

New Models for Old: Funding UWI for the Long Haul*

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Context and Rationale

THE UNIVERSITY OF THE WEST INDIES (UWI) faces a growing funding crisis. This crisis can be seen as a product of the considerable growth in demand for The UWI's services over the past three decades. This has coincided, ever since 2008, with a period of chronic economic crisis facing the economies, governments, and individual households of most of the contributing territories.

The governments of contributing territories have pursued policies of seeking universal secondary education. This has been combined with the efforts of governments and the public to constantly increase the number and percentage of secondary school students attaining success at CSEC and CAPE examinations. The effect has been to create an ever-increasing demand for places in higher education. This growing societal awareness of the need for higher education has moved beyond the democratisation process in the immediate post-independence era, and is now driven by the need of countries in the Caribbean to survive in the era of globalisation.

The people of the Caribbean now live in a world of heightened global competition in the production of and trade in virtually all goods and services. This has been greatly facilitated of course, by international trade liberalisation, financial deregulation, and the information/digital revolution. However, perhaps the

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most critical feature of this present international economic environment is that the value of each good and service produced is overwhelmingly dependent on the quantum and quality of the knowledge embedded within it. This represents a shift from earlier times when the value of the raw materials utilised in the production process was the primary determinant of the value of the good or service. It is this knowledge-driven international economy which now determines the educational needs of Caribbean peoples. It is this global knowledge-economy, therefore, which determines both the relevance and character of higher education in the region.

It has become standard for policy-makers in the region to argue that taxpayer dollars should be taken from the higher level and spent, instead, on earlier stages of education, notably early childhood. This position is aptly represented by the position taken by the Vice-Chancellor of UWI, Sir Hillary Beckles (2015) by use of the plumbing metaphor¹. According to this construction, higher education receives its students from lower levels of the education system which, because of a lack of resources, are leaking and providing a poor supply to higher education. The solution is, he argues, to remove the resources from the top to fix the bottom. Higher education at the top has to learn to do more with less, and has to innovate to achieve this. The flaw in this position lies in the fact that all metaphors, although handy tools for a quick and superficial understanding of a reality, are ultimately inadequate representations of that reality. Analysis of a problem cannot take place by analysing a metaphor. Nothing can replace an analysis of the specific phenomenon under discussion. Unlike plumbing, the education system is a partly closed system, in which the top level feeds the lower levels. Higher education provides the teachers for the lower level of the system and the research necessary to solve the problems at these lower levels. Unlike with real world plumbing, the strategic deployment of more resources in higher education can and does lead to the 'fixing of the plumbing' at the lower levels.

Higher education, in particular of the type which is provided by The UWI, i.e. education within a research institution, delivered by researchers, is by definition labour-intensive. At present, approximately 70% of the costs of the Mona Campus of The UWI are labour costs. Even if, via use of technology and the slashing of peripheral non-teaching/non-research job functions, one were able

to lower the above figure to, say, 60%, there will be a level beyond which it would be impossible to go **without radically changing the character of what The UWI offers**. The UWI brand offers high quality higher education, provided within the framework of a research university. This implies the opportunity for researchers to be involved in teaching and in one-to-one and one-to-few interactions between researcher-teachers and students. This is achieved by the private liberal arts colleges in the USA at the undergraduate level and the research universities at the graduate level, and at all levels by the Oxbridge type universities in the UK. Ultimately, the teacher-student ratio, with student as apprentice generator of knowledge, has to be low, and creates a flooring below which labour costs cannot fall. It is ultimately impossible to go on doing more with less, whatever savings one might manage to make in the short term, and yet maintain and even improve the quality of the final product. To do more with less, through politically pleasing exhortations to defy the laws of logic and gravity, will result ultimately in one doing **different** with less. A fish broth is the result of an innovative approach to the problem of having a small amount of fish feed a large number of people.

It is a truism that the cost of higher education globally has been rising for the last two decades at a rate faster than inflation. This is partly to be explained by the fact that the talent of the teacher-researcher in a global economy is in high demand in a global economy which is assigning an ever-increasing portion of the value of goods and services to the knowledge used in their production. The teacher-researcher academic is in a global market place and ultimately, if not rewarded in a manner which bears some relationship to the reward levels existing globally, the best will leave The UWI and the Caribbean region. The reality facing the Caribbean and the region is that, in relation to the top end of higher education – as provided by The UWI and similar institutions – to do more requires more.

There is a contradiction. Caribbean policy-makers are gradually de-funding, effectively decapitalising The UWI through inadequate maintenance and upgrading of the existing UWI infrastructure. Simultaneously, they are preparing tens of thousands more qualified young people to one day enter or demand to enter that institution. The UWI contributing territories also cannot seek to successfully compete internationally, while they fail to pay altogether, or

substantially and unilaterally reduce, their agreed contributions to The UWI. This is, after all, their sole higher education **research-based institution**. This is inconsistent with the educational goals of the governments in question as well as their strategic economic policy objectives.

There is a genuine economic – and hence also financial – dilemma facing most of these Caribbean governments in the context of funding The UWI. Funding The UWI adequately and in a sustainable way is critical to the achievement of the strategic educational and economic objectives of Caribbean governments and societies. However, the resources to achieve these objectives are in short supply, hence the chronic short-supply of government contributions to The UWI.

The same problem exists at the level of students and their families in paying their portion of The UWI's funding requirements, their tuition fees. Collecting payment of that portion of the higher education cost to be borne by the student as a tuition fee, is becoming more problematic. This is as a result of more and more students being admitted from poorer socioeconomic backgrounds as a consequence of near-universal secondary education.

Merely demanding that contributing governments pay more to maintain and expand The UWI's role both in education and in their contribution to Caribbean economies, is pointless. Likewise, simply demanding a greater contribution to The UWI's financing on the part of students and their families by raising tuition fees will not solve, but instead exacerbate and undermine the educational and economic goals of Caribbean governments and societies.

It is in the context of all of the above that this paper seeks to explore alternative modes of funding The UWI such that:

- the institution can become ever more internationally competitive;
- its contribution to the 'public good' – to the production of these societies' human capital in the private, state and non-governmental sectors, including its top managers, legislators, judges, even Prime Ministers, to Caribbean culture and civilization in all its dimensions – can continue and be further strengthened;
- its contribution to job creation, foreign exchange earnings and foreign-exchange saving, government revenue growth, GDP and per capita income

growth, and the research and development of new products for the regional and international markets, can be greatly increased.

For The UWI to not only survive but thrive, it must grow. To become financially self-sustaining, it must, ironically, expand. To play a major role in building Caribbean economies and civilisation in the era of international, cut-throat competition, The UWI must not only expand quantitatively, but further enhance the quality of its educational services, and sell these services worldwide. None of this can be achieved without new ways of funding. Neither can it be achieved without developing the funds to retain the best, and attract more of the best, to its academic, professional and administrative staff. Internationally competitive salaries and other benefits are a *sine qua non* for the achievement of The UWI's strategic goals on behalf of Caribbean Society. It is in this context that WIGUT offers a range of suggestions for addressing the issues and goals outlined above, and in particular, ways of financing The UWI to meet the challenges of the 21st Century.

Sources of Funds #1: Contributing Governments

THE HISTORICAL BASIS FOR FUNDING THE UWI

Historically and even today, contributing Caribbean governments have funded The UWI based fundamentally on the economic principle of 'Social Welfare' or 'the Public Good'. Social cohesion means: the integration of all classes and ethnicities, ending the marginalisation of large numbers of citizens; the widespread provision of opportunities for social mobility for the relatively disadvantaged; opportunities for large numbers to rise out of conditions of poverty. These are real if intangible benefits of a vastly increased secondary and tertiary education. So also are the benefits to democratic institutions and democracy in general, of an increasingly educated population.

Caribbean political directorates are also aware of the vital role that The UWI has played over the past 67 years in producing the middle and top managers for virtually the entire state and private sectors, including most members of the political directorates themselves. In a general sort of way, government ministers

often talk about the vital role of tertiary education in meeting the needs of Caribbean society in the age of globalisation. However, generally speaking, The UWI – as a direct and major contributor to Caribbean economies, especially those with UWI campuses – is not widely appreciated. The UWI as an economic entity, The UWI as Big Business, is not part of either the Caribbean public's or Caribbean politicians' consciousness. The UWI is still largely perceived only in its role as an educational institution, the apex of the various educational levels which Ministries of Education and Ministries of Finance must find money for each budget-year.

Contemporary Challenges to the Funding Model

Higher education is an internationally tradable commodity. The trade in higher education services has been the subject of World Trade Organization (WTO) agreements signed by many Caribbean governments. In the case of Jamaica, the agreement signed by the Jamaican government with the WTO opens its market to free trade in educational services. Dozens of higher education entities, many of them from overseas, are now active in the Caribbean marketplace. In this context, The UWI has provided its contributing territories with a favourable balance of trade in higher education services through the following: i) 'import substitution' – by preventing the outflow of funds to foreign institutions that Caribbean students would otherwise have to travel to in order to receive higher education; ii) the actual export of higher education services through the recruitment and presence of non-Caribbean nationals as students at The UWI. The development of The UWI in these areas raises the prospect that surpluses generated from the export of higher education services could be used to subsidise the hard-pressed regional taxpayer and student, by requiring a reduced input from these over time. **In addition, the multiplier effect of higher education services in campus territories produces an expansion of the economy, greater employment and a larger tax base from which to fund the lower levels of the education system.**

Because The UWI is not perceived as one of the engines of growth in Jamaica, Barbados and Trinidad & Tobago, it is not funded with this perspective in mind. As a consequence, The UWI's even greater potential as an engine of growth in these economies is not being tapped. Neither is this potential being perceived

by many in the economies of the non-campus territories. The development of full campuses in some of the current non-campus territories, as is already planned by some of these countries, will create further opportunities for the systematic use of The UWI as an increasingly important engine of economic growth for them. Whether this will in fact be understood and taken advantage of, is left to be seen.

UWI AS A GENERATOR OF WEALTH IN THE ECONOMY

A 2012 WIGUT-commissioned study revealed the following:

- *By 2010/11, the financial grant to The UWI Mona from the Government of Jamaica (GOJ) exactly equalled the amount collected in taxes and other statutory deductions by the GOJ from The UWI Mona.* In other words, since 2010/11, the financial contribution that the GOJ gives The UWI at the beginning of a year is returned, in full, to the GOJ in the form of taxes and other statutory deductions arising out of the daily operations of The UWI Mona; *The UWI Mona therefore costs Jamaican taxpayers ZERO;*
- The UWI employs directly and indirectly about three-quarters as many people as those employed in the entire Mining and Quarrying sector of Jamaica's economy;
- The UWI earns in foreign exchange for Jamaica more than the combined earnings from the export of bananas, citrus, coffee, cocoa, and pimento and more than half of that earned from the export of sugar;
- The estimated direct expenditure of all The UWI entities located at Mona taken together, was equivalent to 1.5% of Jamaica's Gross Domestic Product in 2009;
- In 2010/11, every \$0.44 contributed by the GOJ in grant funds to The UWI Mona, was matched and exceeded by UWI Mona to the tune of generating an additional \$0.56 for each \$0.44 contributed by the GOJ;
- Every \$1.00 spent by The UWI Mona generates \$2.32 within Jamaica's economy. The multiplier for a UWI Mona dollar in Jamaica's economy, in other words, is 2.32. Far from "taking away" money which could be spent elsewhere, each dollar that the GOJ gives UWI results in more than two dollars added to the Jamaican economy (See Appendix 1).

