearson	School of Education	Professional Learning Through Collaborative Inquiry: A Case Study of the Experiences of a Group of Teachers in a Secondary School in Jamaica
Charmaine McKenzie	Dept of History and Archaeology	Jamaican Foodways from Emancipation to World War II
Alexis Samuels	Dept of Literatures in English	Negotiating the Triad: Traditional and Modern Gender Performances and Evolving Performances in African/Diaspora and Caribbean Women's Fiction
Novelette McLean Francis	Dept of Language Linguistics & Philosophy	Ring Road: Directions in Official Language Education Policy in Jamaica, 1947-2018

## Research, Publications and Innovation

Unlike the previous academic year, the administration of the Faculty began the year in review knowing that most research activities will be done online. Therefore, in addition to the weekly seminars mentioned above to enhance postgraduate research, all other local

and international conferences, symposiums, distinguished and memorial public lectures were planned and done online. Colleagues from different disciplines across the Faculty secured funding for research through collaborations with external partners within and outside the Caribbean. The Faculty Office and the various Departments, within the context of the collective creative responses to the challenges of COVID-19, provided an enabling environment which gave rise to individual and group research projects, numerous technical reports, dozens of peer reviewed journal articles and book chapters, and the peer reviewed book publications to be given shortly. The select list of conferences, seminars and public lectures presented in the Table below, taken together with the peer reviewed publications of staff and the achievements of postgraduate students earlier mentioned, will readily reinforce the image and reputation of the Faculty as a viable contributor to knowledge production in the Mona Campus.

Conferences, Seminars, Symposiums, Memorial and Distinguished Lectures: A Select List

Faculty Office/School/Institute/ Department	Conferences/Seminars Distinguished Lectures/ Memorial Lectures
Institute of Caribbean Studies (ICS)	“Everyday Activism: Honouring Walter Rodney through Education for the ‘Ratchet’ Generation” (22 <sup>nd</sup> Annual Walter Rodney Lecture) October 16, 2020
Department of Literatures in English (DLIE)	“After the Event”: Teaching West Indian Literature” (14 <sup>th</sup> Annual Edward Baugh Lecture) June 2, 2021
School of Education (SOE)	“TVET: Creating Opportunities in a Global Pandemic” (5 <sup>th</sup> International Conference on TVET in the Caribbean) May 12-14, 2021
Department of Library and Information Studies (DLIS)	“INFOTalks” (Seminar Series on various themes pertaining to Library and Information Studies presented by practitioners within and outside the Caribbean) October 2020 to April 2021
Department of History and Archaeology (DoHA)	“Enslavement, Resistance and Expressions of Freedoms for Africans in the Caribbean: Lessons from Archaeology” (36 <sup>th</sup> Annual Elsa Goveia Memorial Lecture) March 23, 2021

Department of Language Linguistics and Philosophy (DLLP)	“Dis and That ‘bout Jamiekan Children’s Speech an Langwij: Distinguishing Difrens and Disaada” (6 <sup>th</sup> Cassidy-Le Page Distinguished Lecture organized by the Jamaican Language Unit (JLU) in the DLLP) October 30, 2020
Caribbean School of Media and Communication (CARIMAC)	“Powering Development: Community Radio Translating Voice into Action” (11 <sup>th</sup> Annual CARIMAC Aggrey Brown Distinguished Lecture) 14 April, 2021
Faculty Office in collaboration with the Department of History and Archaeology	“The First Rough Draft of History: Journalism’s Empty Promise” (The 5 <sup>th</sup> FHE Distinguished Lecture) March 18, 2021
Faculty Office in collaboration with the Institute of Caribbean Studies (ICS)	“Jamaican Music at Home and Abroad: Keeping the Circuits Grounded” (The 6 <sup>th</sup> FHE Distinguished Lecture) May 14, 2021

