



FACULTY OF  
**SOCIAL SCIENCES**




SIR ARTHUR LEWIS  
INSTITUTE OF  
SOCIAL AND  
ECONOMICS  
STUDIES



**SALISES, Mona**

# STUDENT HANDBOOK

2023-2024



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## INTRODUCTION

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) was established in August 1999 as a result of a merger of the Institute of Social and Economic Research (ISER), established in 1948, and the Consortium Graduate School of Social Sciences (CGSSS), established in 1985. It was named after Sir Arthur Lewis, Nobel Laureate in Economics and the first Vice Chancellor of the University of the West Indies.

SALISES is a research and graduate teaching entity located within the University's School of Graduate Studies and Research. It focuses on social, economic and political issues and hence is aligned to the Faculty of Social Sciences of the University. There are three campuses: Cave Hill, Barbados; Mona, Jamaica and St. Augustine, Trinidad and Tobago. Each campus is headed by a Director and a University Director, responsible for the overall functioning of the three campuses. The current University Director is based at Mona.

SALISES boasts its own documentation centre, data bank and publications section. The Norman Girvan Documentation Centre provides access to over 70,000 books, documents and journals. The Derek Gordon Data Bank provides an on-line resource of Caribbean data on important aspects of Caribbean development. Three Journals are also produced by the Institute: *Journal of Eastern Caribbean Studies* (Cave Hill); *Social and Economic Studies* (Mona); *Caribbean Dialogue* (St. Augustine).



## **VISION**

To be an internationally renowned institution for graduate education and research-based solutions in development

## **MISSION**

To influence academic, public and policy debates; by undertaking research and graduate teaching from a Caribbean perspective within a multi-disciplinary, small-country and comparative context



## MESSAGE FROM THE DIRECTOR



Dear Students,

I am pleased to welcome all new students at the Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) for the Academic Year 2023/24!

You have chosen to embark on this educational journey with us, and we are glad that you decided to invest into your future in this way. A popular Chinese proverb goes like this: “If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are

planning for a lifetime, educate people.”

Higher education, particularly at the university and professional levels is more urgently needed than ever before. Not only are the expectations for job qualifications and for added continuing education growing. We also live in a time where social media and the established media are increasingly being questioned, the quality of available information is becoming more dubious, as the need for rational and data-driven decision-making simultaneously becomes more and more urgent. Having a workforce whose mind has been trained to think and work scientifically, to readily discern the

difference between valid and invalid information and data, and to understand the difference between speculation and (scientific) theory, is therefore an invaluable personal asset and skill-set.

SALISES, of course, focuses on educating students whose work may in some way be or become related to the urgent business of development in the Caribbean region. Our understanding of development is holistic, and it keeps evolving, as new issues and problems – often, as former UN Secretary General Kofi Annan called them, “problems without passports” – arise. Thus, our work encompasses a broad variety of development issues: they are social, political, economic,

environmental, humanitarian, and are closely related to equity, justice, and community and national well-being.

This Handbook has been designed to help you navigate important aspects of your course of study at our Institute. I recommend that you keep it close and refer to it regularly. It may very well contain ready answers that otherwise would have made you write a text message or email to somebody else in order to find out.

I wish you the very best in your respective program and look forward to see you at graduation, and as a future alumnus of SALISES.

**Holger Henke, PhD**  
Director



## SECTION A – ACADEMIC PROGRAMMES

### ONLINE MASTER OF SCIENCE IN DEVELOPMENT STUDIES

#### PROGRAMME STRUCTURE

The Online Master of Science in Development Studies (MSc) degree comprises thirty-six (36) credits. Each course is worth three (3) credits.

Students have the choice of pursuing any one of the following degree concentration:

1. Economic Development Policy
2. Governance and Public Policy
3. Social Development Policy
4. General Degree

Students must complete twelve (12) courses inclusive of nine (9) core courses and a non-credit Academic Writing Course (SALI6000) in fulfilment of the degree. The programme duration for a full-time student is three semesters and six semesters for a part-time student. Full-time students should register for four courses each semester and two courses each semester for part-time students. Students must register for SALI6000 in the first semester of the programme.

