

## THE UWI MONA CAMPUS

# 1. ACCESSING A WORLD-CLASS

### PREPARING STUDENTS FOR ENTRY INTO THE UNIVERSITY

The University of the West Indies, Mona Campus admitted into its First Degree programmes four thousand, three hundred and forty-two (4,342) students in the reporting academic year 2015–16. This was 629, or 14%, more students than it did in the previous year (3,713). Interestingly, the clamour for entry into our institution rages higher each year, as the regional population becomes increasingly sensitised to the value of a world-recognised tertiary education in the global, knowledge economy.

Our statistics reveal that 78% of the first-year intake came to UWI directly from high schools. Of the total student intake, 70% indicated that The UWI Mona was their first choice for university education, the competition coming primarily from overseas universities. Ninety-one percent (91%) of these students are below the age of twenty-four, and roughly 70% are female. Interestingly, 66% of the first-year students in the Faculty of Science and Technology are male, underscoring that Faculty's success in its outreach programme aimed at attracting male students.





# TERTIARY EDUCATION



It is universally recognised that the orientation process plays a crucial part in shaping the experiences of new students for the tenure of their study, and that the process is equally critical in its role in retaining them throughout their programme in the academy, and in building lifelong loyalty to the institution. In AY 2015–16, the Campus’s orientation process, designed for local and international students and their families, was as engaging as it was comprehensive.

The Campus expanded the activities to include online interaction with students and their families. The International Students’ Office, collaborating with the Billings and Receivables Section of the Bursary, continued its use of a webinar series, developed in the previous year, to assist non-Jamaican students with preparations for arriving in Jamaica and on the campus. Some 100 prospective undergraduate and postgraduate students attended the webinar series.

The Orientation for parents, guardians and spouses of new students was held on Sunday July 26, 2015 under the theme, *Support Networks: An Imperative for Student Success*. Families visited with the community financial institutions, as well



**70%** INDICATED THAT MONA WAS THEIR FIRST CHOICE FOR UNIVERSITY EDUCATION, THE COMPETITION COMING PRIMARILY FROM OVERSEAS UNIVERSITIES.



**93%** OF PARENTS/GUARDIANS INDICATED THAT, BASED ON THE INFORMATION GIVEN, THEY WERE COMFORTABLE HAVING THEIR CHILD/WARD ATTEND THE UNIVERSITY.



as the Students' Loan Bureau that occupied booth spaces in the Orientation Tent, browsed their offerings, and sought information about financing opportunities best suited to them. Additionally, relatives benefitted from an interactive session with the Student Services and Development managers of the halls in which the relatives' children/wards/spouses would be living during the period of study, often having the opportunity to tour the halls. From a sampling of 141 attendees, 93% indicated that, based on the information given, they were comfortable having their child/ward attend the University. Eighty-seven percent (87%) thought that Family Orientation helped them to understand University policies related to financial matters and students' responsibility to adhere to these policies, and provided useful information about student housing and student development through co-curricular programmes, student resources and services.

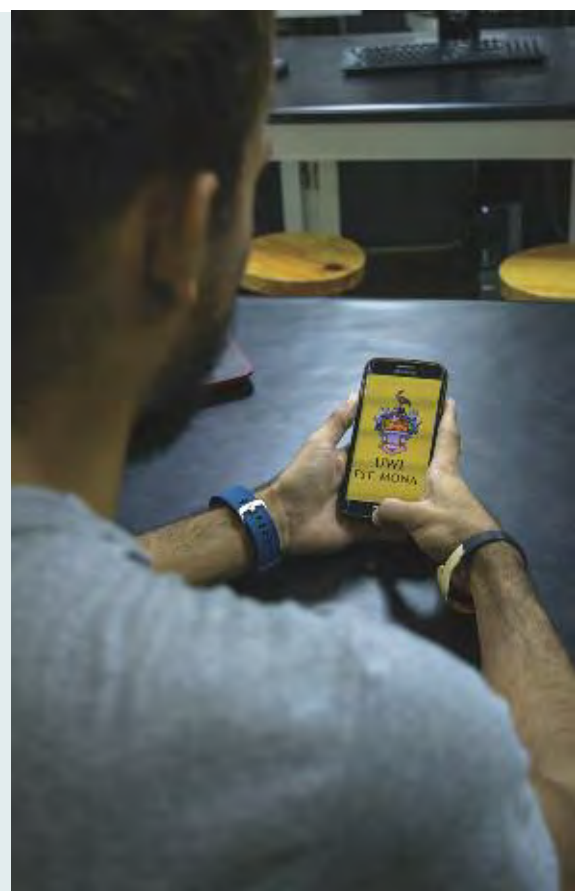
During Orientation's opening ceremony, held under the theme, *Informed. Prepared. Fully*

*Engaged*, students were introduced to the Campus Management Team and Students Guild Council, and benefitted, during the two-day period, from general sessions in the orientation tent, toured the campus, participating in discussions on topics such as, *Learning revisited*, *Registration 101*, *Health watch*, *Staying focused while at university*, *Security and safety*, *Up! Up! The steps of success in your first year*, *Planning for career success*, *Managing your finance* and *UWI Mona sports*.

**66%** OF THE FIRST-YEAR STUDENTS IN THE FACULTY OF SCIENCE AND TECHNOLOGY ARE MALE, UNDERSCORING THAT FACULTY'S SUCCESS IN ITS OUTREACH PROGRAMME AIMED AT ATTRACTING MALE STUDENTS.

## MOBILE APP PROVIDES NEW STUDENTS WITH USEFUL INFORMATION

An interesting innovation in the AY 2015–16 Orientation was the Faculty of Science and Technology staff's building of a mobile app aimed at improving the orientation process. The app provided new students with relevant and useful information at their fingertips. Featuring frequently asked questions (FAQs), information on scholarships and bursaries, videos showing the registration process, location of lecture rooms, among others, it is a useful addition to UWI's digital arsenal.



# MATRICULATION CEREMONY



In September 2015, new students were matriculated in a formal ceremony, presided over by Vice-Chancellor Professor, Sir Hilary Beckles, and Pro Vice-Chancellor and Principal, Professor Archibald McDonald, during which the most accomplished matriculant signed the Student Register, thereby signifying the new students' induction as "pelicans" of UWI. They lighted candles in acknowledgment of the 17 governments of the region that support the institution, and were serenaded by the celebrated UWI Singers.

Above, Nile Anderson signs the matriculants' register.

## A WORLD-CLASS CURRICULUM

### Courses and programmes renewal and accreditation

The University of the West Indies offers its students a rounded, world-class curriculum to ensure that every graduate emerges from the University a “critical and creative thinker, an effective communicator with good interpersonal skills, IT-skilled and information literate, innovative and entrepreneurial, globally aware and well-grounded in his/her regional identity, socially, culturally and environmentally responsible, and guided by strong ethical values” (*UWI Strategic Plan, 2012–17*). The institution’s academic and affective learning programmes undergo continuous scrutiny and renewal to ensure adherence to global standards and relevance to national, regional and international demand. These programmes are delivered in a physical and technological environment that facilitates teaching and learning. Academic and administrative staff are held by global university standards.

### Undergraduate degree programmes

During AY 2015–16, each Faculty’s Quality Assurance Committee reviewed several existing undergraduate courses, drawn across the various academic departments and disciplines for, among others, their bibliographical and thematic currencies, their teaching and assessment methodologies, and their measurable learning outcomes. Aside from these routine and mandatory reviews, each faculty sought to enrich and enhance its offerings by introducing new courses that are intellectually sound, market responsive, and culturally relevant.