### Select Outcomes of Research Activities: Major Scholarly Books & Staff Recognitions for Intellectual Accomplishments

- **Thompson, C.S.**, Education and Development: Policy Imperatives for Jamaica and the Caribbean, Kingston: The University of the West Indies Press, 2020
- **Hickling Gordon, D.**, Cultural Economy and Television in Jamaica and Ghana, Switzerland: Palgrave-MacMillan, 2020
- **Ramsay, P.A.** (ed), The West Indian Presence and Heritage in Cuba, Kingston: The University of the West Indies Press, 2020
- **Ramsay, P.A.**, Letters Home (Caribbean Contemporary Classics), London: Hodder Education, 2021
- **Roofe-Bowen, C.**, Blair, E. & Timmins, S. received the “2021 Society of Professors of Education Outstanding Book Award” for this work, A Cross-Cultural Consideration of Teacher Leaders’ Narratives of Power, Agency and School Culture: England, Jamaica and the United States. The Award was presented on April 17, 2021.
- **Milson-Whyte, V.**, Oenbring, R., & Jaquettee, B. were presented in May 2021 with the “Outstanding Book Award (Edited Collection Category)” by the Conference on College Composition and Communication (CCCC) for this work, Creole Composition: Academic Writing and Rhetoric in the Anglophone Caribbean (Lauer Series in Rhetoric and Composition), South Carolina-USA: Parlor Press, 2020
- **Kathleen Monteith** was promoted to the rank of full Professor in Caribbean History in October 2020



# ALIGNMENT

Activism and Public Advocacy via Outreach and Marketing Initiatives Outreach and marketing activities of the Faculty, whilst promoting the academic programmes and image of the Faculty in order to increase student enrollment, included initiatives to foster greater activism and public advocacy for the advancement of the Caribbean as articulated in the "Strategy Plan." Academic and administrative members of staff, taking advantage of the existing enabling environment, voluntarily contributed to regional and national development socio-culturally, politically, and economically.

Scheduled promotional initiatives by the Faculty Outreach and Marketing Subcommittee, most notably school visits that had to be done online due to COVID-19, were coordinated by the Vice Dean for Marketing and Outreach in tandem with the Mona Campus Office for Marketing, Recruitment and Communications. In addition to synchronous presentations on programme offerings to prospective high school applicants, information sessions for teachers and parents were also held to dispel the rampant view that humanities education did not have much market value. To sustain the conversation generated with these audiences, a graduate student worker had to be engaged to meticulously track and respond to queries sent to the available social media outlets of the Faculty: Email accounts, YouTube, WhatsApp, Twitter, Facebook and Instagram. For the year in review online visits were made to twenty-seven (27) schools within and outside Jamaica as follows: Alphonse Davis High School, Calabar High School, Camperdown High School, Campion College, Christina High School, Clarendon College, Cornwall College, DeCarteret College, Glenmuir High School, Holland High School, Holmwood Technical High School, Immaculate Conception High School, Jonathan Grant High School, Kingston College, Knox Community College, Manchester High School, Meadowbrook High School, Montego Bay High School, Munro College, Oberlin High School, St Hugh's High School, St Jago High School, Vere Technical High School, Wolmer's High School for Boys, Wolmer's High School for Girls, York Castle High School, and Queen's College in the Bahamas.

## **Humanities and Education in "Traditional" Media**

In addition to having a strong social media presence, as it has been shown above and in previous Annual Reports, the Faculty Office has also shown strong intellectual activism and public advocacy via the "traditional" media outlets, radios and newspapers. Humanities and Education in Action Series, now in its fifth year of production by the Sunday Gleaner,