#### Core Courses:

##### Semester I

1. SALI6205 – Global Political Economy
2. SALI6012 – Research Methods in the Social Sciences
3. SALI6200–Understanding Contemporary Society and Development
4. SALI6000 - Academic Writing for Graduate Students in an E-Learning Environment (Zero credit)

## Semester II

1. SALI6031 – Techniques of Applied Social Statistical Analysis
2. SALI6206 – Small States' Development: Challenges and Opportunities
3. SALI6023 – Monitoring and Evaluation

**\*\* Part-time students must register for SALI6023 in the final year of the programme.**

## Semester III / Summer Term

4. SALI6203 – Leadership Seminar
5. SALI6011 – Public Policy Analysis and Management
6. SALI6060 – Research Paper

**\*\*Students must be in the final semester of the programme to register for SALI6060**

In addition to the core courses, **students are required to complete any three (3)** of the following courses in keeping with their preferred degree concentration:

### Economic Development Policy Concentration

SALI6021 – Macroeconomic Policy Analysis (**Semester I**)

SALI6020 – Microeconomic Policy Analysis (**Semester II**)

SALI6022 – Quantitative Methods for Economic Decision Making (**Semester III**)

### Governance and Public Policy Concentration

SALI6103 – Integration: Policies and Practices in Commonwealth Caribbean **OR** SALI6081 – Caribbean Politics (**Semester I**)

SALI6110 – Development Cooperation and Aid Effectiveness (**Semester II**)

SALI6106 – Deviance, Conflict and Social Management **OR**  
SALI6108 – Environment and Sustainable Development (**Semester III**)





## Social Development Policy Concentration

SALI6104 – Social Inequality and Marginalization (**Semester I**)

SALI6109 – Social Investment in Children (**Semester II**)

SALI6001 – Regulating Sexual Citizenship in ‘Postcolonial’ Nations (**Semester III**)

### General Option

Students can choose a mixture of three (3) courses from any of concentrations.

## COURSE DESCRIPTION

### SALI6000 - Academic Writing for Graduate Students in an E-Learning Environment

The overarching aim of this course contribute to the achievement of programme-level objectives that should enable learners to:

1. value the importance of good writing to promote effective communication across the curriculum at the graduate level
2. use an activity-based, constructivist e-learning environment (Mwanza & Engestrom, 2005) to master writing skills appropriate for higher education

### SALI6012 - Research Methods in the Social Sciences

The primary objective of this course is to expose students to research methodologies in order to enhance their capacity to conduct research projects. The course is also designed to ensure that students have an appreciation and understanding of the following: (i) the role of the philosophy of science in the research process; (ii) ethical issues in the conduct of social research; (iii) research design and preparation of research proposals. The summative assessment component of this course entails five graded assignments to be submitted online.

## **SALI6205 - The Global Political Economy**

This course aims to provide students with an appreciation of the main structures of global governance—state and non-state—and their evolution over time, so that they can better understand the congealing environment within which states and other actors operate. It also facilitates general insight into the regime-making of major global institutions by exposing students to the main intellectual perspectives and approaches that legitimize as well as underpin them.

Students gain an analytic appreciation of the evolution of the global system and the main regulatory structures that exist as well as the distribution of power within the system. They will also leave with an understanding of the main theoretical perspectives underpinning the global political economy and their evolution over time. Ultimately, students will better appreciate the parameters within which policy is shaped, the interaction structure of the global and the local within specific conjunctures. The course follows an inter-disciplinary approach, drawing on faculty trained across the social sciences.