Faculties’ Quality Assurance Committees also revised several existing undergraduate programmes. Two examples, drawn respectively from the Department of Language, Linguistics and Philosophy and the School of Education, are worth noting: the *BA Double Major in Linguistics*

*and Language Education*; and the *BED Computer Studies & Information Technology*. The former highlights inter-departmental collaboration, and the benefits and values of interdisciplinary scholarship that are being emphasised in order to enhance the employability and work-readiness of graduates. In addition to its interdisciplinary content and its associated benefits, the latter expresses a robust determination to demonstrate the relevance of the Faculty of Humanities and Education’s (FHE’s) offerings to the advancement of teaching and learning through the use of information communication technology in the classroom. Further, the FHE introduced two new programmes, the *BA in Librarianship*, and the *BA in Information Studies* and introduced a multidisciplinary programme, the *BA in Cultural and Creative Industries*.

The Faculty of Law underwent a quality assurance review to identify its strengths and weaknesses, having operated as a full Faculty for four academic years. The overall structure of some courses in the LLB programme was adjusted to allow smaller class sizes and greater interaction, and the Faculty received approval to deliver the *LLM/Diploma in Intellectual Property in Creative and Cultural Industries* with effect from September 2016.

The Mona School of Engineering submitted a self-study document to Accreditation Board for Engineering and Technology (ABET) as the initial stage of application for accreditation for its *BSc Electronics Engineering* programme and, in August 2015, enrolled the first cohort in the *BSc Electrical Power Engineering*.

In addition to the academic courses delivered through the Campus’s five Faculties, the Office of Student Services and Development continued to facilitate credits for structured co-curricular activities with measurable learning outcomes. Students were able to elect to register for any one of eight co-curricular courses: *Netball*; *Cricket*; *Football*; *Track and Field*; *Leadership*; *Debating*; *Steel Orchestra (Panoridim)*; and *Photography (Camera Club)*.



# Mona Students in Sports

Integral to its comprehensive curriculum is Mona's dynamic Sports programme. Students' engagement is supported by special, established arrangements that safeguard the students' creditable academic performance. The Campus's Sports Scholarship programme aids in allowing access to the UWI of some of the most talented athletes in Jamaica. In AY2015-16, the high performance of our student sportsmen and women not only continued to augment the image of the Mona Campus, but also that of Jamaica in the international arena.

Student-athlete Katherine Wynter received the Inaugural UWI Vice-Chancellor Sports Woman of the Year Award. This is The UWI's highest honour for student-athletes for their outstanding performance in academics, athletics, service and leadership. Miss Wynter, a Social Science student and badminton player, represented Jamaica in her first international tournament at the age of 13. She then continued to participate in international matches at the secondary and tertiary level. Most recently she competed in the Jamaica International Badminton Tournament where she took home both the bronze and gold medals. Wynter also topped her category. She later received the award for badminton at the RJR Sports Woman and Sports Man of the Year 2016 Awards.

*Katherine Wynter*



## Intercollegiate Competitions

The Campus dominated the Jamaica Intercollegiate Sports Association (INTERCOL) Cricket and Volleyball Competitions. The male and female volleyball teams claimed both titles, with the female team defeating the Mico University College.

In cricket, the team won the T20 INTERCOL Cricket Competition and the INTERCOL 50-over championship.

UWI A and B netball teams reached the INTERCOL, placing first and second respectively. The Campus also received the award for the institution with the Most Runner-Up Positions in the basketball, football, badminton and table tennis competitions. In addition, the Pelican Cheerleading Team placed 2nd in the Cheerleading competition, while the track and field team placed 3rd in the Track and Field competition.

We were the first college to compete in the national football league in Jamaica. During the year, the Campus participated in the Red Stripe Premier League and placed 5th. Out of the 33 matches played for the season, our premier league team won 13, lost 10 and drew 10.



### **Hockey Club Competitions**

The Pelican male and female hockey teams participated in four local and international hockey club competitions, dominating in all four. The RJR Communications Group awarded Kemar Mitchell with the hockey award for 2016.

### **Cricket Club Competitions**

The university participated in two major cricket club competitions, the Junior and Senior Cricket Cup Competitions, placing 2nd and 3rd respectively.

### **Netball Club Competitions**

The Pelicans participated in two major netball club competitions, The Jamaica National Building Society Open League Title Championship and the Supreme Ventures Limited Major League Senior Netball Competition. The team dominated the former, claiming the 1st place title, with Pelican Carlalee Tingling named the Most Valuable Player. The team claimed the runners-up title in the Supreme Ventures Competition.

### **Mona Sports on the international scene**

#### *The Penn Relays*

Nineteen athletes participated and won six medals

in the Penn Relays. Among them, Fedrick Dacres received a gold medal for his performance in College Men's Discus. Dacres also broke the meet record, throwing 65.04 metres. Pelican Basil Bingham placed 2nd in College Men Discus Throw, throwing 53.8 metres, while Rushell Clayton placed 3rd in the College Women 400 metres hurdles.

#### *IAAF Diamond League*

Fedrick Dacres and Shanieka Thomas participated in the IAAF Diamond League in Rome, Italy. Both athletes did exceptionally well and demonstrated dominance both on the track and in the field.

Hansle Parchment made great impact on the international scene, participating in the IAAF Diamond League in Doha, Qatar and placing 2nd in the Men's 110m hurdles, with a season's best time of 10.13.

#### *Table Tennis*

Pelican Mark Phillips was also selected by the Jamaica Table Tennis Association to represent the country in Kuala Lumpur, Malaysia. Phillips was a part of a team which placed 3rd in their division.





## Graduate degree programmes

In academic year 2015–16, Graduate Studies added three new Masters programmes, namely, *MA Integrated Marketing Communication*, *MSc Renewable Energy and Management* and *MSc Biomedical Research*, while the Faculty of Humanities and Education added new courses to its MA Theology and MA English programmes to come in line with the 35-credit regulations.

The Mona School of Business and Management's (MSBM's) Curriculum Review Team held four breakfast meetings, engaging a total of 32 stakeholders (representatives from the financial, retail, services, manufacturing and logistics sectors, and the food industry), during the period November 9–13, 2015, to solicit their input in the design of a new slate of MSc offerings. Subsequently, the School designed five new MSc Programmes – *Corporate Finance, Services and Retail Management, Marketing and Business Intelligence, Logistics and Supply Chain Management, and Procurement Management*. All requisite approvals from the UWI were granted for these new offerings, and marketing efforts are underway to ensure timely and successful commencement in January 2017. The School also obtained the Board of Graduate Studies and Research's approval to deliver the MSc

**IN AY 2015–16, MONA RECEIVED EXCELLENT RANKING IN THE RECENTLY PUBLISHED EDUNIVERSAL BEST MASTERS RANKING 2016, WHICH RANKED FIVE MASTERS PROGRAMMES OFFERED BY THE MSBM AMONG THE TOP 200 IN REGIONAL RANKINGS OF NINE GEOGRAPHICAL ZONES, AND TOP 10 FOR LATIN AMERICA.**

Accounting and Taxation Programmes in Belize.