The UWI should therefore be seen, and WIGUT so strongly recommends, not just as a vitally important institution to be funded annually ‘for the Public Good’, but equally and even moreso as a critical engine of growth and generator of wealth for Caribbean economies. The WIGUT Mona study shows that The UWI’s economic role can be quantified. We strongly suspect that similar studies of The UWI Cave Hill’s² and The UWI St. Augustine’s contributions to the Barbadian and Trinidadian economies respectively, will reveal similar results as those obtained for Jamaica. And we expect not dissimilar results from the smaller contributing territories, as and when they develop their UWI facilities to that of full campuses. Even though the recommendations below are Jamaica-specific, they contain within them components which are generalisable to the other campuses and other contributing territories.

A DIFFERENT FUNDING PROPOSAL

The WIGUT (Jamaica)’s recommendations (below) regarding funding by the GOJ, are therefore for the period of time during which the GOJ’s preoccupation is with the immediate, extremely difficult and burdensome implementation of its Extended Fund Facility programme with the International Monetary Fund (IMF). It is our hope that, thereafter, the GOJ’s planners will incorporate UWI Mona into its economic growth and development strategy such that the GOJ comes to perceive that the more dollars it contributes to The UWI Mona, the more Jamaica will get back in the form of a wide range of macro-economic benefits on a sustained basis. Moreover, we hope and expect that the governments of the other campus countries will also adopt and implement the logical measures flowing from this perspective.

Funding Option #1

In the meantime, WIGUT (Jamaica) recommends that all taxes and other statutory deductions which The UWI Mona generates each year, ***above and beyond*** the quantum provided in grant funds to The UWI Mona by the GOJ, should be retained by The UWI Mona and utilised for operational and developmental purposes by The UWI Mona. These funds can be used to maintain and upgrade the capital stock/infrastructure, pay more internationally competitive salaries

to its staff, and expand further its operations, which in turn would further benefit Jamaica's economy. (Appendix 1 outlines this proposal in some detail.)

Funding Option #2

Alternatively, the GOJ can creatively apply a version of The Special Employment Tax Credit (ETC) scheme which the GOJ instituted in 2014 for private sector companies. This ETC provides an incentive for employers to expand their workforces. Under the scheme, the employer is allowed to deduct from the company's taxes due on profits, sums equal to that paid by employee and employer to NIS, NHT, Education Tax, and HEART.

WIGUT (Jamaica) proposes, as an alternative or variant to the first proposal in Option 1, that The UWI Mona be permitted to withhold the statutory deductions that would normally be payable to the GOJ, **but only on all additional staff/employees** hired after a base year: 2014 or 2015, for example. In this way, The UWI Mona gets access to additional funds for its work, while the GOJ gets additional jobs created in the economy; a win-win for both entities, similar to what the GOJ has offered the private sector. (Appendix 2 outlines in greater detail the rationale for this option.)

Sources of Funds #2: Students from Contributing Territories

As with all other sources of funds for the sustainable financing of The UWI, one has to look at both short-term and long-term opportunities for students' contributions, and the ways in which we can enhance the streams of income possible from each. In this context, there are three time-frames for generating funds from students and their families:

- (i) **Past Income** in the form of individual and family savings;
- (ii) **Current Income** through students' part-time employment and support from families' current earnings; and
- (iii) **Future Income** taking the immediate form of loans from Student Loan Bureaus (The SLB in the case of Jamaica) and other sources, to be repaid when the student is employed full-time after graduation.

GENERATING SAVINGS (THE 'PAST INCOME' MODEL)

Some financial institutions in some States have programmes encouraging families to save for their children's future education. A few even offer matching funds, or higher interest rates, to motivate families to open these special accounts and to consistently save more in them. The recommendation, here, is that a more comprehensive system for generating savings for students' tertiary education be instituted throughout the region, involving the collaboration of contributing governments and private sector companies, with The UWI playing the lead role in galvanising all the relevant stakeholders to achieve this. Over time, significant savings from Caribbean citizenry can be generated to help fund tertiary education. The UWI, as the lead tertiary education institution, would naturally benefit most from this.

The idea is to mobilise all the banks, credit unions and other deposit-taking institutions to widely publicise and encourage customers to set up 'Tertiary Education Fund' (TEF) Savings accounts in their various branches. Because these funds would be relatively long-term, financial institutions would be able to invest and earn incomes on these deposits to a degree which makes possible their offering customers a higher interest rate on TEF savings accounts than on other accounts. Some may wish to sweeten the inducement for families to save for their children's future tertiary education by adding some system of 'matching' funds. It may not be a dollar-for-dollar matching arrangement but perhaps a 20 or 30 cents 'matching' of each dollar put in by family members into the TEF savings account up to a certain limit for each year. Large companies other than financial institutions may wish to offer their own 'matching' funds system, and/or they may consider, as one of their regular advertising and promotional campaigns, the use of prizes consisting of adding sums to the TEF savings accounts of winners in their promotional ventures.

Those governments which impose taxes on the interest earned in savings accounts at financial institutions may wish to waive this tax for interest earned on TEF savings accounts. In Jamaica, this tax on interest earned is 25 per cent. The removal of this tax on TEF accounts would mean a much faster accumulation of families' savings for tertiary education.

Additionally, governments may wish to consider increasing the personal

allowance of those who put funds into a TEF account, as a further inducement for all working families to save for their children's tertiary education. It can work this way: for every dollar put into a TEF account in a particular tax year, the individual depositing this amount is given an exactly equal amount of additional personal allowance, thus reducing to that extent his/her taxable income. A document provided by the bank at the end of each tax year (similar to the one provided for the tax on interest) would be the basis for employers' adjusting the PAYE tax deductions in the succeeding year, in the case of PAYE taxpayers. This system of matching personal allowance increases with annual increases in funds lodged in a TEF account would be up to a certain cap determined by the participating government, and of course, funds could be withdrawn only from a TEF account, without tax penalties attached, to make direct tertiary education payments.

EXPANDING PART-TIME JOB OPPORTUNITIES FOR STUDENTS: (THE 'CURRENT INCOME' MODEL)

One of the many innovative ways that The UWI has sought to close the funding gap left by the shortfall in contributing governments' contributions, has been through partnering with private sector companies in the Business Process Outsourcing (BPO) field. This has provided a stream of income for students who have been able to get these part-time jobs, facilitating the payment of their tuition fees to The UWI as well as helping towards their living expenses while students at The UWI. This BPO model has been used at The UWI Mona in recent years, and is about to increase substantially at the Western Jamaica Campus (WJC) of The UWI Mona, as a result of an increase in The UWI partnerships with local and foreign investors in the Montego Bay, St. James area of Jamaica to achieve this outcome.

The GOJ has designated the BPO industry as one targeted for major expansion this year and for the next several years.³ There are already around two dozen US companies operating in this field in Jamaica,⁴ some of them, like Xerox, among America's Fortune 500 Companies. Employment in this sector is projected to double over the next two years,⁵ and the former Principal of UWI Mona, Professor Gordon Shirley, has been mandated by the Government of

Jamaica to help in leading the work of rapidly expanding the BPO Sector in Jamaica.⁶ The educational level of UWI students provides them with an edge in getting part-time employment in this field. However, because of the seasonality of students' presence on campus, BPO companies cannot operate on a 24/7 basis relying solely on students, except perhaps for those who normally live within a reasonable travelling distance of the University's BPO-collaborative operations during student holiday periods.

In the medium to long term, a considerable expansion in part-time job opportunities for students will mean that The UWI will be able to expand its student intake to help cope with increased future pressure for places at the institution from growing numbers of graduating secondary school students. Such substantial student expansion will also mean further growth in The UWI's revenue streams, provided the pace of part-time job-creation matches that of the imperative to admit more qualified students, most of whom will come from less privileged socioeconomic backgrounds and will therefore need sources of 'current' income to pay their fees and living expenses.

EXPANDING LOAN FACILITIES FOR STUDENTS (THE 'FUTURE INCOME' MODEL)

In the case of Jamaica, the Student Loan Bureau (SLB) has been the principal source of loan financing for students to finance their tertiary education⁷. The SLB's funds have, however, been insufficient to keep up with the growing demand for loans from an expanding student population⁸ and, moreover, one with a growing percentage of students from financially distressed families⁹. Additionally, there has been the problem of a high default rate in terms of repayment of loans following graduation,¹⁰ both from graduates who have stayed in Jamaica and from the high percentage who have migrated, seeking job and career opportunities mostly in North America.

The placing of full-page advertisements with the photos of defaulters – the naming and shaming approach – has had some success. The establishment of credit bureaus in Jamaica in the past year, it has been suggested, will substantially reduce the default rate for both those within Jamaica and those abroad. This is because access to loans for cars, houses, further studies, or for any other purpose

of those with poor credit ratings because of the failure to repay their student loans will be negatively affected.

A revolving fund which loses a substantial part of its capital in the process of lending to its targeted beneficiaries, becomes, over time, depleted to the point where it can no longer ‘revolve,’ and therefore has to have frequent, new injections of resources from cash-strapped governments. To the extent, therefore, that the ‘leakage’ problem can be substantially contained and reversed, to this extent will such a source of student financing – and hence the financing of The UWI – become increasingly effective and reliable.

Whatever happens in relation to the above, the continued expansion in student numbers at The UWI will require further injections of resources into the SLB to facilitate this, or an increase in the part-time student job-opportunities that The UWI can help organize with private sector companies, or, in practice, both greater loan funds and part-time job opportunities. Additionally, over the long haul, there will be a greater role for TEF savings, thus adding another significant stream to The UWI’s sources for funding its operations.

Sources of Funds #3: Foreign Students

A considerable number of universities in even the most advanced economies rely heavily on foreign student intake to help finance their operations. The substantial tuition fees paid by these students are used to subsidise the cost of many academic programmes for local students.