have been highlighting the relevance of humanities education through a focused set of weekly articles written by past and present students and faculties. During the specific year in review the following articles, among others, were published: "Humanities is the Future" by Nicole Plummer; "The Fine Art of Imparting Education" by Yewande Lewis-Fokum; and "Samantha Campbell: On a Quest to Honour History and Culture" by Mikkala Hutchinson. As Vice Dean Nicole Plummer, who coordinated these exercises, put it: "(These) articles provide motivation for individuals who find themselves interested in the humanities and education but are questioned by others about their choices." The advocacy efforts to reaffirm the intellectual and marketplace relevance of academic degrees in humanities education received a boost from the Campus administration, and the West Indies Group of University Teachers (WIGUT) in Jamaica. On September 24, 2020, with the help of these two bodies, the Faculty launched a virtual recruitment drive for potential students, which was dubbed "The FHE Roadshow." It was via Zoom and streamed simultaneously on the YouTube channel of the Faculty. By May 31, 2021, a grand total of 1,042 persons had viewed this activity online, with 441 on YouTube and 601 on Facebook. To sensitize members of the public about the forthcoming "FHE Roadshow," arrangements were concluded for the Vice Dean to discuss this event and the academic programmes via the following national radios: Power 106, and Nationwide News Network. To continue the campaign, via this medium, the programmes of the Faculty were also discussed with other national radios, News Talk 93 FM and RJR 94 FM, after the "Roadshow."

### **Outreach Agendas with International and National Focus**

Aside from these focused activities aimed directly at boosting student enrollment, the Faculty's Outreach and Marketing Subcommittee also initiated a special virtual seminar series that focused on the "Black Lives Matter" movement, which spontaneously erupted globally in many cities, following the gruesome killing of a black man, George Floyd, by a white police officer in the United States. In order to draw public attention to the underlying historical issues of race and racism, the following papers, among others, were presented: "Media Representations of Blackness: Toward a New Media" by Steffon Campbell; "Black Lives Matter and Curriculum Development in Jamaica" by Saran Stewart; "Rastafari and the Struggle to Make Black Lives Matter" by Jahlani Niaah; and "Literature as Activism: Unpacking Black Lives" by Isis Semaj-Hall. To strengthen civil society, and thereby enliven its historically tenuous and tepid links with the state for the overall benefit and growth of people-oriented agendas within the body polity, the Faculty's administration continued its policy of incentivizing staff members who voluntarily contribute to community self-help projects, including participation on government consultative committees, and the advisory

boards of public and private enterprises. The following, among many others, benefitted from the voluntary services of academic staff during the year in review: the UNESCO Expert Facility Consultation on Jamaica's Cultural and Creative Industries (CCI) Legislative Framework; the Caribbean SIDS Consultative Committee on UNESCO Media and Information Literacy for Teachers; the Technical Advisory Committee for the Caribbean Examinations Council; the Jamaica National Heritage Trust; the Board of Management of the African Caribbean Institute of Jamaica/Jamaica Memory Bank/Liberty Hall; the Government of Jamaica Records Management and Information Management Oversight Committee; and the National Entertainment Advisory Board of the Ministry of Culture, Gender, Entertainment and Sport. Because of these persons, who selflessly availed their expert intellectual and professional comments to these public and private bodies, it could also be said that the Faculty contributed to the evolving process of social development in the Caribbean.

At different times during the year in review, workshops pointedly focused on preparing Jamaican sixth form students for the Caribbean Advanced Proficiency Examinations (CAPE) were held. On two separate days, March 18 and 25, 2021, in addition to workshops on how to learn and write history using documents, the Department of History and Archaeology gave lectures on themes from Units One and Two of the CAPE History syllabus. Along with a colleague in the Faculty of Social Sciences, Dr. Orville Beckford, the Institute of Caribbean Studies (ICS) gave lectures on themes drawn from three subject areas of the Caribbean Secondary Examination Council (CSEC) and CAPE syllabi, social studies, Caribbean studies, and sociology. On May 7, 2021, the Department of Language Linguistics and Philosophy had a workshop on CAPE Communication Studies. Finally, in its sustained and relentless activism to secure official recognition for Jamaica's indigenous language, Patios, the Jamaican Language Unit (JLU) in the Department of Language Linguistics and Philosophy held a series of workshops to promote the "Cassidy-JLU Writing System" in February 2021. It is worth noting that the efforts of the JLU, and the system of writing it is promoting to teach people how to read and write Patios properly, are in sync ideologically with the University's Language Policy proposals announced recently by the Vice Chancellor.