MSBM also revised its MBA programme during the academic year. Feedback from industry leaders and stakeholders informed the revisions relating to the School's aim towards developing forward-thinking and work-ready graduates. Changes in the programme include: a new start date of August; the addition of several new courses, such as Business Analytics; and a compulsory field project, whereby groups of students will be assigned to work on, or solve a real issue in an organisation, over a three-month period.

In AY 2015–16, Mona received excellent ranking

# AWARDS CEREMONY FOR RECIPIENTS OF





Top: Jamaica News Network (JNN) signing MOU with MSBM aimed at, among other things, “producing employable graduates”



Right: Renewing of MOU with Spur Tree Spices Jamaica and MSBM

in the recently published Eduniversal Best Masters Ranking 2016, which ranked five Masters Programmes offered by the MSBM among the top 200 in regional rankings of nine geographical zones, and top 10 for Latin America. The programmes are as follows:

- *Master of Business Administration (Part Time)* – Top 200 Best Masters in Executive MBA and MBA part time Global Ranking- Ranked 19th
- *Master of Business Administration (Full Time)* – Top 200 Best Masters in MBA full time Global Ranking – Ranked 15th
- *Master of Science in Accounting* – Top 200

Masters in Accounting and Auditing Global Ranking – Ranked 10th

- *Computer Based Management Information System (CBMIS)* – Top 200 Best Masters in Information Systems Management Global Ranking – Ranked 11th
- *Master of Business Management* – Top 200 Best Masters in General Management Global Ranking – Ranked 16th


Eduniversal, with its headquarters in Paris, is a global ranking and rating agency with specialisation in higher education. It publishes its official ranking for the 4,000 best Masters and MBA programmes annually.

## SCHOLARSHIPS FROM TOTAL COMPANY LTD.



### **Partnerships for academic programme delivery and development**

Continuing with its initiatives to enhance the student experience, the University created partnerships with outside entities/universities aimed at strengthening its academic programme delivery. In this regard, the Faculty of Social Sciences hosted staff from the University of Gothenburg (UoG, Sweden), the purpose of which was to discuss a proposed Linnaeus-Palme application for the academic year 2015–16 for a partnership between the UWI and UOG through the Department of Sociology, Psychology and Social Work, Mona, the Institute International,



**CONTINUING WITH ITS INITIATIVES TO ENHANCE THE STUDENT EXPERIENCE, THE UNIVERSITY CREATED PARTNERSHIPS WITH OUTSIDE ENTITIES/UNIVERSITIES AIMED AT STRENGTHENING ITS ACADEMIC PROGRAMME DELIVERY**

St Augustine, and the UoG through the School of Global Studies. The application was approved for programme implementation in the academic year 2016–17. The partnership will include student and lecturer exchanges at the graduate level in *Anthropology, Sociology of Development and International Relations*.

The Faculty of Science and Technology indicated intent to partner with the Southern University, Baton Rouge (SUBR), LA, USA with an MOU that sets out the terms by which the SUBR and The UWI will develop collaborative initiatives to provide opportunities for students and faculty from both institutions to engage in training opportunities, development and implementation of academic programmes, and for collaborative research activities.

The UWI Mona School of Engineering (MSE) signalled its global competitiveness through the many initiatives undertaken during the 2015–16 academic year. It signed a Memorandum of Understanding (MOU) with the University of Florida (UOF) to support partnerships in teaching and research. The primary objective of this MOU is the development of cooperative efforts between Florida and UWI Mona, which will enhance the academic and research interchange between the two institutions. Recognising the importance of mutual collaboration, the parties desire to promote exchange between the faculty and students of the two institutions, as well as the exchange of academic and research information. Specific projects in an area of educational or research interest will be selected at the appropriate administrative level in each institution. The partnership has already fostered the implementation of UOF online course offerings to second year engineering students in the MSE.

At the start of the year, the University of Pennsylvania (UPenn) initiated discussions with MSE towards partnerships in teaching, research and student and staff exchanges. Discussions are ongoing.

### **Enhancing work-readiness (on-the-job training and internships)**

Over the years, UWI Mona Campus has placed increasing emphasis on in-service training and internships so as to enhance the job-readiness of its students. In addition to the Faculties, the Campus's Business Development Office negotiates internships for our students with corporate 'partners'. Over the period 2012–13 to 2015–16, the number of students participating in internships and practicums increased from 1,116 to 2,022. Following are some notable related initiatives that marked the 2015–16 academic year:

MSBM, in collaboration with Ernst & Young (EY) and other private sector companies (BDO and Price Waterhouse Coopers (PWC)), continues to create job opportunities for its undergraduate

students through its Co-operative in Accounting Education Programme. The Accounting Co-operative Programme is a structured educational approach integrating classroom studies with work experiences in the audit and assurance, taxation and accounting field. It provides job experiences through the partnership with companies, for students to gain experience and earn as they study, while preparing them for the corporate world.

During the period, the programme successfully placed 51 students on internships; with 21 students engaged outside of their home country –

10 students went to EY, New York; eight students were placed at EY, Trinidad and Tobago; two students from UWI WJC and one Belizean student are currently sited at EY, Jamaica, and the remaining 30 students are working at EY Jamaica (27 students) and BDO Jamaica (three students). EY Jamaica underwrote accommodation costs for all students who were engaged overseas. There was also an Agreement aimed at incorporating more non-Jamaicans in the programme. The first such student, a St Lucian, was placed at EY St Lucia during the summer.

MSBM's Young Investors' Club focused on

## SUNY/Binghamton University partnership advancing teaching, research, academic collaboration and cultural understanding

During the year, SUNY/Binghamton University submitted two draft Memoranda of Agreement (MOAs) for collaboration with MSE, starting academic year 2016–17. The first MOA speaks to The UWI Mona (and especially UWI Mona's School of Engineering) and Binghamton University (lead by the Thomas J. Watson School of Engineering and Applied Science) establishing a collaborative programme that provides qualified students from UWI Mona an accelerated path to obtain a Master's degree in *Electrical and Computer Engineering* from Binghamton University, through a combination of selected online courses and courses taken in residency on the Binghamton University campus.

The second MOA aims to foster advancements in teaching, research, academic collaboration and cultural understanding, and to create avenues for enhancing learner experience at both entities, as well as strengthen both entities by finding ways of

combining their complementary resources and strengths. As part of this collaboration, UWI Mona and Binghamton University will broadly explore the following avenues for cooperation:

- Short courses, seminars, workshops, and courses provided by Binghamton University to UWI Mona
- Discussions on industry/university collaboration
- Faculty and/or administrator visits
- Support of conferences and workshop; the mode of support will be determined depending on topic, timing, and other considerations
- Discussions and sharing of information on incubation of start-up companies
- Discussions regarding Binghamton University's Center for Learning and Teaching
- Collaborative academic programmes.



# THE CARIBBEAN INTERNSHIP PROGRAMME

The Caribbean Internship Programme (CIP) continues to be an example of successful collaboration between the UWI Mona, St Augustine and Cave Hill Campuses, which have contributed to the programme's sustainability. The CIP emphasises service learning as a concept which recognises the ability to establish meaningful connection between the academic environment and engagement with communities. The resulting assignments of graduate and undergraduate students for periods of three to six months, to meet the demands expressed, are seen in the favourable outcomes reported by agencies and communities, which articulate improved service delivery and capacity building, and interns who record valuable experiential learning.