Apart from universities using foreign students’ tuition fees in this way, the universities’ host governments have a considerable interest in the substantial recruitment of foreign students. This is because both the tuition fees and the living expenses (room and board, transportation, etc.) of foreign students provide a rich source of foreign exchange for the country, not to mention jobs, government revenue, and GDP growth. For this reason, several governments, including the British, have given Export Awards – previously given only to private sector companies exporting traditional goods and services – to those of their universities which have succeeded, each year, in attracting substantial numbers of foreign students. Indeed, it is significant that Britain’s new Science

Minister, Jo Johnson, following the May 2015 General Elections, had this to say: “Britain’s universities are *a globally competitive export sector and well placed to make a greater contribution to growth*”(emphasis added).¹¹

Of all the possible measures that The UWI can adopt to greatly increase its revenue, and finance its further expansion, there is no single measure, in WIGUT (Jamaica)’s opinion, which can contribute more to this than a considerable expansion in the number of foreign (i.e. non-contributing territories) students, both on its three traditional campuses and at its Open Campus.

Estimates vary, but The UWI currently has around five per cent of its student population at Mona who are foreign students. The UWI’s goal is to be self-financing in the long run. Part of remaining internationally competitive means paying its academic and professional/ administrative staff internationally competitive salaries, as well as pension and health benefits to match. The goal of being self-financing is not inconsistent with that of having academic staff who are paid internationally competitive compensation for their work. On the contrary, each of these goals serves to reinforce the other. A substantially larger foreign student enrolment will facilitate the achievement of both objectives: being self-financed, and with internationally competitive staff. This will in turn facilitate the attraction/recruitment of even more foreign students.

DEVELOPING SYNERGIES WITH FOREIGN UNIVERSITIES, COMPANIES AND GOVERNMENTS

The UWI’s administration has boldly set out to establish links with foreign universities, companies and governments aimed at enhancing both the international imprint of The UWI and its sources for recruiting additional foreign students¹². This process, we hope and concretely suggest, should encompass the establishment of such tripartite links on all the populated continents of the globe. There is the Caribbean Diaspora as well as the rest of the North American and British markets to tap into. There are also continental Europe, Latin America (especially Venezuela and Brazil), Africa (especially South Africa, Kenya, Nigeria and Ghana), and Asia as potential sources. There are established programmes of study at The UWI which can be aggressively marketed internationally, given the ‘brand’ that the region, and Jamaica, and The UWI specifically already have.

ENHANCING THE OPEN CAMPUS

Apart from recruiting foreign students to attend The UWI's campuses in the Caribbean, The UWI's Open Campus model can be used as a vehicle for a global, distance-learning programme of postgraduate studies in a few carefully chosen areas. Such a course of action can form the basis for solving the growing financing crisis facing the Open Campus '12+2' territories. The OECS contributing governments are, in the main, far behind in their contributions to The UWI, and, given the continuing economic crises which they face, there is little prospect of the 'defaulting' governments clearing even a substantial portion of their arrears, nor of their keeping up with current payments for staff and other operational costs. It is in this context that a carefully developed role for The UWI's Open Campus is suggested, along the lines outlined above.

DEVELOPING A SPECIAL UNIT FOR FOREIGN STUDENT RECRUITMENT/DEVELOPMENT OF INTERNATIONAL SYNERGIES

The UWI's current leadership has the vision but not the support structure and personnel, in our opinion, to pursue vigorously and in a sustained way, the drive to 'globalise' The UWI. There is market research to be done, aggressive marketing to follow, delicate but also persistent diplomacy to be pursued, creative and flexible leadership to implement, and careful, regularly updated planning and logistics preparation and implementation to be undertaken. To be brutally frank, traditionally trained and experienced administrators cannot successfully carry out these functions at the level required in today's internationally competitive environment. This range of skills requires the borrowing, or secondment for at least two years (to get started and recruit and train replacements), of top private sector managers of the calibre of a Douglas Orane (retired Grace Kennedy CEO), a Don Wehby (current CEO of Grace Kennedy) or a Richard Byles (President and CEO of SAGICOR) – or of top managers chosen by them for the qualities listed above, but with these named gentlemen serving in a supervisory and advisory capacity.

It cannot be over-emphasised that, without a support unit of the type and quality outlined here, the vision of The UWI's current leadership will largely

remain that: great vision, but little sustained accomplishment, as the structures to implement and sustain the vision will not have been created.

The UWI has to further develop synergies both with relevant government Ministries, Departments and Agencies ('MDAs'), and with a wide and growing range of private sector companies and organisations, as also with foreign universities, companies and governments.

The days when The UWI could operate as an intellectual island unto itself are long gone, in today's constantly shrinking, increasingly interrelated, and fiercely competitive world.

STUDENT POPULATION EXPANSION AND A REORGANIZED TEACHING MODEL

The expansion of The UWI's student population – of both contributing country students and foreign students, of both full and part-time campus-based, as well as Open Campus/distance learning students – is an indispensable requirement for UWI achieving its principal goals. However, apart from the support/implementation of the 'Special Unit' suggested above, The UWI will also need to reconfigure its teaching and learning modes, so as to make more effective use of its full-time teaching staff and its graduate students. In this regard, see Appendix 3 which addresses this issue, using one Department as an example of what can be done to generate more and better trained post-graduates who can in turn play a greater tutorial role in undergraduate teaching programmes.

Sources of Funds #4: UWI Endowment Fund

Older generations have often said 'If you think short-term, you will always live in the short-term.' Most, though not all, of the possible financing measures we have examined thus far relate to the short and medium-term. The sustainable financing of The UWI over the long haul requires that The UWI be able to withstand periods of economic downturn and crisis in its host economies, as also changes of governmental policies which would affect The UWI's financial position. This in turn mandates the mobilisation, from now and over at least a

ten-year period in the first instance, of substantial funds for The UWI's Endowment Fund. The income (in dividends and interest) earned by the Endowment Fund, once fully operational, can facilitate four major activities by The UWI, among others:

- (i) **Fund major capital projects** for the further expansion and the internationally competitive upgrading of its labs and other research facilities;
- (ii) **Fund actual research and development projects** – both those with promising short and medium-term payoff, as well as those in basic research;
- (iii) **Contribute to the payment of internationally competitive salaries and other benefits for WIGUT level staff**; and
- (iv) **Establish a student loan fund** (administered by the SLB to avoid unnecessary duplication of manpower and other expenses) to enable the further expansion of student numbers in keeping with The UWI's strategic plan.

The UWI's Endowment Fund would need to be 20 to 30 times larger than that set up by CARICOM governments for the independent financing of the Caribbean Court of Justice (CCJ).

Such a magnitude of funds would, of course, have to be raised over a 10- to 20-year period. It is here suggested that the resources for achieving this long-term goal can be achieved by tapping into a wide variety of sources. ***One source could be contributing governments***, by way of grants, each contributing an agreed amount each year for ten years, the funds to be administered by the Caribbean Development Bank (CDB) for The UWI, in a similar manner to the arrangement for the CCJ.

Governments may wish to consider a quarter of one per cent dedicated 'UWI Endowment Fund' income tax for a maximum period of five years – a 'Sunset Law tax' – with the funds so raised placed directly by each government in The 'UWI Endowment Fund' operated by The CDB on behalf of UWI. ***Additional or alternative funding may be provided by some governments in the form of giving UWI lands that The UWI can have developed or sold and the returns placed in the Endowment Fund.***

International financial organisations and entities like the World Bank, the Inter-American Development Bank, the BRICS Development Fund¹³, the Asian Infrastructure Investment Bank (AIIB), and governments of the European

Union, China, India, Brazil, Venezuela, the Kuwaiti Fund, and various Middle Eastern OPEC countries, may each be persuaded to contribute to such a cause with its high developmental value for Caribbean societies.

There are, of course, foreign companies doing business in the Caribbean as well as local and regional companies which may be persuaded to make contributions to the Endowment Fund, especially if such contributions are tax-deductible. International foundations and major philanthropic individuals with a track record of large gifts for educational purposes can also be approached for donations, as also the Caribbean diaspora and UWI alumni and the governments of the countries which have received and benefited greatly (way beyond the remittances they send home) from the service of The UWI graduates in sizable numbers within their economies.

Furthermore, if and when reparations for slavery are finally agreed, WIGUT believes that a portion of those funds should be earmarked for educational Endowment Funds, including The UWI's.

The 'Special Unit' recommended above should be put in charge, also, of the mobilisation of funds on a global scale for the UWI Endowment Fund. There would be a natural synergy between the tasks outlined there and what would be required for achieving the Endowment Fund's goals. The skill-sets, personalities and stature of the persons in this Special Unit, would also be ideal for this major undertaking.

Source of Funds #5: UWI and the Private Sector

In recent years, The UWI has undertaken a number of initiatives to augment and diversify its revenue streams. These have included courses fully funded outside of the UGC/CGC arrangement, research and various project-specific grants from various sources, and a range of commercial operations. The revenue value of these now significantly exceeds revenues from government-sponsored students' fees¹⁴.

Additionally, The UWI has played a major role, in collaboration with private sector interests, in arranging part-time employment for some of its students, particularly through BPOs as discussed earlier. In collaboration with relevant MDAs and private companies, further BPO expansion will be needed.

As a wide range of medical, clinical and other research suggests, research and development of new products (including medicinal ganja and the use of yam in medicinal preparations, for example – not to mention the development of a heart-surgery simulator), the market research and marketing of them, and often the venture capital outlays to make these possible, are among some of the additional areas requiring the close collaboration of The UWI with the private sector: local, regional and international. An ever-growing network of strategic partnerships is a necessity in The UWI's quest to further improve the lives of the Caribbean people it serves. It is not enough for The UWI to get contributing governments to see the University as 'Big Business.' Its staff at all levels, including its administrators, have to be mobilised to develop an internal **UWI Entrepreneurial Culture** which involves business start-ups and business development within the university itself. All concerned must also internalise the significance of this for attitudes, work ethic, and future planning and implementation.

The initiation of Public/Private Partnerships (PPPs) – or perhaps these should be called UWI/Private Partnerships, or 'UPPs' – has made it possible for The UWI to have new dormitories built and other buildings refurbished through private equity and loan funding, which has meant that neither the GOJ nor The UWI has had to find the funds nor incur further debt in order to add significantly to the Capital Stock required by the University in providing for its student population¹⁵. This model for the financing of major capital projects involving student housing can be creatively applied to The UWI's needs, over time, to expand and upgrade its classrooms and lab facilities and thus expand its physical plant to keep pace with the future expansion in student (including foreign student) numbers.