# AGILITY

Restoring Financial Health via Self-Financing Academic Programmes. In order to contribute to the financial health of the Mona Campus, and simultaneously increase student enrollment, the Faculty embarked on an expansive agenda of introducing self-financing undergraduate and postgraduate programmes. The ultimate strategic aim under this curriculum transformation initiative was to achieve financial self-reliance through a reduction in the amount of government subsidized programmes. From 2015/16 to 2020/21, at both the undergraduate and postgraduate levels, twelve (12) self-financing programmes that are also multidisciplinary in nature were successfully introduced. The newest additions to this category of programmes in the Faculty, which have been scheduled to begin in September 2021, are as follows: the BA in History and International Relations, and the Doctorate in Education (Ed.D.). The School of Education, through its M.Ed online outfit which predated the advent of both the Open Campus of the UWI and the COVID-19 pandemic, has been a trailblazer in the provision and profitable management of self-financing programmes in the Faculty. It currently manages and has about 55% of all the self-financing programmes in the entire Faculty. This means that the remaining 45% is being provided, in varying proportions, by the following establishments (except the Department of Modern Languages and Literatures) subsumed under the Humanities: Department of History and Archaeology; Department of Literatures in English; Department of Language, Linguistics and Philosophy; Department of Library and Information Studies; Institute of Caribbean Studies; and the Caribbean School of Media and Communication. To contribute maximally to the financial health of the Mona Campus, via the introduction and management of self-financing programmes, plans have been in place to replicate the entrepreneurial dynamism and culture flourishing in the School of Education across the entire Faculty.

Without exception, in addition to self-financing programmes, all Departments generated additional incomes from the online summer school courses they offered to students who needed to satisfy outstanding programme credit requirements. As a result of the COVID-19 pandemic, the revenue generating services offered by the following entities within the Department of Language Linguistics and Philosophy were suspended: the International English Language Testing Services (IELTS), the English Language Proficiency Test Unit (ELPTU), and the Writing Centre (WC). It is worth noting that, prior to the pandemic, with a stable and wide market demand for its services from alumni, students, and non-student customers of the Mona Campus, the IELTS was clearly the most lucrative revenue earner after the self-financing academic programmes in the Faculty of Humanities and Education.

## Demonstrating Agility in Regional and International Collaborations

In-person trans-national academic research conferences were generally globally forbidden due to the challenges precipitated by the COVID-19 pandemic. As a result of this situation, all forms of international collaborations for promoting teaching and research were done virtually. The few examples given here were simply remarkable for their thematic pertinence and geographic coverage. Dr Carol Hodatt Gentles, as chairperson of the International Council on Education for Teaching, inaugurated a trans-national research study- "Teacher Experience and Practice during COVID-19: Valuing Teacher Voice"- in partnership with Marilyn Leask, a MESHGuides Professor in the United Kingdom. A preliminary report based on data gathered from teachers in forty (40) countries was presented at two virtual symposiums during the year in review. Led by Professor Halden Morris, the School of Education, in partnership with the ST Augustine Campus of the UWI, University of Technology (UTECH), Jamaica, HEART/NSTA TRUST, Jamaica, UNESCO, Colleges and Institutes Canada (CICan), International Labour Organization (ILO), Decent Work Team & Office for the Caribbean, and the American Development Bank (IDB), organized the 5<sup>th</sup> International Conference on TVET in the Caribbean. "TVET: Creating Opportunities in a Global Pandemic," as it was titled, was attended by 683 persons in all, and featured forty (40) presentations from the Caribbean, Africa, Europe, Asia, and the Middle East, from May 12 to 14, 2021. Some Departments, while seeking new regional and international collaborations to foster research, teaching and learning, also made efforts to strengthen those secured previously. Four pertinent examples might suffice to make the point here. Via the "Erasmus+ KA 107 Programme," funding was secured to facilitate research and the mobility of students and staff under an existing memorandum of understanding between the Birmingham City University (BCU) in the United Kingdom and the Institute of Caribbean Studies (ICS) during the year in review. The Caribbean School of Media and Communication also maintained and strengthened its collaboration with the following international and regional organizations dedicated to the promotion of media and communication studies: the International Association for Media and Communication Research (IAMCR), and the Caribbean Broadcasting Union (CBU). Having restructured and admitted students into its MPhil/PhD programme, the Department of Library and Information Studies partnered with Professor Emerita Jeanette Bastian, a reputable scholar and information studies specialist at Simmons University in Boston-Massachusetts, to ensure a good throughput rate with adequate supervision of students. To facilitate that collaboration the Department secured the appointment of Bastian as an honorary fellow from September 1<sup>st</sup>, 2020, to