Internships normally take place over the summer months, June–August, and may also take place whenever a request is made by an agency. Agencies usually make requests for students involved in



specialised fields of study. Graduate students (some of whom may require accreditation) and recent graduates who need to gain practical experience are encouraged to apply for a placement on the CIP. Final year undergraduates may also be considered. Selected participants are required to attend an orientation. Graduate students return to the UWI following their internship experience, and social work students, in particular, make presentations at their integrated practicum seminars, planned as a requirement of their programme.

## Some highlights of the CIP's achievements

- Government Ministries and four Non-Government Organisations in ten Caribbean countries have partnered with the UWI's CIP
- Opportunities provided for recent graduates and final year undergraduate and graduate students, who pursue internships as part of their degree programmes
- Coverage to 13 agencies in diverse settings in 11 countries through implementation of culturally relevant best practices
- Transfer of skills and the strengthening of agency services through capacity building
- Experiential learning for interns which included family and community interventions, research and advocacy
- Knowledge-building through research to aid intervention planning

## Some distinctive innovations

- Assistance given to the Government of Belize in implementing its Employee Assistance Programme (EAP)
- Evaluation of Grenada's National Parenting Programme
- Timely response to Dominica's plea for assistance following Tropical Storm Erika
- Social welfare and clinical services provided to family, youth and child agencies in seven Caribbean countries
- Assistance given in the replication/implementation of Jamaica's Roving Caregivers Programme in five Caribbean countries.

## THE MONA CAMPUS SEEKS TO CREATE AN ENVIRONMENT WHERE POSITIVE LEARNING TAKES PLACE ON A CONTINUOUS BASIS, AND WHERE LEARNING IS THE DEVELOPMENT OF A BLEND OF COGNITIVE AND AFFECTIVE SKILLS ACQUIRED INSIDE AND OUTSIDE OF THE CLASSROOM.

entrepreneurship and investment as its aim is to train billionaires. In training these billionaires, it strives to participate in activities that seek to assist in helping members to network, to give back, and create a platform for learning and simulation of the real world. During AY 2015–16, the young investors participated in activities that were exciting and, at the same time, served as a learning guide for the future. There are currently over 90 members in the Young Investors' Club.

The Faculty of Social Sciences' Banking League has its own in-house internship and mentorship programme which is expected to grow and evolve with each placement cycle. Launched in September 2015, the programme aims to provide academic support and mentorship to incoming 1st year students for the first semester of the year. Sixteen mentees were paired with 13 mentors in the areas of Banking and Finance, Accounting, Economics and Management Studies. Throughout the duration of the programme, participants were actively engaged in mentorship activities which included peer advice, tutoring and homework sessions. The programme realised approximately 31 hours of service, to the enrichment of students' on-campus experiences.

At the Mona School of Engineering, students were provided work-readiness experience through Mona-Tech, the commercial arm of the Mona School of Engineering.

The 2015–16 Job Shadowing Experience Programme for second and third year students, hosted by the Office of Placement and Career Services, succeeded in placing 301 students in 26 public and private sector organisations.

### Promoting affective learning

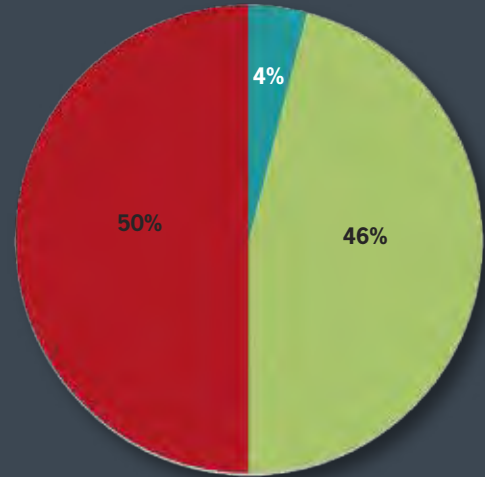
The Mona Campus seeks to create an environment where positive learning takes place on a continuous basis, and where learning is the development of a blend of cognitive and affective skills acquired inside and outside of the classroom. The Office of Student Services and Development (OSSD) plays an important role in facilitating learning by helping students to reach points of readiness and respond to timely and appropriate experiences that challenge their current capacity. In AY 2015–16, the Office sought to improve on its delivery of programmes developed for the diverse student population in support of their academic and social development.

## Professionals mentoring our students

The Mentorship Programme continues to be one of OSSD's structured flagship programmes that facilitate students' affective learning and development. During the academic year, the programme was oversubscribed, as the number of students applying for entry into the programme far exceeds the number of suitable registered mentors supporting it.



# FYE: DEVELOPING CRITICAL SKILLS IN THE FIRST YEAR OF STUDENTS' ACADEMIC CAREER



Fair Good Very Good

STUDENTS' RATING OF FYE PROGRAMME

Another overwhelmingly successful development programme administered by the OSSD is the First Year Experience Programme (FYE). Combining social and academic activities, it seeks to help first-year students to adjust responsibly to the challenges of University life, and to maximise their potential for academic success. Members of Faculty, OSSD administrative staff and resident advisors serve as facilitators of resident and commuting student FYE groups. The 1,400 first-year students who chose to participate in the programme in AY 2015–16 agreed, in an exit poll, that the FYE experience enhanced their time-management, leadership and social skills, their self-confidence, and their oral and written communication skills.



### **Short-term exchange programmes**

The OSSD also manages the student exchange arrangements agreed formally between the Campus and Florida State University (FSU) and the University of Costa Rica (UCR). Under a Memoranda of Understanding signed since 1995, all parties structure intensive, yet exciting and stress-free programmes for the participating students. The goals of these exchange programmes are to expose students to learning experiences in a variety of social, academic, cultural and service activities that will foster cultural, social, political and global awareness.

Mona students who visited the UCR in March 2016 reported that one of the most academically beneficial aspects of the trip was the Spanish classes. These were seen as a tool to interact with the students of the UCR campuses (Guapiles, Paraiso, Turrialba and San Jose), and through which to improve their grasp of the language. That a majority of the interactions were in Spanish (with few occasions for translation), motivated the students to immerse themselves in the language.

Students visiting the FSU participated in a Global Perspectives class. One of the participants represented the group by presenting to the class on the role and effects of Globalisation on economic development. This class consisted of students from in excess of twenty nationalities from around the world. The Mona students, in their evaluation, noted the significant impact the experience had on them. They describe as life-changing the opportunity to learn and share world views on economic, social, political and environmental issues in such a diverse educational environment.

### **Facilitating job placements**

Nearing completion of students' academic programmes of study, the University ensures that they have opportunities to groom themselves for the world of work through job fairs and the like. The Office of Placement and Career Services (OPCS) plays a major role in this activity. In

academic year 2015–16, it hosted its 13th Annual Career Awareness Month Activities under the theme, *Make a Life-Make a Living-Make a Difference* on February 11 to March 23, 2016. The career awareness activities allowed for: greater emphasis on the delivery of career development programmes, as well as their importance to the career development process; students' greater access to career information; increased exposure to entrepreneurship as a viable career option; and networking for career opportunities.