A UWI PART-SCHOLARSHIP MODEL FOR EXPANDING LOCAL STUDENT ENROLMENT

WIGUT (Jamaica) wishes to suggest further, that The UWI consider significant expansion of its student body but based on part-scholarships to the most socio-economically marginalised though qualified students. Without formally lowering tuition fees, The UWI can grant part-scholarships which result in such students paying a little more than the variable cost of providing each with The UWI's

educational services. If, for example, The UWI's tuition fees for a particular faculty come to \$100,000 for the year, and the variable cost out of that \$100,000 is \$55,000, then such a student could get a part-scholarship worth \$40,000 and he/she would pay \$60,000 in tuition fees, perhaps mostly through SLB loans. This would represent a substantial reduction in fees for the student, and a small (\$5,000 in this example) sum above the University's variable costs. Once the University is not operating at plant and staff capacity, the opportunity cost beyond each additional student's variable cost is ZERO, as the fixed costs of the University do not change when additional students are admitted, once full capacity has not been reached, requiring new plant and staff to meet the additional demand. Utilising the newly developed UPPs, the additional plant can be added, as needed, over time, and the suggested reorganisation of the teaching/delivery system (see Appendix 3) can go a long way in maintaining teaching/learning standards for the University as a whole.

[RE]-INTEGRATING THE UNIVERSITY OF GUYANA WITH THE UWI FAMILY

There are advantages both for Guyana and Guyanese students, on the one hand, and for the University of the West Indies on the other, for the University of Guyana (UG) to be integrated into The UWI in some form. Guyana chose to be one of the first CARICOM countries to sign up to the Caribbean Court of Justice in its final, appellate jurisdiction. In this way, it has shown that its commitment to regional integration is deep. Moreover, this commitment enjoys national consensus despite decades of polarised politics.

The integration of UG with The UWI could result in significant savings in overhead costs. It would also mean the sharing of critical human capital, quality-assurance standards and services, and teaching software between the currently separate entities. Additionally, because one of the criteria for the international ranking of universities is by the size of their student populations, the integration of UG and The UWI would result in a higher international rating for the enlarged entity, and thus for the status of all its graduates and degree programmes.

It is an unnecessary duplication of some important costs and hence a drain

on Guyanese taxpayers to continue maintaining UG entirely on their own. This is particularly true in challenging economic times.

Conclusion

Public universities in underdeveloped or, more euphemistically, ‘developing countries’, such as those which contribute to The UWI, can easily drown themselves in a mindset of helplessness. Impoverished populations and states with small and sometimes dwindling tax bases cannot support research universities which represent the very ladder needed to climb out of poverty. In clear contradiction to neo-liberal orthodoxy, this paper asserts that higher education is in large measure a public good and should be publicly financed. The neo-liberal claim that it is a private good and should be privately funded is challenged by the facts.

One challenge comes from the facts provided in the case of the USA. Over the past three decades, the USA has pursued a policy of shifting the burden of funding higher education on to students and their families. The result is that the accumulated debt has become massive and potentially unrepayable. This has led to the suggestion, in no less a pillar of the establishment than the *Financial Times* of London, that the next financial crisis will be triggered by student debt. According to this view, “. . . we have basically swapped a housing debt bubble for a student loan bubble”¹⁶. The article goes on to suggest that “The socialisation of debt is the way that America deals with its debt bubbles”¹⁷. The “socialisation of debt” is a mere euphemism for the taxpayer picking up the tab.

Funding higher education primarily by student debt, if adopted by the territories financing The UWI, is likely to lead to even more dire consequences. This is so given the weakness of the Caribbean economies relative to that of the USA. Since the pattern in the Caribbean, as in the USA, is for the taxpayer to rescue financial institutions that get into trouble, two choices exist for that taxpayer. The first is, under the pretext that higher education is primarily a private good, to finance higher education at the back end, via rescuing collapsing financial institutions threatened by large, unpaid and unrepayable student debt. The

second option involves a thoughtful, structured and creative approach based on the principle that higher education is, in the main, a public good, and, therefore, must be, for the most part, publicly funded at the front end. It is this second option that this paper has sought to explore.

Appendix 1

Excerpt (pp. 1–15) of a 20-page document authored by Hubert Devonish entitled 'A Proposal For the Sustainable Funding of UWI in Jamaica: Outcome of a Study on Funding Internationally Competitive Salaries for WIGUT Level Staff at UWI, Mona' (May 2012).

Changing the Discussion: UWI as a Direct Generator of Wealth

“The higher education sector forms a core part of the economic infrastructure, generating employment and output, attracting foreign exchange earnings and contributing to the gross domestic product (GDP). The strength of the sector and its effectiveness in generating economic activity has become all the more important in a severe recession when other sectors of the economy are contracting”¹

The traditional and existing approach to funding the University of the West Indies by the Government of Jamaica (GOJ) is quite different from that advocated in the above quote. The GOJ approach is based on its contribution to what might be termed the public good. This good includes the long term benefit to society of teaching and learning, as well as the scholarly and research activities of the institution, and the contributions these make to the life, culture and civilisation of Jamaica. Economic benefits are perceived to be long term and come by way of the education of generations of Jamaicans to be productive citizens.

The arguments in favour of continuing to fund the UWI based on the public good remain valid and this paper takes these arguments as given. However, times have changed and these arguments alone will not secure appropriate levels of funding for the UWI. The struggling Jamaican economy and the growing demands on the public purse make it increasingly difficult for the GOJ to provide the level of funding needed for a globally competitive university. Indeed, in recent years, the economic circumstances of Jamaica have caused the GOJ to reduce its level of financial support to the UWI. This has resulted in a consistent failure to adequately fund annual budget requests from the UWI. It has

1. U. Kelly, D. McLellan & L. McNicholl, 2009, pp. 13–15. ‘The economic impact of UK higher education’. University of Strathclyde. <http://www.universitiesuk.ac.uk/Publications/Documents/economicimpact3.pdf>

now become, in fact, official GOJ policy to reduce the level of its funding over time. As a matter of policy, the resources of the education budget are being shifted from higher education to lower levels of the education system, notably Early Childhood Education.

In an international knowledge economy, where the highest value commodity being traded is knowledge, universities are the equivalent of factories in the traditional industrial economy. UWI, whatever the high minded motives behind its establishment, is now a business. It is being proposed here, in keeping with the opening quote, that decisions about funding the UWI should be based on its value as a contributor to the economy in the short and medium term. This approach which views Higher Education as a generator of wealth can be seen in a recent initiative by the City of New York. It is investing \$100m in tax payers' money and free land in a competition for the setting up of a Technical University in that city. The competition, the results of which were announced in December, 2011, was won by Cornell University in an alliance with the Israeli Technion-Israel Institute of Technology, in a competition with 17 other institutions, including Stanford University. The Mayor of New York, Michael Bloomberg, is quoted as saying that the winning application was the one proposing the largest number of students, the highest number of academic staff and the most building space of any of the proposals submitted to the competition². The selection of the winning bid was made based on what was considered to be the proposal which brought the greatest economic benefit to New York City.

Background to the Study

The University of the West Indies (Mona) has expressed a commitment to the principle of internationally competitive emoluments for members of the academic, senior administrative and professional staff employed to UWI, Mona and UWI in Jamaica. The governments of the contributing territories to UWI, but in particular the Government of Jamaica (GOJ), have expressed that

2. <http://cornellsun.com/node/49234>

commitment in very tangible terms. They have done this through the very considerable financial contributions to the UWI and the Mona Campus over the past several decades. Behind this commitment has been a desire to ensure that UWI is a university of international repute, as well as one which meets the higher education needs of the region, contributing territories, and Jamaica.

The task of the study is to propose a system by which 'world class' emoluments, conditions of work and output in terms of students, research and service to the region and the world, can be funded in a sustainable manner.

The Economic Impact of UWI on Jamaica – The Key to Sustainable Funding

We have already established the point that globally, higher education is big business. Central to any attempt to find additional resources to fund UWI in Jamaica, it is, therefore, necessary to understand the current impact of the University of the West Indies as a business enterprise, on the economy of Jamaica.

Contribution to Foreign Exchange Earnings

Foreign exchange earning can be identified from four sources within the accounts of the campus. The first is the governments of the other contributing territories. According to the UWI Mona Campus Accounts (2011), the contribution of West Indian Governments, inclusive of Jamaica, was \$5.4B. We know, according to the Mona Campus F&GPC document AB(M)P1, 2010 that the GOJ contribution was \$4.00B. The difference was, therefore, paid by the other governments and, as a result, represented a net foreign exchange earning by the Mona Campus of \$1,431.33M, i.e. US\$16.67M³. This figure represents the subvention to UWI Mona from governments of contributing territories other than Jamaica. This was to cover the portion of the tuition costs of students from these territories for which such governments were liable.

3. The University of the West Indies Mona Campus Accounts (2011, p. 48) given exchange rate was J\$85.86 to US\$1.00.

A second source of foreign exchange was the portion of tuition fees, roughly 20% of economic cost, payable by the students themselves coming from contributing territories other than Jamaica. Even though many of these students were medical students and liable for a fee of J\$501,479, i.e. US\$5,840⁴, we will calculate the entire group at the lower fee level of the ‘Merged Faculties’ which was in 2010/11, US\$2,426 or J\$208,361. Since there were 1,243 non-Jamaican students from contributing territories at the Mona Campus in that year, the total tuition fees raised from these students, presumably all in foreign exchange, would have been US\$3.07M or J\$259M.

There were, in addition, earnings from tuition fees paid by students from territories not contributing to UWI, and therefore not accounted for in the contributions of West Indian Governments. According to the UWI Mona Annual Report (2010–11, p. 9), there were 285 students from these countries, described under the label, ‘all other countries’. Many of these would have been medical students paying US\$23,273 in tuition fees per year. However, we will use the lower figure for the ‘Merged Faculties’ of US\$13,236 per annum as a basis for calculating the foreign intake of tuition fees from students from non-contributing countries and territories. This produces a figure of US\$ 3.77M or J\$323.86M.

Finally, there are sums quoted in the Mona Campus Accounts (2011) under the ‘Donor Income for Special Projects’ of J\$468.81M. None of the documents indicate how much of this came from foreign sources as opposed to local ones. The list of ‘New Externally Funded Grants for the Academic Year 2010/2011’ (UWI Mona Annual Report 2010–2011, p. 73), which falls under the ‘Special Projects’ heading in the annual Accounts booklet, does give sources but not the quantum of these grants. However, of the 36 entities listed as grant sources, only 23 or 64% were institutions based outside of Jamaica. If we use this as an indication of the percentage of the ‘Donor Income for Special Projects’ which came in the form of foreign exchange, the foreign exchange benefit to Jamaica under this heading would be an estimated US\$3.49M or J\$300M.

There is a fifth foreign exchange source. This was the expenditure by non-Jamaican students to live in Jamaica for the year in which they are pursuing

4. http://www.mona.uwi.edu/admissions/fees/1011/undergraduate_fees_2010-11.pdf

their studies. Using the figure of \$338,667⁵ and multiplying it by the number of non-Jamaicans registered at UWI Mona for the 2010/11 Academic Year of 1,528, we get a total of J\$517.48M or US\$6.03M.