## **SALI6200 - Understanding Contemporary Society and Development: Theories of the Present**

This course will introduce students to the critical ferment and dissent that is present in theorizing and engaging with modern social change and development, drawing on literature that cuts across social spaces, geographies and history. It will provide students with an opportunity to develop and broaden their theoretical understanding of the ‘modern’ world, as well as, of the central problems debated within development studies; such as neo-liberalism and globalization, capitalism and inequality, social justice and freedom. The course will examine the scope offered by these frameworks and ideas for addressing, or speaking to, the

entanglements between the social, economic, political and cultural forces which underpin social change, or development, and the form of 'progress.' This course uses continuous assessment during the lifespan of the course; there is no final examination for the course. The summative assessment component includes participation in discussion forums as well as four graded assignments which will be submitted online.

## **SALI6081- Caribbean Politics**

The aim of this course is to enable you to be able to critically analyze aspects of Caribbean politics by outlining some of the main theoretical and contemporary issues. The course will examine models of democracy, systems of government, the contributions of Sir Arthur Lewis and key concepts in Caribbean political thought. Attention will also be paid to Caribbean constitutional issues as well as aspects of the judiciary and judicial politics.

Students do not need to have an interest in Caribbean politics to benefit from this course. For those who are politically conscious, this course will deepen that consciousness. For those who are politically disconnected, this course will open new vistas for understanding Caribbean politics. This course will also add value to the broader understanding about the role of Caribbean politics in the everyday lives of persons living in Caribbean societies.

## **SALI6104 -Social Inequality, Inequity and Marginalisation**

This course examines social policy and social protection principles, against the background of human rights commitments, the 17 UN Sustainable Development Goals (2015-2030) and relevant theoretical frameworks linked to development. It examines the situation of social inequality, inequity and marginalization in Caribbean Small Island Development States (SIDS) and analyses: a) the characteristics and causes of inequality and

inequity; and b) current policies and programmes to reduce social inequality and inequity. It also provides opportunities to learn practical career-ready social policy analysis skills using data from the Surveys of Living Conditions (SLCs). While the focus will be on inequality and marginalisation relevant to developing countries in the Caribbean, students will also be exposed to social policy issues in selected industrialised countries.

Students will also learn how to use quantitative and qualitative gender-sensitive data analysis tools to design and assess evidence-based, social policy protection programmes that will help to reduce social, economic and gender inequality and inequity.

### **SALI6021 - Macroeconomic Policy Analysis**

This course introduces students to the nature of macroeconomic management in an open economy with specific reference to small developing countries (SDCs). The focus of the course will be the analysis of macroeconomic policy issues in these SDCs. It provides students with an in-depth understanding of internal and external equilibrium, the rationale for macroeconomic policy measures, and the impact and role of international and regional policy measures on SDCs.

### **SALI6023 - Monitoring and Evaluation**

This course is designed to help you improve managing for development results through Monitoring, Evaluation and Learning (MEL) in the work environment. Persons requiring a theoretical and applied introduction to the subject will also find the course useful. It focuses on the steps one would take in seeking to achieve and measure development results (outputs, outcomes and impacts). As such, the course content draws on lessons learned in the programme, project and policy environments which require practical application of results-based management and complementary tools and techniques.



## **SALI6031 - Techniques of Applied Social Statistical Analysis**

This course is primarily geared towards enhancing students' abilities to use and interpret statistical data in social research and policy contexts. To achieve this, students will be exposed to descriptive and inferential statistics in the context of regional and international research problems that emerge in social settings. The course recognizes the theoretical foundations underlying statistical inferences and exposes students to key theorems and theoretical distributions to enable their understanding of foundational concepts. Emphasis will be placed on the importance of statistics resulting from univariate, bivariate, and multivariate analyses as decision-making tools. The types of variables and its association to various statistical techniques will additionally be highlighted. These should enable students' use of appropriate statistics in addressing emerging social problems and in the formulation, implementation, and evaluation of relevant policy. Students will also be introduced to SPSS and STATA in order to enhance their skills in data management, data manipulation, data analysis, and the interpretation of resultant outputs. Accordingly, exposure to this course will enhance students' capacity to independently function in policy and research environments.