August 30<sup>th</sup>, 2022. The Department of Genetics at the Harvard Medical School in the United States, in collaboration with the Department of History and Archaeology, will do a study of the ancient DNA of the pre-Columbian human skeletal remains in Jamaica. Among other things, it might shed more light on the nature of early human settlement, an under-researched area in the historiography.

## **Sustaining a Caring, Motivated & Professional Workforce during a Pandemic**

The narrative here revolves around one central question: With the COVID-19 pandemic and its related implications for the physical health of employees and their sense of emotional wellness, what steps did the administration of the Faculty pursue to motivate its workforce? The contexts for the steps taken by the Faculty Office and Heads of Department, which will be described shortly, were in part set into motion by the Mona Campus COVID-19 Task Force. The following events were initiated for the benefit of employees by that Task Force: "Campus COVID-19 Conversations," which held on October 1, 2020; "Special COVID-19 Cleaning and Sanitation Training Seminar," which held on October 15, 2020; "COVID-19 Monitors Training," which held on May 20, 2021; and "Performance Management Workshop for Auxiliary and Technical Staff," which held on May 31, 2021. The latter workshop focused, as it might be expected in the face of the pandemic, on finding new and creative ways for appraising the job performance of a category of staff within the Campus' workforce. These campus-wide "conversations" and "initiatives" on how to respond to the challenges precipitated by the COVID-19 pandemic foreshadowed certain imminent changes to the preexisting internal operational processes. Whilst some of these changes implemented to protect the wellbeing of employees were mandated administratively either by the Vice Chancellor, and/or the Campus Principal, Deans and Heads of Department were strongly advised to pursue initiatives that will uphold employee engagement and satisfaction within the approved guidelines for managing the pandemic. This became the overarching mantra, or the guiding principle, as the Faculty sought to organize administrative, research, teaching and learning activities virtually. For example, observing the protocol of social distancing inevitably meant drastically reducing the physical presence of academic and administrative staff in the facilities. The management of this process was left entirely in the hands of the Dean and the Heads of Department.

With nearly all academic staff teaching remotely from the safety and comfort of their private homes, Heads of Department, in order to keep the administrative offices safely open, had to produce rosters for administrative staff to work on rotations. At any given time, for



example, only two fully masked personnel, who operated behind a protective glass wall, physically manned the Faculty Office. The Caribbean School of Media and Communication (CARIMAC), with multiple teaching venues and facilities, had only three administrators at any one time to offer in-person services. As added layers of protection for those engaged in these minimized interactions, thermometers for temperature checks, and dispensers for hand sanitizers, were made available for their use through the Faculty Office by the Campus COVID-19 Task Force. Finally, in order to support the mental health of both administrative and academic members of staff, the Vice Dean for Outreach and Marketing organized with the Mona Campus Health Centre to hold, via Zoom, a series of "FHE Wellness Workshops." The first of these was held on July 3, 2020. On January 21, 2021, the second one was held; and the link of the recorded conversations was made available to staff who were unable to attend. Although the efficacy of these efforts is yet to be measured, they were certainly timely morale boosters that strengthened the resolve of the workforce to finish the academic year successfully. Finishing the academic year successfully, given the now well-known challenges of this pandemic to the general psychological well-being of society, is incontrovertibly the best illustration of a workforce characterized by resilience, self-motivation, creativity, flexibility and adaptive responses to change overtime.