**THE GOALS OF THESE EXCHANGE PROGRAMMES ARE TO EXPOSE STUDENTS TO LEARNING EXPERIENCES IN A VARIETY OF SOCIAL, ACADEMIC, CULTURAL AND SERVICE ACTIVITIES THAT WILL FOSTER CULTURAL, SOCIAL, POLITICAL AND GLOBAL AWARENESS.**

As part of Career Month, the twenty-fifth (25th) Annual Career Exposition and Job Fair was held on Tuesday March 22 and 23, 2016, and focussed on helping students at all levels to research career information, learn about labour-market demands, and network with prospective employers. The exercise exposed students to broad-based careers, opportunities for networking, on-spot job interviews, and the role and importance of entrepreneurship in a changing job market. Based on students' resumes and networking on the first day of the Fair, organisations – Red Stripe (a Heineken Company), National Youth Service, Sagikor Jamaica, Scotiabank Jamaica, and Fast Enterprise LLC – conducted interviews on day two, and selected students for part-time, summer and full-time employment.



The OSSD also served as a career and placement unit at the WJC, spearheading the administration of the Student Assistantship programme which placed some 31 students in jobs on the WJC campus, assisted with placing students in various corporate entities in Montego Bay, and staged workshops on various aspects of professional etiquette.

The Caribbean Institute of Mass Communications (CARIMAC) had its inaugural student job fair under the theme, *Career Ready 2016*, to enhance the professional skills of CARIMAC's final year students and allow potential employers to meet, network and recruit from some of the best of the Institute's graduating class.

#### **A learning environment that promotes teaching and learning**

During AY 2015–16, the Mona Campus continued the process of upgrading and enhancing its environment and facilities, not only to support teaching and learning, but also equally important, to attract students and faculty from around the world.

The new state-of-the-art hall of residence, The Leslie Robinson Hall, built to accommodate 1,584 students, was officially opened. Plans were put in place to demolish the old Irvine Hall, which accommodates 200 students, and replace it with a new hall that will house 1,100 residents. Plans also continued apace to develop the Barnett Estate Campus and the Hartmont Facility in Western

Jamaica, to expand our delivery of medical and other academic services to local and foreign students in Jamaica's rapidly developing western region.

While these new property development and construction processes are at work, the Western Jamaica Campus continued to make significant improvements to the facilities and technology used in the delivery of programmes at the existing WJC site. The campus undertook Phase One of a



Multimedia Upgrade Project at the start of teaching in September 2015, enabling new equipment such as computers, projectors and accompanying screens. Under this project, the WJC computer lab was furnished with up-to-date equipment, thus increasing its technological capacity to deliver various courses on multimodal platforms.





Opening of the Caribbean's first University Finance Lab

WJC also improved its wireless internet facilities, and initiated a study aimed at using WhatsApp Group Chat to increase consultation, student-teacher and student-student communication / collaboration in the English Foundation courses offered at the WJC.

With the assistance of NCB, MSBM officially launched the Caribbean's first University Finance Lab on October 26, 2015. Approximately \$22 million was invested in the state-of-the-art-facility, which allows access to securities trading from the

the rich datasets available in the lab in support of their various research interests.

MSBM also installed QuickBooks software on computers in computer labs at both the Mona and the WJC sites.

The Faculty of Medical Sciences at Mona, in its efforts to enhance the learning experience for the MBBS students at the clinical sites, spent over \$2,287,429.00 for refurbishing existing infrastructure at the May Pen and Bustamante Hospitals. This was in addition to acquiring

**WITH THE ASSISTANCE OF NCB, MSBM OFFICIALLY LAUNCHED THE CARIBBEAN'S FIRST UNIVERSITY FINANCE LAB . . . APPROXIMATELY \$22 MILLION WAS INVESTED IN THE STATE-OF-THE-ART-FACILITY, WHICH ALLOWS ACCESS TO SECURITIES TRADING FROM THE TOP 50 GLOBAL EXCHANGE VIRTUAL PLATFORMS, THROUGH ITS PARTNERSHIP WITH BLOOMBERG, AND THE JAMAICA STOCK EXCHANGE.**

top 50 global exchange virtual platforms, through its partnership with Bloomberg, and the Jamaica Stock Exchange. The Finance Lab continues to be central in the development of students at all levels, particularly in providing them with hands-on experience in preparation for the world of work. The School held lab sessions with students from the BSc Accounting (Mona and WJC), BSc Banking and Finance, MSc Accounting (Mona and Western Jamaica Campus [WJC]) and MSc ERM (Cohort 3 & 4). Of note, students from WJC were especially impressed with the lab's capabilities, and have lobbied strongly for subsequent cohorts to be afforded similar sessions. The DBA candidates continue to access

computers, furniture and other domestic items for the students.

The Faculty of Humanities and Education upgraded its Graduate Conference Room and the Dean's Conference Room, outfitting them with projectors and slide screens to facilitate teaching deliveries, seminars, workshops, and/or administrative *cum* academic meetings. The Campus Administration also refurbished thirty-two (32) staff offices in the old and new Humanities buildings; replaced damaged air conditioning units in various teaching venues; tiled the long corridors upstairs and downstairs the old Humanities building; and made extensive repairs to both the staff and student bathrooms.

**The Faculty of Medical Sciences at Mona:** A learning environment that promotes teaching and learning





*MSE video conference and computer lab*



*MSE electrical and electronics lab*

CARIMAC upgraded its old Print Lab, and installed 20 new high-end Apple MAC computers to facilitate teaching in the production of specialised digital graphic content for all degree programmes.

Mona School of Engineering (MSE) also undertook some major infrastructural enhancements in AY 2015–16. It launched the Mona School of Engineering Virtual Learning Environment (MSEVLE). This system hosts a wide range of academic resources for staff and students across all four engineering programmes. Additionally, the offices and laboratories were upgraded with LAN and wireless internet access points. Lecture rooms were renovated to increase student comfort and new chairs/desk were added. The Director of the MSE and the Campus Bursar worked jointly to secure a \$96 million loan to purchase equipment for the engineering undergraduate laboratories. This initiative was the brain child of Dr Ronald Robinson, of the Office of the Principal, who was instrumental in accessing potential funding for MSE's

development goals. The labs are now fully equipped for the 2016–17 academic year.

Collaborating with Professor Hanif Latchman of the University of Florida (UoF), the School retrofitted its conference room to facilitate its first virtually flipped class. The use of technology-mediated mechanisms, as well as the flipped classroom approach, is part of an ongoing research project on innovative teaching methods that is being introduced at the University of Florida's Electrical and Computer Engineering (ECE) Department.

MSE also acquired and tested a low-cost embedded systems programmer that, with an extension development platform, will be introduced to students' laboratory courses in years 1 and 2. This will allow students to develop and test microcontroller circuit designs in their own time. This is expected to enhance the lab-learning experience for the Electronics and Computer Systems Engineering students.

With the launch of *MSE Stores*, an online store and inventory management system, the School's students now have the convenience of purchasing electronic components for their respective programmes online. Also, in December 2015, the School designed, built and installed a wireless system for controlling the electronic lock on the School's main door. This system includes a wireless buzzer that indicates when someone is at the door, and enables the receptionist to remotely open the door by the press of a button. The next phase will include the installation of cameras with real-time access via computers and smart phones.