## **SALI6206 - Small States' Development: Challenges and Opportunities**

This course locates small states, their experiences of development and their attempt to theorize these experiences at the centre of its analytical focus. The perspective adopted will be broadly comparative, drawing on a range of constitutional typologies – formally independent, semi-autonomous and independent – across different geographic regions. This will be illustrated by way of a more focused examination of a range of issues covering the main disciplinary areas—political, social, economic

and environmental. The course also explores the relationship between small states, global institutions and the challenges and opportunities that these present. A discussion of national approaches will be supplemented by analysis of small states' experiences in addressing challenges of development, and the regional organizations they have created to do so. Grounded in an interdisciplinary approach, the course draws on faculty and policy practitioners trained in fields such as Economics, Politics, International Relations and Sociology. At the end of the course students are expected to view small states experiences through an inter-disciplinary lens, which should strengthen their competence to make appropriate policy responses.

### **SALI6109 - Social Investment in Children**

This course seeks to examine the critical social issues and social policy challenges in relation to children. The dimensions and causes of child vulnerability will be discussed within several theoretical frameworks. Current policies and programmes in developing countries to reduce vulnerability of children will be assessed. Cross-cutting issues in the course will be discussed using gender and stratification analyses. The objectives of the course are to: sensitize students about the issues facing children, especially children in developing countries; expose students to the international, regional and local commitments and conventions that provide standards on how children should be treated; train students in social investment analysis and particularly social investment in children; sensitize students on issues and challenges in the formulation, implementation and evaluation of policies and programmes in relation to children.

## **SALI6110 - Development Co-operation and Aid Effectiveness**

This course covers issues in international development cooperation, Official Development Assistance (ODA), policy making and negotiations, project identification, design, implementation and evaluation. It will take an agency/actor focus to analysis of the role of power, influence, use of knowledge and cognitive resources in development cooperation and policy processes and outcomes. The course will help students to grapple with the tensions between policy preferences and control of the development process that takes place between the domestic policy makers, administrators and the international development community. The course will examine the role of international development agencies, the state, decentralized governments and civil society organizations in determining what kinds of development take place and to whose benefit. Issues of participation, local ownership, partnership and political conditionality will also be examined. Case studies of successful and worst-case scenarios will be integral to the mode of delivery in order to make the course accessible and practical.

## **SALI6020 - Microeconomic Policy Analysis**

This course uses microeconomic theory and empirics to investigate major questions in microeconomic development. The course comprises 11 units distributed over a 12-week period. The course covers: welfare analysis; (in)equality and efficiency and the link between growth and inequality; market failure and government responses; government failure; institutional governance for public utilities; social capital and economic outcomes; rural land market; credit market; bargaining and efficiency in sharecropping; agriculture supply response; return to education; case for and against microcredit; individual and household response to remittances; welfare effects of remittances.

## **SALI6203 - Leadership Seminar**

The content of this course will be based on theories, concepts and practices found in the literature on leadership, institution building and organizational development. One emphasis will be the application of these to real life situations, using a thematic approach. Issues of differentiated styles and situational demands will be a core consideration in all discussions in the seminars. Of critical importance will be the exploration of ethics and its implications for leadership action and decision-making. In this context will be the interrogation of the 'bottom-line' vs. the moral and human demands of leadership. Issues such as decision-making, dispute resolution, negotiation, diversity, change, talent- and risk-management will underpin all the discussions.

## **SALI6060 - Research Paper**

This course provides for the authentic assessment of research competencies gained in the MSc Development Studies programme. It is a core (compulsory) course in which each student will undertake a modest piece of independent research on a topic which interests her/him and is relevant to the discipline. Each student will be assigned a supervisor to guide him/her in the planning and execution of the research project and preparation of a Research Paper. Students will draw on the knowledge, skills and attitudes acquired in SALI6012: Research Methods in the Social Sciences and SALI6031: Techniques of Applied Social Statistical Analysis; as well as philosophical and theoretical approaches to Development explored in other courses of the MSc. Development Studies Programme.