Putting together all the estimated foreign exchange earnings presented here for the Academic Year 2010/11, we get a total of J\$2,831.7 or US\$33.03M. To give this figure some perspective, this sum is in excess of that earned by the combined export of bananas, citrus, coffee, cocoa and pimento in 2011, at J\$2,101M; or more than half of that earned by the export of sugar in that same year, at J\$5,325M⁶.

Effects on the Balance of Trade

Using the UWI statistics published for 2009/10, the last year for which such data was accessible, we find 188 Jamaicans were enrolled at Cave Hill and 178 Jamaicans at St. Augustine. This is compared with 168 Barbadians and 476 citizens of Trinidad and Tobago registered at the Mona Campus in Jamaica for the same period. Though the numbers are marginally unfavourable in relation to Barbados, there are more than 2½ times as many citizens of Trinidad and Tobago studying at the Mona Campus in Jamaica than there are Jamaicans studying at St. Augustine in Trinidad and Tobago. As for the UWI-12, the twelve non-campus contributing territories, there is a massive imbalance in favour of Jamaica within that academic year, with 676 of their citizens studying at the Mona Campus in Jamaica. It is clear from the above that Higher Education is an area in which, within Caricom and the broader Caribbean region, Jamaica via the Mona Campus, is extremely competitive. It has an enormously favourable balance of trade in this area, certainly within the UWI system. Against this background, it would be logical, from the perspective of the economy of Jamaica, to expand the capacity of the Mona Campus to offer more places to students from the rest of the Caribbean. To do this however would

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5. Broadbell, R. et al. 2005 'Financing Tertiary Education in Jamaica'. Report to Minister of Finance/the Planning Institute of Jamaica, provides a figure of \$180,000 as the annual quantum of living expenses for a student, and this figure is the 2011 equivalent, adjusted for inflation.
 6. <http://statinja.gov.jm/Trade-Econ%20Statistics/InternationalMerchandiseTrade/trademore.aspx>

require more attractive programmes, improved conditions of living and study, and competitive prices.

The reasons for that comparative advantage are numerous. There is the accident of history that had the UWI set up as a single campus entity at Mona, in Jamaica. There it remained as the sole campus for the first 15 years of the history of the university, with all the advantages of capital investment, status and reputation relative to the newer campuses. A supplementary explanation, however, is in the area of energy costs. It is widely argued that energy costs make Jamaica uncompetitive in most areas of international trade. Higher Education, fortunately, is NOT energy-intensive.

In spite of the above, the balance of trade outside of the Caribbean, by contrast, is very likely to be unfavourable. There are likely to be many more Jamaicans studying in non-Caribbean countries across the globe than there are citizens of these countries studying in Jamaica. However, again, the way forward is to expand the capacity of UWI Mona, as an institution of higher education with an international profile and reputation, to offer programmes that are attractive internationally. Such an approach would be in the economic best interest of Jamaica. In 2010/11, every 44¢ contributed by the GOJ in grant funds to UWI Mona, was matched and exceeded by UWI Mona to the tune of generating an additional 56 ¢ for each 44 ¢ contributed by the GOJ; this expansion, however, requires more resources and investment, not less.

Contribution to Economic Activity

The estimated expenditure for the whole of UWI in Jamaica, inclusive of the Open Campus and the University Centre/Vice-Chancellery of approximately J\$15B in 2008/9, is roughly equivalent to 1.5% of GDP for 2009. This is, in fact, in keeping with trends internationally and in more developed countries. Thus, the Higher Education sector in the UK, with its dozens of major universities and colleges, contributed to the economy of that country approximately 2.3% of GDP in 2008.

Unlike the major contributors to the economy such as tourism and mining, Higher education as an economic activity is highly resistant to economic down-

turns. Typically, during a downturn, when many people are made⁷ redundant, they use their savings to retool and retrain via courses in higher education. Therefore, demand for Higher Education generally goes up during economic downturns, as people see education as an investment in improving their position in the job market⁸.

It has become the norm for governments to invest in higher education as a specific response to economic downturns in a world where knowledge is the main commodity traded. Recent initiatives by the State of New York and the City of New York are cases in point. As a means of economic diversification and making Jamaica more resistant to the effects of worldwide recessions, therefore, greater investments need to be made in higher education, in particular UWI, Mona.

Contribution to Employment

UWI, Mona, makes a considerable contribution to employment in Jamaica. It is the direct employer of approximately 3,000 workers, across the skill and educational range, with approximately 1/3 of that cohort coming from the highest levels of that range. It employs an additional large number of persons in the role of contractors and suppliers of services, either on a full time or part time basis. UWI Mona employs about three fifths of the number of employees of the entire Mining and Quarrying Sector in Jamaica⁹. There is, in addition, the employment generated by suppliers of services to members of the university community. These are notably in banking and financial services, food and beverage, transport, housing and domestic services. The UWI Mona is a community of 20,000 on a typical work day. Even though statistics are not easily available, there is unlikely to be, in Jamaica, a single workplace with 3000

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7. U. Kelly, D. McLellan & L. McNicholl, 2009, p.18. 'The economic impact of UK higher education'. University of Strathclyde. <http://www.universitiesuk.ac.uk/Publications/documents/economic-impact3.pdf>
 8. A. Douglas 2010. pp. 1–2. 'College vs. Unemployment: Expanding Access to Higher Education', CSHE <http://www.escholarship.org/uc/item/16t1f1t2>
 9. Statistical Institute of Jamaica, 'Labour Force by Industry Group', <http://stainja.gov.jm/Labour-Force/LabourForceByIndustryGroup.aspx>

employees on the same premises, catering to as many as 15,000 ‘customers’ on any given day. UWI Mona is, in addition to all that, and as has been said before, a residential community as well. It has approximately 2,200 students who live on its premises and about 80 families that reside in campus staff accommodation.

A GOJ/UWI Partnership For Development

The list of economic benefits derived from UWI in Jamaica makes it obvious that the institution is a potential tool for development, rather than a drag on the government purse. The proposal is to act on this realisation by way of a GOJ/UWI Partnership for Development. It would have the following objectives:

- 1) Maintain GOJ revenues from UWI at the minimum of current levels.
- 2) Set certain levels of contribution to macro-economic targets which, if met by UWI, would be rewarded out of tax take.
- 3) Use tax take increases resulting from specific policies and actions adopted by UWI as a source for financing UWI expansion and growth.
- 4) Return to UWI as a rebate, taxes collected from those who receive income from UWI non-salary/emoluments expenditure, from its salary/emoluments expenditure, and from the expenditure of direct participants in UWI, i.e. staff and students, **beyond** the level required to make GOJ achieve a **net** zero contributor to the UWI.
- 5) Enhance the contribution of UWI to economic growth, to foreign exchange earnings, to the balance of trade, and to employment, while expanding its ability to carry out its original mandate of education and research.

The Basic Principles of the Partnership

The proposed partnership is based on a body of facts and figures which establish that the Government of Jamaica (GOJ) is currently making a zero **net** financial contribution to UWI, Mona. An assumption is made, based on the statistics

provided in previous sections, that UWI in Jamaica, and UWI Mona in particular, are significant contributors to the Jamaican economy.

This proposal is based on the findings of a 150-page initial report produced by a commissioned team of economists. The proposal starts off on the basis of the following set of principles:

- 1) The GOJ has become, and will continue to be, a **net** zero contributor to UWI, thus releasing additional resources in the GOJ education budget for Early Childhood Education.
- 2) UWI, Jamaica, in its role as provider of regional and international educational and research services, can be a means of improving the balance of trade between Jamaica and the rest of Caricom, be a source of increased net foreign exchange earnings for Jamaica, increase its role as a major employer of labour, and increase its contribution to economic growth, through:
 - (a) The fact that the University Centre/Vice-Chancellery, headquarters of the regional university is sited in Jamaica
 - (b) Increases in the number of Caricom students studying at UWI, Jamaica, and
 - (c) Increases in the number of non-Caribbean students studying at UWI, Jamaica.
 - (d) International conferences occurring in Jamaica
 - (e) The receipt of grants from international organisations and governments
- 3) UWI in Jamaica is a significant employer of labour at all educational and skill levels, i.e. 3,000 employees (approx.) are on its payroll, in addition to large numbers of contractors and sub-contractors providing services such as security, maintenance, etc.
- 4) The GOJ can and should exploit the capacity of UWI in Jamaica, with an annual expenditure equivalent to 1.5% of GDP, to be, in and of itself, a significant area of growth within the economy. This is separate and apart from its role as an educational institution providing education that, in turn, promotes growth in other sectors of the economy.
- 5) The UWI in Jamaica can be a means of maximising the economic effect of public expenditure given that:

- (a) A 2010/11 GOJ contribution of J\$0.44 produces at UWI, Mona, a matching J\$0.56 (See F&GPC 2010 [AB 1D], p. 1; Mona Campus Accounts 2010/11, pp. 4–5), which is a UWI internal multiplier of 2.27 for funds provided by the GOJ,
 - (b) There is an external multiplier of 2.32, based on the total annual income coming to UWI and the social return based on a calculation of increased earnings by UWI graduates in the Jamaican economy due to their additional years of schooling.
 - (c) The compounded effect of the internal and external multipliers in ‘(a)’ and ‘(b)’ is 5.27.
- 6) The GOJ tax take, beyond the point where the net GOJ contribution to UWI is zero, can and should be used as a rebate to the University to supplement the ‘human capital’ of the university by way of salaries at internationally competitive rates as well as to ensure that university education is available to students who have financial need.
- 7) All of the above can be achieved while maintaining the role of GOJ in facilitating the existence and growth of UWI for the public and regional good, as a regional and internationally competitive provider of education and research to Jamaica, the region and the world, the original and basic reason for the existence of the institution.

Net GOJ Contributions to UWI, Mona (2008/9–2010/11)

The net GOJ contributions to UWI, Mona, in particular over the Academic Years 2008/9 to 2020/11, lie at the heart of this proposal. These are summarised in Table 1A below. The table is based on the following sets of assumptions:

- 1) UWI Mona uses directly 60% of its annual expenditure on Salaries and Emoluments. Additionally, on the assumption that there is a minimum 25% labour cost in the goods and services bought by UWI, Mona, then an additional 10% of its expenditure would go towards the labour costs of its suppliers of goods and services. The total percentage of expenditure going to labour costs would, therefore, be 70% of annual expenditure. 66.5% of this annual expenditure would go to employees, whether

employed by UWI or by its suppliers, as Salaries and Emoluments. The gross UWI, Mona, expenditure figures which are the base for these calculations is, respectively, 9,876,399,000¹⁰ for 2008/9, 10,052,888,000¹¹ for 2009/10 and 10,798,424,000 for 2010/11 [Column II].