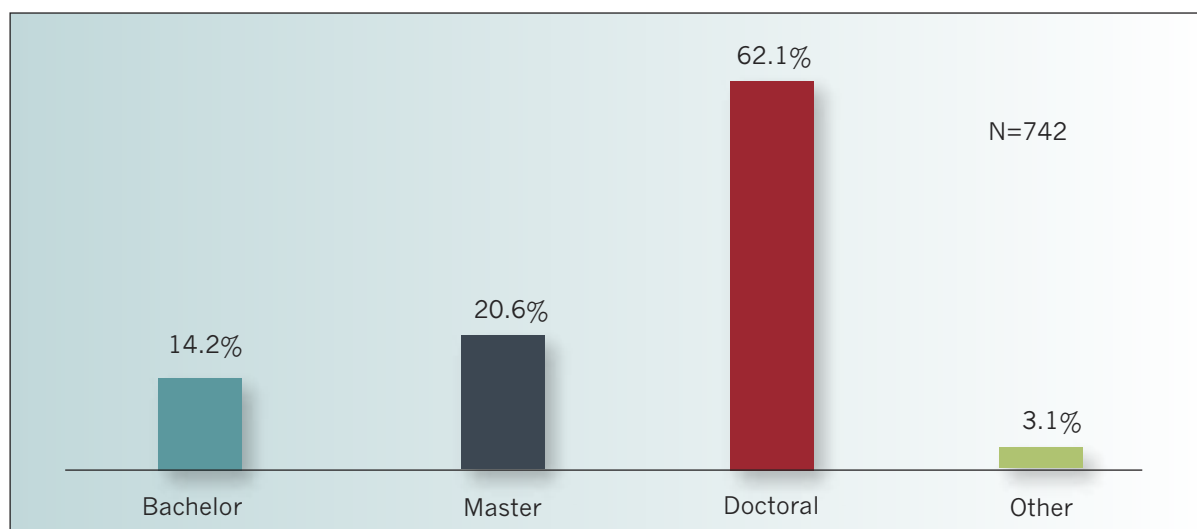
*State-of-the-art equipment in the MSE fluid lab*



## A cadre of qualified and competent faculty and staff

The Mona Campus continues to attract a cadre of qualified faculty and staff, and ensures that faculty have opportunities to constantly upgrade their pedagogical skills, while building their research portfolio. With a complement of 772 faculty members delivering both UGC and non-UGC programmes, the faculty to student ratio in AY 2015–16 was 22–1. Some 62% of faculty are holders of doctoral degrees.

Qualifications of full-time academic staff (UGC and non-UGC funded), 2015–16



Full-time academic staff by rank (UGC and Non-UGC)

Faculty	Rank					Total
	Professor	Senior Lecturer	Lecturer	Assistant Lecturer	Other	
Humanities & Education	9	17	76	14	10	126
Institute for Gender Studies	1	2	5	0	1	9
Law	2	6	6	0	1	15
Medical Sciences	31	53	156	29	28	297
Science & Technology	13	34	48	15	13	123
Social Sciences	11	27	76	17	12	143
Other Units	2	5	7	5	10	29
<b>Total</b>	<b>69</b>	<b>144</b>	<b>374</b>	<b>80</b>	<b>75</b>	<b>742</b>



### *Enhancing pedagogical competences*

The various Faculties began the academic year with the staging of forums for staff to foster singleness of purpose in all aspects of faculty operations, establishing a common vision and building team spirit among colleagues. In the Faculty of Social Sciences (FSS) this activity took the form of a Faculty Day under the theme, *My Perspective, My Plan: Where do I fit into the Faculty of Social Sciences Strategic Plan?*

Despite severe financial constraints, all Faculties continued to invest in the development of its staff during AY 2015–16, through facilitating attendance at conferences and training sessions aimed at developing key skills. Faculty participated fulsomely in workshops and seminars within and outside of the Mona Campus. As a consequence, they are now able and eager to routinely deploy these technologies to enhance teaching delivery and, thereby, advance their own careers professionally.

The Centre for Teaching and Excellence (CETL) is that arm of the Campus whose sole mandate is to create opportunities for faculty to enhance their teaching strategies, thereby enabling them to improve their pedagogical practice and, ultimately, foster deep learning in the Campus's diverse student body. One of the enduring objectives of the Centre's programmes is to continue to provide opportunities for faculty to observe exemplary teaching practices at the UWI itself, or by links to other sites of higher education. In AY 2015–16, the CETL focussed its workshops largely on 21st century technologies.

The CETL hosted faculty orientation programmes, creating opportunities for new faculty to learn about the institution, the teaching and learning

resources available, and the UWI's focus on, and commitment to student-centred pedagogical approaches. The Centre also consulted with faculty about course and syllabus design, teaching strategies, assessment of student learning, writing learning outcomes, educational technologies, teaching portfolio development, and other teaching and learning-related activities, offering classroom observations where required.

In addition to training faculty in the pedagogical disciplines through its *Certificate in University Teaching and Learning*, engaging a research team in researching teaching and learning in higher education, The CETL also creates and distributes two newsletters, *Teaching Tips* and *The Mona Teacher*. These were distributed by email to the general academic community, using the campus messaging service. *Teaching Tips* is made available three times during the first semester and three times during the second semester. It is also published once during the summer. It offers tips on all aspects of teaching and learning in higher education, and is distributed in hard and soft copy. The more substantive *Mona Teacher* is published twice per year, or once each semester, and offers commentary on significant developments in teaching and learning in higher education.

Over 100 university and community members gathered on October 8, 2015 for the UWI/Guardian Group Premium Teaching Lecture. This was used to underscore the importance of teaching, and the keynote speaker, Dr Robert Talbert (Associate Professor in the Mathematics Department at Grand Valley State University, Allendale, Michigan, USA), entitled his lecture, *Twenty-First Century Technology Serving Twenty-First Century Learner*.



The second component of this special event was a workshop. Dubbed *Reimagining Class for the Twenty-First Century*, it was held a day after the Lecture, and looked at a subset of learning design concepts and technological tools that were simple, easy and inexpensive to implement, and that faculty could immediately use to adapt their courses to the needs of 21st-century learners in higher education.

### **Training of administrative staff**

The Human Resources Division delivered a number of training programmes to train, develop and engage staff. The Division invited deans and heads of departments to leadership seminars that focussed, among other themes, on “stress and anger management,” including “change management.” Faculties also benefited from the training and development seminars for administrative staff in both functional and cross-cutting areas of leadership and management within the context of career planning.

The Mona School of Engineering sponsored in excess of \$2 million to facilitate the Office of the Campus Registrar (OCR) 2016 workshop whose aim was to develop “radical collaborative” skills among senior and middle managers within the Registry. OCR continued its Leadership Development Training Programme, started in the latter part of the previous reporting period. Two cohorts of managers were exposed to this programme which had as its main objectives, development and implementation of a competency-based, soft-skills programme for HODs, managers and supervisors across the campus, and exposure of managers and supervisors to successful businessmen and women.

The OCR Secretariat launched its Staff Incentive Award Schemes on April 11, 2016. The main feature of the afternoon was the Secretariat’s H.E.A.R.T. Wall of Excellence.

In addition to initiatives such as staff newsletters, social activities, employee incentive programmes, the Campus kept its staff engaged and motivated to serve the interests of the Campus community.

### **FACULTIES ALSO BENEFITED FROM THE TRAINING AND DEVELOPMENT SEMINARS FOR ADMINISTRATIVE STAFF IN BOTH FUNCTIONAL AND CROSS-CUTTING AREAS OF LEADERSHIP AND MANAGEMENT WITHIN THE CONTEXT OF CAREER PLANNING**

One noteworthy effort on the part of the Estate Management Division, was its hosting of a Social Services Day aimed at helping small contractors to obtain information on services provided by organisations such as the National Housing Trust, National Insurance Fund, National Health Fund and other similar external agencies. Most of the participants reported that they were previously unaware of the range of benefits available to them, and how to access those benefits. In addition to the ‘goodwill’ generated through this initiative, the personal empowerment spin-off is noteworthy.