## **SALI6011 - Public Policy Analysis and Management**

There has been a relatively recent profusion of public policies globally, to deal with a wide array of developmental challenges in many areas that include: the environment, gender, children, youth, poverty, entrepreneurship, culture, sport as well as governance. Given the importance of public policy in shaping the development process and outcomes, this course trains students in the peculiarities of the policy process in order help the Caribbean and other small island states develop the required human and technical capacity in this critical area. With this goal in mind, the students are exposed to the particular theoretical and methodological approaches to policy analysis and management based on the critical examination of relevant cases both regionally and globally.

## **SALI6106 - Deviance, Conflict and Social Management**

The course focuses on isolating, understanding and analyzing the various structural contexts that produce conflict, deviance, violence (including criminal and family violence), and ultimately, divide societies. It also gives simultaneous attention to the peculiarities in those contexts that inevitably work to prevent or discourage peace. The specific aims of the course are to: examine the characteristics of deep-rooted conflicts and analyze the nature of much of high levels of deviance, crime, violence and internecine political “tribal” warfare; critically examine the theoretical frameworks that underline peace-building strategies and approaches; understand the complexities and challenges involved in implementing national peace building strategies; provide policy directions for the prevention and reduction of conflict and preparing a crime prevention strategy.

## **SALI6022 - Quantitative Methods for Economic Decision-Making**

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of primary data collected through surveys, questionnaires, and polls, or by manipulating secondary data using computational techniques. This course provides students with a range of quantitative methods which are commonly used in social science decision-making and policy analysis. Students will learn advanced data and statistical analysis techniques and the logic behind them. Moreover, the focus of the course will be on the application of quantitative techniques to a wide range of socio-economic development situations. The limitations associated with these techniques will also be examined. Students will therefore learn how to make sense of real-world data to help answer research questions, inform policy, and further their understanding of the dynamic relationships that exist in society. Students will also be shown how to carry out quantitative techniques using statistical programs (Stata and R). Students will therefore gain hands-on experience in using the programs to acquire, manage, and assess real-world data.

## **SALI6103 - Integration: Policies and Practices in Commonwealth Caribbean**

The course will explore the concept of regional integration (and related concepts of regionalism, regionalization and regional cooperation). It will review internal and external factors which influence integration and disintegration at global and regional levels. It introduces the variable geometry of integration in the Commonwealth Caribbean, allowing learners to critique the historical, political, economic, social and cultural performance of the Caribbean Community (CARICOM) and the Organisation of Eastern Caribbean States (OECS). They will also explore the



relationships between the aforementioned regional movements and other integrative strategies, including the Association of Caribbean States (ACS), the Community of Latin American and Caribbean States (CELAC), the Commonwealth and the Caribbean Forum of African, Caribbean and Pacific States (CARIFORUM) of the Association of African, Caribbean and Pacific States (ACP).

## **SALI6108 - Environment and Sustainable Development**

As a global community, inhabiting a single planet, the ways and extent to which we use nature's resources in one place impacts the entire global system and international community. Societal development, in part defined by "modernization" of every sphere of life and livelihood, has been accompanied by quantum technological change. The conceptual framework of this course places the environment within the context of socio-economic development. This course highlights three main areas in which development has been the root cause of significant environmental trends through: (i) changing global and local climates; (ii) the pollution of air, land and water at all levels of scale; and (iii) creating stresses on the equitable availability and accessibility of water and food. Further, in this course, we examine the consequences of these trends for sustainability of the environment for future generations.