- 2) 66.5% of the annual expenditure figures presented above would respectively be 6,567,805,000 for 2008/9, 6,685,170,000 for 2009/10 and 7,180,952,000 for 2010/11. Employee income taxes and statutory deductions to GOJ would be 33% of these, respectively 2,167,375,000 for 2008/9, 2,206,106,000 for 2009/10 and 2,369,714,000 for 2010/11 [Column III].
- 3) The remaining 3.5% of the 70% of UWI expenditure on labour costs are estimated to go to the GOJ as payroll taxes payable by the employer, i.e. the employer contributions to NIS and NHT¹². These would be 345,674,000 for 2008/9, 351,851,000 for 2009/10 and 377,945,000 in 2010/11 [Column IV].
- 4) The 'after tax' sums received by employees as Salaries and Emoluments would be 67% of the 66.5% of UWI expenditure used for Salaries and Emoluments of those employed directly or indirectly to the UWI. These sums would be respectively, 4,400,430 for 2008/9, 4,479,064 for 2009/10 and 4,811,238 for 2010/11. Of this, 24% is presumed to be saved and the remaining 76% spent. These spent sums would be 3,344,326 for 2008/9, 3,404,088 for 2009/10 and 3,656,540 for 2010/11 [Column V].
- 5) 90% of the Salaries and Emoluments sums spent by employees, as in 4) above, are on goods and services for which 17.5 % General Consumption Tax (GCT) is paid. These sums are computed at 17½% of 90% of the sums in 4) above, and would be 526,731 for 2008/9, 536,144 for 2009/10 and 575,905 for 2010/11 [Column VI].

10. Unless otherwise stated, all information on the finances of the Mona Campus are taken from the annual *University of the West Indies Accounts*, Campus Council, Mona, 2008-2011.

11. There is a discrepancy between the figure reported in the Accounts of 2009/10 and the way the figures for this year are recapped in the Accounts of 2010/11. We have stuck with the original figure given in the Accounts 2009/10.

12. This is estimated conservatively at 5% of payroll. See http://www.jrs.gov.jm/TaxAdministration.php?page_id=1&id=192 for a fuller detailing of these.

- 6) Based on a 2005 study (Broadbell et al. 2005)¹³, living expenses for a student in that year were \$180,000. When adjusted for the annual average inflation rate (STATIN¹⁴) in 2006 of 5.7%, in 2007 of 16.8%, in 2008 of 16.8%, in 2009 of 10.2%, in 2010 of 11.7% and in 2011 of 6.0%, the equivalent sums would be for 2009, \$286,032, for 2010, \$319,497 and for 2011, \$338,667.
- 7) A typical student would spend 75% of the sum mentioned in 6) on goods and services for which 17.5% GCT would be charged (Column VIII).
- 8) The student numbers for each of the Academic Years were, 2008/9 – 14,414, and for 2009/10 – 15,481, and for 2010/11 – 15,392 (UWI Annual Statistical Reports; UWI Mona Annual Report, 2011, p. 6).
- 9) Total student expenditure would be the estimated individual living expenses for that year multiplied by the number of students. This would be \$4,122,865,248 for 2008/9, \$4,946,133,057 for 2009/10, and \$5,212,762,464 [Column VII].
- 10) Total GCT on student expenditure is calculated at 17.5% of 75% of total student expenditure, producing \$541,126,064 in 2008/9, \$649,179,963 in 2009/10 and \$684,175,073 for 2010/2011 [Column VIII].

The table is a summary of points 1) to 8) above. It presents a three-year profile of the relationship between the GOJ contributions to UWI, Mona, and the tax take, both direct and indirect, coming from the expenditures of the Mona Campus. In 2008/9, the **net** GOJ contribution to UWI, Mona, was less than 35% of its gross contribution, and in 2009/10 less than 25%. Its net contribution in 2010/11, made the GOJ into a very slight **net** beneficiary of its contributions to UWI, Mona. The GOJ received an estimated J\$7.739 M. in excess of its contributions to UWI, Mona in that year. The year 2010/2011 represents the break even year, when the GOJ got back in taxes and statutory deductions effectively the full amount of its contribution. In 2010/11, the year in which the GOJ ceased making a net contribution to UWI, Mona, its contribution as a portion of the expenditure of the campus fell to 37%. This can be taken as the point

13. Broadbell, R. et al. 2005 'Financing Tertiary Education in Jamaica'. Report to Minister of Finance/the Planning Institute of Jamaica.

14. <http://statinja.gov.jm/Trade-Econ%20Statistics/CPI/CPI.aspx>

Table 1A: Net GOJ Contribution to UWI, Mona Campus (08/9 – 10/11)

I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Years	Total UWI Mona EXP '000	Income Tax and Employee Statutory Deductions @ 33% of Payroll @ 66.5% of UWI Expenditure	Income tax/ Employer Stat. Deds. @. @ 3.5% of Expenditure	76% of After Tax Salary/Emol- uments as Personal Expenditure '000 i.e. of 76% of 66.5% of UWI Expen- diture	GCT of 17.5% on 90% of Personal Expenditure of UWI Staff '000	Total Student Expenditure @ Student Nos x Estimated Annual Student Expenditure '000	17.5% GCT on 75% Total Student Expenditure '00	Total GOJ Tax (Income Tax. NHT/NIS) & GCT in All Categories '000	Gross GOJ CON '000	Net GOJ Con '000
09	9,876,399	2,167,375	345,674	3,344,326	526,731	4,122,865	541,126	3,580,906	5,426,876	1,845,970
10	10,052,888	2,206,106	351,851	3,404,088	536,144	4,946,133	649,180	3,743,281	5,013,220 ¹⁵	1,269,939
11	10,798,424	2,369,714	377,945	3,656,540	575,905	5,212,762	684,175	4,007,739	4,000,000 ¹⁶	-7,739

NB. Total UWI, Mona expenditure figures do not include a) finance charges and b) depreciation estimates included.

Sources: (i) Annual Accounts Reports, UWI, Mona, 2009–2010; (ii) Selected Financial and Statistical Highlights – July 31, 2011 (for 2011 Expenditure); (iii) Academic Board Paper 1D [UWI Finance Committee – Responding to the 2010–11 Budget Cut]; (iv) UWI Statistical Report 2009/10; (v) UWI Consolidated Accounts Report 2009/10 (p. 8); (vi) Tax Administration Website (Jamaica)

15. Mona Campus Finance & General Purposes Committee Paper 'Responding to the 2010–11 Budget Cut', AB(M)P. 1D 2010/11

16. Ibid.

where, given the current taxation regime in Jamaica, one reaches the break even point, where the net GOJ contribution to UWI Mona falls to zero.

The statistics above represent a gross underestimation of the GOJ take from UWI, Mona. It ignores the multiplier effect of expenditure by employees who receive salaries and emoluments funded by UWI, Mona, as shown in Column V. They use these funds to purchase goods and services from various enterprises. Let us assume that 25% of the personal expenditure in Column V ends up being paid out as salaries and emoluments by enterprises with whom the money has been spent. This would generate a minimum \$333M in income tax and statutory deductions for the GOJ in any year. In addition, there is a GCT take on the expenditure of the enterprises themselves in the course of their operations, and on the personal expenditure of employees to these enterprises. Assuming conservatively that only 50% of personal expenditure by UWI Mona employees gets spent by those whom they paid for goods and services, the lowest tax take would be \$385M annually. An easy demonstration can be had by looking at the four financial institutions established at UWI, Mona to serve the university community. A rough estimate would suggest that, together, they have 100 full time employees. Assuming \$1M as the mean salary for each bank worker, this would suggest that, after allowing for half that sum as the individual tax free allowance, a GOJ tax and deductions take of \$.167M per person would translate into \$16.7M for the group. There is, in addition, GCT on their expenditure. Similar estimates could be made in relation to the large numbers of suppliers of food and beverage, and of transportation services on the campus.

Looking overall at the UWI in Jamaica, the case of the University Centre/Vice Chancellery, is very instructive. Using 2008/9 figures, the last for which figures are accessible, the expenditure of the Centre was **\$4,479,683,000**. Since the University Centre/Vice-Chancellery, the administrative centre of the entire 4-campus UWI operation is based in Jamaica, we shall assume that most of that expenditure, \$4,000M, was spent in Jamaica. Using the same assumptions as for the Mona Campus, this would generate \$878M in employee taxes and statutory deductions, \$140 M in employer statutory payments, and 234M in GCT. The sum total of these contributions was \$1,252M. Total contribution to **all** of UWI operations was \$6,700M. When one subtracts the \$5,427M which went to the Mona Campus in that year, only \$1.273M was left to fund

the GOJ commitments not only to the Centre/Vice-Chancellery, but to Jamaican students studying at other campuses of UWI. It is clear then that from as far back as 2008/9, the non-Mona Campus operations of UWI in Jamaica were already a net contributor to the GOJ finances.

Appendix to original document: 'A Proposal For the Sustainable Funding of UWI in Jamaica: Outcome of a Study on Funding Internationally Competitive Salaries for WIGUT Level Staff at UWI, Mona'.

Methodology for Estimating the UWI Multiplier (Extract from PELT Report)

Methodology for Estimating the UWI Multiplier

In calculating the UWI multiplier it is important to determine a method to measure UWI's output, which becomes the gauge for the right-hand side variable in a regression similar in likeness to the one described in the immediately preceding section for the overall economy. One way to capture this is to measure the total revenue¹⁷ generated by the university (the private return) and to augment it with the social return. The social return¹⁸ was measured as the product of the number of employed professionals in Jamaica¹⁹ a who studied at UWI Mona multiplied by the increase in salary due to additional year of schooling at UWI Mona.

The initial step in calculating the social return was computing the number of employed professionals in Jamaica who studied at UWI Mona. Since the two leading universities in Jamaica are UWI and the University of Technology (UTech), the annual ratio of UWI graduates to UTech graduates was used to disaggregate the number of employed professionals in Jamaica. This was further separated into three categories: undergraduate, graduate and certification using

17. It is not necessary to separate the GOJ contributions from the rest of UWI income. The important thing is the total income received and not the sources of income.

18. It is important to note that the social return calculation is not a future one as it does not take into consideration the lifetime of the university graduate.

19. Note that only those graduates who continue to live in Jamaica are included.

the 2009/2010 enrollment ratio for undergraduate to higher degrees and certification²⁰.

The next step was determining the increased salary due to an additional year of schooling. In this regard, the per capita Compensations of Employees was used as a proxy for the average salary of the employed labour force. Likewise, in order to ascertain wages by degree (years of schooling), the 2009/2010 enrollment ratio for undergraduate to higher degrees and certification was used. The typical study done converges to show that on average an additional year of schooling increases wages by 10.0 per cent²¹. Hence, a certificate, undergraduate and graduate salary will increase by 10.0 per cent, 33.1 per cent, and 61.1 per cent respectively. This was followed by determining the annual returns from obtaining the three categories of certification, that is, the number of employed professionals with certificate, undergraduate and graduate respectively multiplied by their respective salary increases. Finally, these figures were aggregated to get the annual social return as shown in the Table 6.