# NOTABLE STAFF ACHIEVEMENTS



As is customary, Faculties, the Campus, and The UWI Administration lauded the accomplishments and excellence of a number of Faculty members during the academic year, and celebrated the distinguished service of long-serving members of faculty and staff.

## Long Service Awards

Six of the long service awardees receiving their plaques from Deputy Principal, Professor Ishenkumba Khawa, and Campus Registrar, Dr Camille Bell-Hutchinson.





# NOTABLE STAFF ACHIEVEMENTS

## Vice-Chancellor's Awards, 2015



**Byron Wilson**, Professor of Herpetology & Conservation Ecology, Department of Life Sciences, received the Vice-Chancellor's Award for All-round Excellence in two or more core areas (Research Accomplishments and Public Service). He has a proven record for documenting and conserving Jamaica's unique biodiversity. Over the last five years, Professor Wilson has displayed outstanding productivity in all categories of research output: authorship of books and journals, special issues, editor/series editor and conference presentations. Since 2009, he has earned over US\$900,000 in local and international funding (a total of about US\$1.5M, since joining the Department of Life Sciences in 2001).

**Professor Michael Taylor**, Deputy Dean of the FST and Head, Department of Physics, received the award for Outstanding Research Accomplishments. His general areas of academic specialisation are Environmental Physics and Climatology. He is well known for undertaking the study of Caribbean Climate Variability and Climate Change at a time when research in the area was largely led by persons outside the region. Among his wide repertoire of publishing accomplishments, is a book authored earlier this year entitled, *Why Climate Demands Change*. His UWI grantsmanship record totals several million US dollars. In May 2015 he played the lead role in securing a US\$10.4M grant for the Mona Campus.

## Distinguished Young Women Scientists award



**Dr Nagarani Ponakala**, Senior Lecturer in the Department of Mathematics, was selected as one of the 2015 Distinguished Young Women Scientists by the Inter-American Network of Academies of Sciences (IANAS). Dr Ponakala, who specialises in Applied Mathematics, is a member of the Mathematical Modelling (Physiological Fluid Dynamics) Research Group in the Department of Mathematics, and also Coordinator for the BSc in Mathematics and Modelling Processes. She was chosen for the honour following an interview process which saw IANAS considering many women from different countries in the Americas.

## Actor Boy award



**Mr Michael Holgate**, Tutor Coordinator in the Phillip Sherlock Centre for the Creative Arts (PSCCA) won the International Theatre Institute (ITI) Jamaica Centre's Actor Boy award for Best Director for the University Player's production of 'Riot Act', in the area of Culture and the Arts.

# NOTABLE STAFF ACHIEVEMENTS



Jamaica honoured 14 current and retired faculty members for service to the nation



At the 2015 National Honours and Awards Ceremony held on Heroes' Day, Jamaica honoured a number of distinguished faculty members for service to the nation:

*Left–right:* Professor Alvin Wint (CD), Professor Trevor Munroe (CD), Ms Fae Ellington (CD), Professor Cyrell Fletcher (CD), Ms Marjorie Whyllie (CD), Mr John Aarons (CD), Dr Orville Morgan (OD), Dr Anthony Greenaway (OD), Professor Elizabeth Thomas-Hope (CD), Dr Milton Hardie (CD), Professor Stephen Vasciannie (CD), Professor Elsa Leo-Rhynie (OJ), Professor Anthony Clayton (CD). Professor Graham Serjeant, (OJ) (absent).

## Five promoted to professorships



**Dr Daniel Coore**  
Faculty of Science and  
Technology



**Dr LouAnne Barclay**  
Faculty of Social  
Sciences



**Dr Garth Lipps**  
Faculty of Social  
Sciences



**Dr Jennifer Madden**  
Faculty of Medical  
Sciences



**Dr Jessica Byron**  
Faculty of Social  
Sciences

HIGHLIGHTING THE ACHIEVEMENTS OF OUR STAFF HELPS TO  
MOTIVATE OTHERS TO EXCEL IN ALL AREAS OF THE ACADEMY –  
TEACHING, RESEARCH, UNIVERSITY AND PUBLIC SERVICE

# CELEBRATING OUR HIGH-

The global competitiveness of the UWI is evidenced by the many achievements of its students on the local, regional and international stage. In addition to the 2015–16 Student Awards Ceremony which celebrated the academic and co-curricular achievements of many students throughout all Faculties, the year saw many of our students excelling in various university competitions, and representing our university at international events.

## 2016 Rhode's Scholar

**Sherona Forrester** from the Department of Economics was selected Jamaica's 2016 Rhode's Scholar. After being captain of the netball team and co-captain of the basketball team and the first year of her Gore Development funded Masters



Programme, she was called up to play for the Reggae Girlz Jamaica National senior football team. This Pelican lives the epitome of a balanced lifestyle, creating time for both academics and sports. In addition to being a professional footballer and performer with the Jamaica Youth Chorale, she is a resident advisor on the A.Z. Preston Hall and an adjunct lecturer at UWI, Mona. Her tenure at the University of Oxford, where her Rhodes scholarship is tenable, began in October 2016.

## Commonwealth and Chevening Scholars

Postgraduate students of the Office of Social Entrepreneurship (OSE) Edward Dixon and Kethania Griffiths won the prestigious Commonwealth and Chevening Scholarships, respectively. Edward Dixon received the



Commonwealth Scholarship in 2015 and is currently pursuing his PhD in Social Entrepreneurship. Kethania Griffiths will be pursuing the MA in Social Entrepreneurship. Both will be attending the Institute of Cultural and Social Entrepreneurship at Goldsmiths, University of London.

THE YEAR SAW MANY OF OUR STUDENTS EXCELLING IN VARIOUS UNIVERSITY COMPETITIONS, AND REPRESENTING OUR UNIVERSITY AT INTERNATIONAL EVENTS.