## **SALI6001 - Regulating Sexual Citizenship in 'Postcolonial' Nations**

This course introduces students to some of the main debates that are occurring globally around issues of sexualities, sexual regulation, nation-building and citizenship. Students will engage with some hegemonic western theorisations that have emerged within this extensive field on sexual citizenship. However, the course also introduces students to diverse and interdisciplinary perspectives on a number of key related themes bearing on

sexual citizenship within “postcolonial” societies, with a special focus on the Caribbean. These writings, though not homogenous, commonly explore and problematize the constructions, policing and differential positionality of gender and sexualities —as well as the complex ways they intersect with an array of other socially constructed categories, such as ‘race’, ethnicity, class and nationality, to shape notions of inclusion and exclusion— in such geographical regions as Africa, Asia, Latin America and the Caribbean.

## ***NEW COURSE: GENDER AND HUMAN TRAFFICKING***

### **Course Description**

This multidisciplinary course examines the gendered nature of human trafficking and child trafficking in the Caribbean, against the background of relevant commitments to human rights and the UN Sustainable Development Goals (2015-2030) (SDGs). The course is designed as an elective in the SALISES MSc Development Studies degree programme and complements other courses. It will help to close the knowledge and technical skills gap to address this crime in the Caribbean region. Delivery will be virtual via synchronous and asynchronous technologies provided by UWI Mona.

### **The course exposes students to:**

- a) relevant theoretical frameworks, human rights commitments and published reports to provide insights into the scope, characteristics, causes and consequences of human trafficking, as well as emerging threats linked to cybersecurity, teleworking, and increased use of on-line learning platforms especially for children.



- b) social, economic, political and environmental factors that increase the risk of human trafficking and child trafficking in Caribbean Small Island Development States (SIDS);
- c) relevant policies, legislation, programmes, strategies and institutional mechanisms to prevent, prosecute and punish perpetrators of human trafficking and to protect and rehabilitate victims.

## **MASTER OF PHILOSOPHY DEGREE**

### **PROGRAMME STRUCTURE**

Students are required to complete three (3) courses and two (2) research seminars prior to the submission of their MPhil thesis. Students are also required to register for RETH9006: Thesis (Social Sciences) upon entry into the programme until the submission of their thesis for examination.

#### **Courses**

##### **Semester I (Year I)**

SALI6051 Research Design and Management

RETH9006 Thesis (Social Sciences)

##### **Semester II (Year I)**

SALI6052 Specialised Research Methods

RETH9006 Thesis (Social Sciences)

##### **Semester I (Year II)**

SALI6050 Directed Readings on Thesis Topic

RETH9006 Thesis (Social Sciences)

#### **MPhil Graduate Research Seminars**

Seminar I: GRSM 6601

Seminar II: GRSM 6602

## Upgrading of Registration

A candidate registered for the MPhil degree who wishes to upgrade his/her registration to the PhD may apply after a period of one year full-time, or two years part-time from the date of initial registration, and should complete the upgrade of registration by the end of three years full-time, or five years part-time from the date of initial registration.

## Thesis Supervision

Each student will be assigned a thesis supervisor. It is important that students consult with their supervisor on a regular basis. It is the responsibility of the students to be aware of programme requirements and deadlines; to work within these deadlines; to communicate regularly with their supervisor and to submit progress reports as required.

*For further information on regulations for Thesis submission, please visit the Office of Graduate Studies and Research website at: <https://www.mona.uwi.edu/postgrad/>*

## **DOCTOR OF PHILOSOPHY DEGREE**

Students are required to complete three (3) courses and three (3) research seminars prior to the submission of their PhD thesis. The upgrade seminar will count as one of the three seminars provided that it is not the last seminar. Students are also required to register for RETH9006: Thesis (Social Sciences) upon entry into the programme until the submission of their thesis for examination.