Table 6: Total Return to UWI Activities

	Income*	Social Return	Total Return
	J\$'Million		
2001	4585.481	2326.433552	6911.914552
2002	5374.757	3178.14109	8552.89809
2003	6053.667	3611.579547	9665.246547
2004	5822.444	4267.456159	10089.90016
2005	7724.641	5741.908352	13466.54935
2006	9240.344	10535.26547	19775.60947
2007	9727.64	7994.67178	17722.31178
2008	10692.906	9149.368216	19842.27422
2009	10970.239	9837.241651	20807.48065

*based on academic year

20 Ratio was 0.751 for undergraduate degrees, 0.224 higher degrees and 0.025 for certification.
 21. For a discussion on returns to schooling see Ashenfelter and Krueger (1992) paper entitled: estimates of the economic return to schooling from a new sample of twins.

Annual and Academic year data (from 2001 to 2009) was used for estimating the model; the income and expenditure data was sourced from UWI Mona Financial Statements. Compensation of Employees (per capita) which was used as a proxy for annual average salary of the employed labour force was sourced from the STATIN National Income and Product Accounts, (2009); Employed labour force by professionals was sourced from the Economic and Social Survey Jamaica (ESSJ), PIOJ publications. The model estimated was as follows:

$$UWIoutput = \beta_0 + \beta_1 U \text{ exp} + \beta_2 Enroll + \beta_3 GDPgrowth + e$$

Where **UWIoutput** represents the total return from UWI Mona, **Uexp** is UWI Mona expenditure, **Enroll** is enrollment at UWI Mona and **GDP-growth** is the annual growth in GDP.

Variables	Coefficients
C	-12355.91*
ENROLL	0.666809**
UEXP	2.320298*
GDPGROWTH	196.6519
R ² 0.963571 Durbin-Watson	1.968351

*, ** indicates significance at the 5% and 10% level, respectively

The results of the model show the UWI multiplier to be 2.320298. This means that, for every \$1.00 spent by UWI, the contribution to GDP is \$2.32, *ceteris paribus*.

The above model was also estimated in log-log form so that the estimated coefficients can be interpreted as elasticity's. The results are presented below.

$$\log(TotalR) = \beta_0 + \beta_1 \log(U \text{ exp}) + \beta_2 \log(Enroll) + e$$

Variables	Coefficients
C	8.797567*
Log(ENROLL)	0.805414*
Log(UEXP)	1.194656*
GDPGROWTH	0.010882
R ² 0.976113	
Durbin-Watson	1.6793741

* indicates significance at the 5% level

The results from the log-log model showed that a one per cent increase in expenditure by UWI *ceteris paribus* will cause total output from UWI to grow by 1.19 per cent. Thus, a 1 per cent increase in UWI expenditure will cause contribution to GDP value added to grow by 1.19.

Limitations

- The small sample size in estimating the UWI multiplier prevents the test for unit roots.

Appendix 2

STUDY ON INTERNATIONALLY COMPETITIVE SALARIES FOR WIGUT LEVEL STAFF AT UWI, MONA: SUMMARY OF MAIN POINTS

Why this study?

The West Indies Group of University Teachers (WIGUT), Jamaica is, as a trade union, interested in having the University of the West Indies, Mona Campus pursue a set of policies and actions which would result in internationally competitive emoluments and conditions of work being enjoyed by the members of staff whom it represents. The University of the West Indies (Mona) has expressed a commitment to the principle of internationally competitive emoluments for WIGUT members employed to UWI, Mona. The governments of the contributing territories to UWI, but in particular the Government of Jamaica (GOJ), have expressed that commitment in very tangible terms. This has been through the very considerable financial contributions to the campus which they have made to the UWI and the Mona Campus over the past several decades. Behind this commitment is the desire to ensure that UWI is an internationally competitive university, as well as one which meets the needs of the region, contributing territories, and, in the case of UWI, Mona, the needs of Jamaica.

The task of the study is to propose a system by which ‘world class’ emoluments, conditions of work and output in terms of students, research and service to the region and the world, can be funded in a sustainable manner. Against this background, this study covers the following:

- 1) The extent to which UWI, Mona and the UWI of which it is a part, is ‘world class’, both in relation to the criteria of various international university rankings, as well as in relation to the goals set by its own strategic plan.
- 2) The level to which emoluments and conditions of work at UWI, Mona measure up to those offered at institutions considered to be ‘world class’.

- 3) The sources of financial resources for UWI, Mona, both actual and potential.
- 4) Against the background of 1) – 3), a proposal for a sustainable system for producing and maintaining a ‘world class’ UWI, Mona within an internationally competitive UWI.

Findings

Contribution to the Jamaican Economy

Over the period 2004–2009, the contributions of the GOJ to UWI Mona totaled JA\$17.7b and total tax revenues from UWI Mona of \$24.3b. The GOJ received more in tax revenues from UWI, Mona, than it gave to the university as a subvention.

UWI contribution to FE earnings comes from tuition fees collected from non-Jamaican students and their governments of US\$21.8m per annum (?).

UWI contribution to GDP was 3.5% in 2003, the last time for which figures are available.

The multiplier effect: If \$1.00 is spent by the GOJ at UWI, it has the effect of \$2.32 in value added to the GDP. By contrast, an increase in government expenditure of \$1.00 in other areas causes GDP to grow by \$0.85. In addition, a 1% increase in the UWI Mona expenditure causes the entire GDP of Jamaica to grow by 1.9%.

[UWI contribution to job creation.]

Contribution to Jamaican Society, Culture and Civilisation

This is the area that has constantly been stressed by the supporters of UWI and of its contribution to Caribbean society. UWI plays a critical role in Jamaica in the area of institution building and strengthening. The study identifies specific areas of that contribution and the ways in which, with a renewed approach to resourcing UWI, Mona, that could be improved.

International Standing

The main finding here is that by a simple system of changing the way that the various campuses of UWI are presented to the rating agencies, i.e. as separate

universities rather than a single entity which it, in fact is, the ranking of UWI as a whole would be considerably higher than is possible for any of its individual campuses.

The Way Forward

Based on the data collected, the study makes a break with an approach which sees the UWI, Mona, as a charge on the public purse, begging for a share of scarce resources. Rather, the approach is that it is a very efficient and effective generator of resources and contributor to the resources available to other sectors. Viewed as a generator of GDP, jobs, tax revenue and foreign exchange earnings, a proposal is made for a partnership with the Jamaican government which would help it to increase by several percentage points the size of the GDP of Jamaica and the UWI, Mona contribution to that GDP. The implementation of the proposal would also see increases in jobs generated, tax revenues collected and foreign exchange earned. The deal would be for the release of some of the increased revenues back to the university for reinvestment to further increase the positive effect of UWI, Mona on the Jamaican economy. Some of those resources released to the university would go into paying internationally competitive emoluments to WIGUT level staff at Mona. This would increase the international competitiveness of the campus and its capacity to further contribute to the Jamaican economy.

The proposal also explores ways in which the Growth Inducement Strategy and Vision 2030 of the GOJ, as well as the goal of investing heavily in Early Childhood education can only properly be achieved by more investment in UWI, Mona. The strength of the proposal is that the investment which is being proposed is to come from an expanding pool of resources available to the GOJ from UWI, Mona itself.

The proposal covers creative means of helping students to cover their tuition fees, including methods of interest rate reductions for student loans. It also addresses methods by which UWI, Mona can manage its own resources more efficiently and opportunities for additional income generation. All of this is done within a framework that the primary contribution of UWI, Mona is to higher education in the Caribbean, to research relevant to the region and to enhancing Caribbean culture and civilisation.

Appendix 3

THE JLU GRADUATE RESEARCH STUDENT COACHING PROJECT: A REPORT

The Problem

The Strategic Repositioning document of 2005 addresses the problem of UWI, Mona, having a small number and low proportion of graduate research students. This state of affairs, it suggests, ‘. . . adversely limits the amount and quality of research questions and results, unless . . . compensated for by the deployment of a relatively large contingent of research and postdoctoral fellows’ (Strategic Repositioning 2005, p. 46). The document proposed that the main thrust of graduate student research should involve ‘. . . a substantive collaboration with UWI supervising staff . . .’ (p. 52) since, in its view, the funds spent on graduate research students should be used to promote the research agenda of UWI, Mona. The document argued that it was only through large scale cross-disciplinary collaborations, involving academic supervisors and graduate research students, that research funding could be attracted and difficult research questions answered. A significant increase in the number of graduate research students would require a significant increase in the supervisory load of qualified supervisors. To achieve the overall strategic objectives of the campus, therefore, new and creative techniques have to be found to allow for supervisors to handle large numbers of research graduate student supervisees. In addition, these techniques have to ensure greatly improved throughput for students in these research degree programmes.

We at the Jamaican Language Unit (JLU) felt that, to pursue our role to promote research in the Department of Language, Linguistics and Philosophy, we should identify a research support model which would guarantee success for our growing number of research graduate students. The way forward, for us, was to learn from and adapt a model already implemented with considerable success at UWI, Mona. This model was proposed and incorporated into the framework of the departmental 2007–2012 Strategic Plan for the Department of Language, Linguistics & Philosophy.

Identifying a Successful Model

In the summer of 1998 Dr. Sharon Jamieson of the University of Alberta and Dr Don Wilson, the then Director of the School of Education, UWI, Mona, began a CIDA funded project involving seventeen (17) UWI graduate students in the Masters and & PhD in Education. Of these, five (5) were MPhil students and the remainder MA. Professor Hyacinth Evans who preceded Dr Wilson as Director had modified an existing research methods course, ED 60W, to allow for the collaboration of researchers from both universities in delivering the course. This course was delivered to graduate students, inclusive of research students, as a Summer Institute in Jamaica for the first time in 1998 and continued to 2009.

The UWI/University of Alberta project eventually became the ‘UWI MPhil/PhD Programme in Education – ‘A Partnership Approach to Mentoring New Researchers’. An important component of the project was the mentorship of students up to the point of completion of their degrees. Dr Jamieson, then at the University of Alberta, developed and honed a coaching model that included group work, peer supervision, direct one-on-one sessions with the Coach, timely feedback by e-mail and through Skype and the provision of research training support as needed at each stage of the process. Coaching in how to write the thesis became an integral part of the training as did data collection analysis, and preparation for the upgrade and the viva.