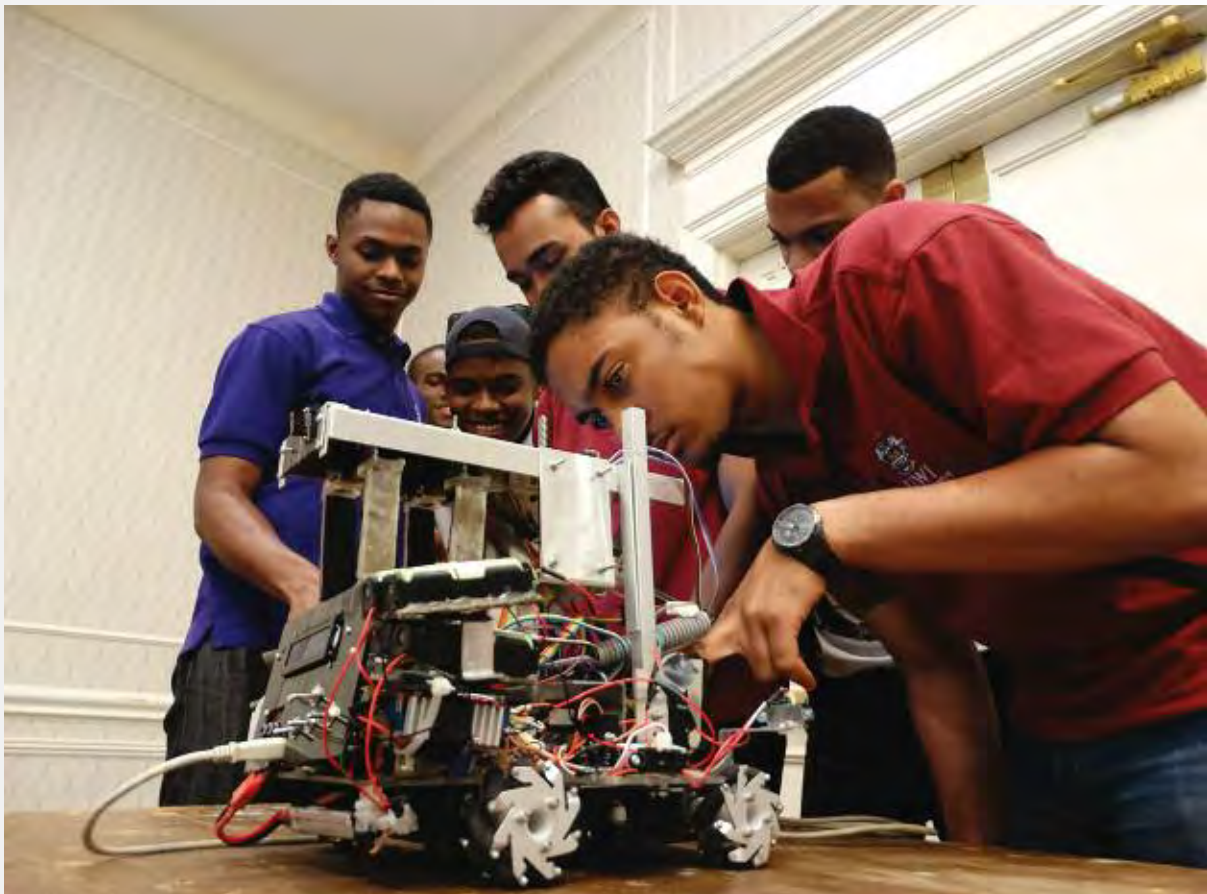
# ACHIEVING STUDENTS



## IEEE International Robotics Competition

A team comprising Electronics Engineering, Electronics and Computer Science students placed 3rd in the IEEE International Robotics Competition. They contended against 46 universities within the southeast USA. They also placed 6th in the software competition in which 23 universities participated. Team members were Yekini Wallen-Bryan (Captain), Paulo Williams, Richard Harris, Aisha Robinson, Khalid Sharpe, Sean McBean, Jason Brown, Locksley Murray, Kriston Kong, Dane Miller. Their advisor was Mr Lindon Falconer.

The venue of the IEEE SouthEastCon Hardware Competition was the Hampton Roads Shipping Barge, Virginia, USA. The course consisted of a scaled down shipping wharf comprising a shipping barge, a zone for transport via rail, a zone for transport via boat and a zone for transport via truck. Entrants had to design and build a completely autonomous robot that would collect “containers” of varying colours and/or codes, and deliver them to the correct destination for transport within five minutes. Points were awarded when blocks were sorted correctly and in good time.



# CELEBRATING OUR HIGH-

## Communicating Chemistry Award

A team of students from the Department of Chemistry (Marlon Christie (Captain), Shona Smith, Nadine Whyte and Rajeve Brooks) emerged winners of a unique student



competition, *Communicating Chemistry: Caribbean Cuisine* held at the 251st American Chemical Society (ACS) National Meeting & Exposition in San Diego, California. Organised by the ACS' Agricultural and Food Chemistry Division, the competition's goal was to increase literacy in science-related topics among the general public, as well as to demonstrate how chemistry relates to food and culture.

## Kingston Animation Festival winners

Two CARIMAC students received awards for outstanding work in Animation at the 2nd Kingston Animation Festival held March 12–13 in Kingston. Jeunanne Alkins received two awards for Best Concept and Best Pitch, while Jowayne McFarlane received an award for Best Concept at the Festival.

Brian Walker and Kristeena Monteith, journalism students in CARIMAC, represented Jamaica at the Future News Journalism Conference in Edinburgh, Scotland, sponsored by the British Council, from 4–6 September, 2015. More than 100 delegates from over 20 countries attended the conference, which was aimed at inspiring the next generation of world-class journalists.

## MSBM Undergraduates win NCB Vision Awards

A team of MSBM undergraduate students – Monish Parwani, Olivia Sinclair, Jon-Ross Dela Motta and Andrew Christie (absent) – won the NCB Vision Awards at the NCB Nation Builders 2015 Awards Ceremony held on October 22, 2015.



## Inter-American Development Bank's Sustainable Energy and Gender Competition

Mona's students were winners of the recent competition mounted by the BRIDGE Programme with a mandate to reduce the gap between the current workforce capacity and skill level and the future workforce required to meet the demands of developing sustainable energy systems. It was also designed to promote greater participation of women in the field of renewable energy. The Mona Campus submitted a concept proposal entitled, *Alternative Energy Awareness Program*. This winning team comprised students Dudley Williams, River Providence, Alton Daley and Jamila Walters. Tanya Kerr and Cherri-Ann Scarlett of the Department of Physics were advisors. The jury selected this proposal because of its multi-faceted approach, and the understanding that increasing female participation in Renewable Energy (and the Science Technology and Math field, in general) demands a long-term effort. The team's focus on working with school science clubs and developing a link with university students to engage girls in this field is a promising strategy.

# ACHIEVING STUDENTS



## National Business Model Competition



**THREE UWI STUDENT TEAMS** – Sweelevia’s Nature’s Tea, Phyto-BioFoods and Rabb-Eats – made winning presentations to a panel of private-sector judges at the final round of the National Business Model Competition (NBMC) on Friday, April 1, 2016, finishing in the top four of thirteen teams across four universities. UWI, Mona copped second, third and fourth place awards, with three student-entrepreneur teams securing a combined cash prize of J\$1.75 million. The competition was designed to facilitate young entrepreneurs in taking their business ideas through to operationalisation.

### Sweelevia’s Nature’s Tea

Sweelevia Company Limited was developed based on consumers’ demand for natural sweeteners in products. Sweelevia aims to supply the demand for a natural zero-calorie sweetener. The company will enter the market and provide customers with a variety of instant tea bags in their Nature’s Teas line.

### Phyto-Biofoods

The master mind of research students – Carlton Barrows and Kimberly Pringle – is a Jamaican-based company established out of the Biotechnology Centre. The students saw the need to assist farmers and the farming industry with fertiliser substitutes and pesticide sprays that will improve crop production, reduce pest infestation, decrease chemical applications to

food produce, and increase soil fertility at a cheap cost.

### Team Rabb-Eats

Rabb-Eats is a newly developed livestock business that is dedicated to quality production of nutritious rabbit meat, and ensuring Jamaica’s Food Security. This business model is not new, as local farmers are seeing the benefits of cuniculture, and are venturing in this type of business. However, Rabb-Eats is a cut above the rest as it has started production, and has identified and supplied viable markets for its production, galvanising supply from the existing struggling farmers and marketing to various jerk centres and hotels. Rabb-Eats has combined modern agricultural practices to create an efficient and economical business.

For Quiet Study Only