In all there have been 3 cohorts of graduate research students at the UWI, Mona, who have been part of this process. Over the life of the programme, there were 21 students entering as MPhil students. Of these MPhil students, nineteen (19) upgraded to the PhD, one (1) dropped out and one (1) is unaccounted for. Of the total, fifteen (15) have successfully completed the PhD, one (1) is working on corrections to the PhD thesis, and two (2) are still working on the PhD. A key factor in the success of this project was Dr. Jamieson’s openness to each candidate’s individual approach to their research, combined with encouraging peer review and group discussion. The formation of smaller research writing groups of peers allowed for an exchange between the research students. This approach forged the “community of scholars” which was Dr. Jamieson’s aim. One of her primary goals was to model the best practices of coaching and supervision. Ultimately, this was to allow UWI to reproduce this

approach across all its faculties and disciplines through the cohorts graduating from the project. She saw her role as training a cadre of scholars who would become coaches at UWI.

Modifying a Successful Model: The Jamaican Language Unit Research Coaching Project

Karen Carpenter was a member of the first cohort of the Jamieson-led coaching process just mentioned. She also happened to be a member of academic staff in the Department of Language, Linguistics and Philosophy. She proposed that this was an ideal approach to managing the quality of experience and throughput of the increasing number of graduate students within the department. She convinced Hubert Devonish, then Head of Department and Coordinator of the JLU, that this could significantly assist them both in carrying out their own roles as supervisors of graduate research students. It began in 2006 with Karen Carpenter as coach. Very early on, it was decided that the process being developed would be open to the entire department and to departments and faculties across the campus.

In 2007, Karen Carpenter and Hubert Devonish from the JLU met Dr. Jamieson on one of her visits to Jamaica and discussed the fact that they had adopted and adapted her model. She viewed with favour the innovations around the process she had begun in the School of Education. She gave advice and pledged her ongoing support for the process.

The modifications introduced to the original model were influenced by Carpenter's previous employment at the University of Nottingham. There, she had been responsible for the design and implement of Research Training courses across all schools and disciplines. As a result, the JLU version of the coaching model came to include, as an integral part of its structure, a series of research training workshops. These include (i) writing a research proposal, (ii) research methodology, (iii) analysing the data, (iv) writing the thesis, (v) preparing for the viva, (vi) writing for publication. In addition, cross-disciplinary contact was taken to be a critical feature of the coaching model. As a result, membership of the coaching network was made open to any graduate student who was involved in research and who had attended the Graduate Research Training Workshops run by the JLU.

The overall graduate research coaching process within JLU model involves (a) group interactions about the design and content of the thesis, (b) target setting in relation to deadlines, (c) team building around the goal of ensuring that all members of the group successfully complete their thesis, (d) writing retreats at which specific targeted pieces of writing are completed. Candidates are, throughout the process, provided guidance and given timely feedback on the work they are doing, allowing them to hone their research skills.

The JLU-Based Graduate Research Support Programme

The number of students currently part of the JLU-based coaching/supervisory network was, at the end of the 2008-9 academic year, thirty (30). The network is made up of students in Linguistics, Philosophy, Psychology/Psychiatry, Geography and Development Studies. The largest cluster is that of Linguistics, followed by Psychology.

The programme involves the following stages:

- The series of JLU research and thesis writing one and two-day seminars, as and when needed, by coaching group at their particular levels,
 - The creation of three (3) dissertation writing groups, (i) MA/MSc group, (ii) the
 - MPhil (Junior) group [preparing for Upgrade], and (iii) the PhD group, with the opportunity for promotion from (ii) to (iii).
 - The development of commitments and targets, both with the coach and with fellow
 - members of the group.
 - The formation of group identity via fortnightly meetings, review of each others' work, sub-groups for writing,
- 5) Periodic weekend writing retreats.
 - 6) Preparations for Upgrades, Vivas, seminars and conference presentations.
 - 7) Post-doctoral writing.
 - 8) Training of a new generation of coaches.

Successes

No. of MA/MSc.s	= 9
No. of MPhil Upgrades	= 6
No. of PhDs.	= 12
Projected Mphil/PhD submissions (2009-2014)	= 6
Total	= 32

+Associates From Other Faculties

Management Studies; Fertility Management; Education; Medicine; Carimac; Social Sciences; Other Universities; Cultural Studies; Philosophy.
On average in a given year about 20 + persons visit the Coaching Group.

Preliminary research on the factors favouring a student successfully using the coaching process are (i) maintaining support networks within the coaching group, via telephone, meeting to write in small groups, etc. (ii) interest in the work of others, which ends up being reciprocated, with benefits to morale as well as actual help with academic difficulties, (iii) the integration of the coaching with supervision via supervisors who use the coaching process to complement their own role. In addition, products of the coaching process are being designated to begin the coaching process with newly forming groups.

Which institutions currently practise this and with what success?

The research workshop component of the JLU Coaching Model was copied from the University of Nottingham, an approach which is being now widely copied in the UK. Interestingly, however, we have been unable to find any evidence of the coaching aspect of the model having been offered to students directly by any institution internationally. However, training programmes leading to qualifications in postgraduate coaching abound. One such is the accredited Postgraduate Coaching Certificate (PGCC) offered at The Fielding Postgraduate Institute (of Psychology) in the USA. In addition, there are numerous coaching services such as the Koepp Corporation in the USA, and the Coaching Psychologist Forum in the U.K. offers coaching for a fee to anyone doing a PhD.

New Possibilities

The group cohesion developed during the coaching process should be used to develop early post-PhD research and publication. The opportunity here is that, with the 2009–2010 finalising PhD cohort, there could be a post-doctoral research coaching process on the leadership of one or more senior academics. The purpose here would be to help the new graduates model a successful launch of their academic career, via joint publications with senior academics, joint publications with each other as well as early individual publications.

There is a formal proposal presented to the Office of Graduate Studies and Research to run a training programme for coaches across the three campuses. Coach training would include taking actual responsibility for the coaching of small groups of graduate students. Such a process would widen the pool of coaches and the opportunities for spreading the model across the campus and the university.

Submitted for Consideration by Academic Board
by Hubert Devonish
The Jamaican Language Unit
Dept. of Language, Linguistics & Philosophy.
24th November, 2009.

Endnotes

1. Hilary Beckles' discussion at his first open forum with the Trinidad & Tobago media following his appointment as Vice-Chancellor of The UWI. The forum was held at The University Inn, UWI St. Augustine, October 2015.
2. A recently concluded study "The impact of the University of the West Indies – Cave Hill Campus on the Economy of Barbados" (UWI Cave Hill, Bridgetown, Barbados, 2014) revealed the following:
 - The campus is one of the largest single employers in Barbados, employing almost 1% of Barbados' total workforce;
 - The Campus earns approximately 2.3% of the total foreign exchange earnings of Barbados; more than the life insurance, communications, construction and financial services industries, and almost five times that of the sugar industry and just \$11m (B'dos) less than that of the entire rum industry;
 - The Campus' arrears (i.e., non-Barbadian) students contributed as much as 0.5% to the GDP of Barbados;
 - The Campus generated approximately 2.3% of Barbados' GDP in 2013, and almost Bdos \$87 million (US \$43.5 million) in foreign exchange.
 - Although not included in the study, a rough calculation using statistics provided in the study shows that the Government of Barbados' contribution to the Cave Hill Campus is entirely cancelled out by its tax take on income tax, consumption taxes on staff and student expenditures, etc. parallel to the Government of Jamaica and the UWI Mona Campus case reported on in this paper. The Government of Barbados, according to this calculation, is a net zero contributor to the Cave Hill Campus.
3. GOJ, *Growth Agenda Policy Paper FY 2015/2016*, March 2015, pg. 4 and 18; also: GOJ, *Fiscal Policy Paper FY 2015/2016*, 19th February, 2015, pages 30, 33 and 123; also: GOJ, *National Strategy for the Development of Jamaica's Outsourcing Industry*, Ministry of Industry and Commerce; laid before Parliament by the Minister of Industry and Commerce, Hon. Anthony Hylton, on April 21, 2015.
4. For example, Medullan, Healthcare EQ, Hunduja, Teleperformance, Island Outsources, ADS Global, Xerox, Gateway Solutions, StarTek, Bioprint Knowledge Parks, See *The Gleaner*, April 22, 2015, page A10; also, *The Gleaner*, January 20, 2014, page A6 and A10; *The Gleaner*, May 13, 2015, page B14; *The Daily Observer*, March 9th, 2015, page 18 *The Daily Observer*, May 7, 2015, page 5; and *The Gleaner*, May 6 2015, page C3.
5. GOJ, *National Strategy for the Development of Jamaica's Outsourcing Industry*, *Op. cit.*; also: Minister of Finance and Planning, Dr. Peter Phillips, quoted in *The Gleaner* of

- May 7, 2015, “Going for Growth”, special feature, page 5; *The Gleaner*, May 12, 2015, page D2; also *The Gleaner* March 25th, 2015, page B11; and *The Sunday Observer*, March 15th, 2015, page 7; *The Gleaner*, April 24, 2015, page A10.
6. See *The Daily Observer*, April 20, 2015, page 11, and *The Sunday Observer*, March 8, 2015, page 26.
 7. The Students’ Loan Bureau’s approx....., Students in Tertiary Institutions in Jamaica. See Students’ Loan Bureau, *Funding Tertiary Education in Jamaica: The Students’ Loan Bureau*, 14th February, 2014, pages 1, 3 and 5.
 8. *Ibid* Table 1, page 3, 4 and 5.
 9. *Ibid* pages 5 and 6.
 10. Peter-John Gordon, *Tertiary Education Financing: Issues of Concern for Jamaica*, Sir Arthur Lewis Institute of Social and Economic Studies (SALISES), UWI, Mona, 2010 (Mimeo); especially pages 35–41.
 11. Amos, Jonathan. ‘Jo Johnson is new science minister’, BBC News, 11 May 2015, <http://www.bbc.co.uk/News/Science-environment-32698484>;
 12. See for example: *The Gleaner*, “UWI Working with China to establish Campus in Beijing,” May 4th, 2015, page A7.
 13. The New Development Bank (NDB) was decided on at a meeting in Brazil on July 16, 2014 of leaders from Brazil, Russia, India, China and South Africa (the BRICS) with capital of US\$50 billion. See *The Sunday Gleaner* July 20, 2014 (pages C6 and C7): ‘BRICS reshaping Caribbean relations’, David Jessop’s column on this Fund, The NDB.
 14. See, for example, UWI Mona: *Accounts 2012*, pages 4 and 5, and UWI Mona: *Accounts 2013*, pages 4 and 5.
 15. “138 Student Living Jamaica Limited” is the company formed specifically to build dormitories on this ‘UPP’ model. See *the Sunday Gleaner*, April 12th, 2015, page C1, Also, *Editorial Gleaner*, April 7, 2015, page 5, Business Section.
 16. “The US college debt bubble is becoming unmanageable” by Rana Fooroohar, *Financial Times*, April 17, 2017, <https://www.ft.com/content/a272ee4c-1b83-11e7-bcac-6do3do67f81f>
 17. Op. cit. *Financial Times*, April 17, 2017.