### **PROGRAMME STRUCTURE**

#### **Semester I (Year I)**

SALI6051 Research Design and Management

RETH9006 Thesis (Social Sciences)

#### **Semester II (Year I)**

SALI6052 Specialised Research Methods

RETH9006 Thesis (Social Sciences)

#### **Semester I (Year II)**

SALI6050 Directed Readings on Thesis Topic

RETH9006 Thesis (Social Sciences)

#### **PhD Graduate Research Seminars**

Seminar I: GRSM 9601

Seminar II: GRSM 9602

Seminar III: GRSM 9603





## **COURSE DESCRIPTION**

### **SALI6051 - Research Design and Management**

This course examines the philosophy of science and the research process, alternative research designs, time and information management principles, the process of selecting a research method, research ethics and professionalism, writing and presentation skills, the use of data sources, study skills and the management of research, the student supervisor relationship, and managing information to support the research process. Students will be required to submit a research process. Students will be required to submit a research paper related to material taught in the course.

### **SALI6052 - Specialised Research Methods**

The course is designed to enhance quantitative data analysis skills of MPhil/PhD students using SPSS / PSPP. The main topics of the course include the gathering and handling of data sets, the transformation and analysis of data and the presentation of findings. Participants will collect data and/or use data set in the Derek Gordon Databank, to create data entry templates, manipulate and analyse data using the SPSS / PSPP Statistical package, and interpret results. It is expected that students doing this course have a good understanding of statistics.

### **SALI6050 - Directed Readings on Thesis Topic**

The purpose of this course is to expose students to the literature relevant to their thesis. Students will be required to (i) conduct one seminar or make one class presentation and (ii) submit a critical review of the literature relevant to the thesis topic during the semester. Students will be deemed to have passed or failed this course based on the oral and written submissions.

## ETHICS SUBMISSION

### Guidance Notes for Supervisors and Students regarding Ethics Clearance for Research Proposals

This document has been prepared to share critical information regarding the regulations, procedures and processes for receiving ethical clearance for students registered in MSc, MPhil, and PhD programmes at SALISES. If, after reading this guidance note, you have additional questions, please see the information below for University and SALISES points of contact.

1. The review and application process to a Research Ethics Committee or Institutional Review Board is a best practice in academic research and a necessary requirement at ethically operating research institutions. This process protects the subjects of research, vulnerable populations, sensitive data/information, as well as researchers.
2. In line with the *2011 Policy and Procedures on Research Ethics for The University of the West Indies*, **supervisors and students** are urged, early on in their course of study, to obtain a general understanding about the ethical considerations and institutional ethics requirements pertaining to the research project they are planning to supervise/undertake in fulfilment of the requirements for the degree being pursued. In support of this best practice, SALISES will strive to offer, or co-host, ethics workshops for supervisors and students, which will serve to supplement the regular advice, notifications and instructions provided for students in research methodology classes and in the process of supervision. However, it is also strongly recommended that all Supervisors and MPhil/PhD students seek to complete the online CITI ethics course.

3. All students should, in the first instance, consult with their supervisor/research instructor to determine the best course of action for the intended research project. In discussion with their supervisor, students will determine which method of data collection is most appropriate for the stated aims and questions of the research project.
4. MPhil and PhD students registered at Mona must go through **The Mona Campus Research Ethics Committee (MCREC)** review process <https://www.mona.uwi.edu/mcrec/> (non-Mona students use the relevant campus REC) whether or not the research is deemed within the exempt category. It is strongly advised that our graduate research students utilize the SALISES internal ethics committee review process to support the review of their research proposals prior to submission to the MCREC. This committee will review and advise students as to whether their proposal potentially poses harm to research subjects, and recommend steps that can be taken to minimize this harm, ahead of submission to the MCREC. In such a case, the student's supervisor, and the SALISES Internal Research Ethics Committee, become the first line of advisement regarding the design of a research proposal to enhance the chances of a favourable review by the MCREC.
5. For students registered in the **Online MSc in Development Studies** program, completion of the research paper takes place over a course of **six-weeks** in the final semester of their programme of study. Based on this time frame, students are expected to complete a **modest piece of research, for a 3-credit course work paper** (between 10,000 and 20,000 words). MSc students are therefore strongly encouraged to pursue research projects that fall within the exempt categories of research, based on Clause 9.1 of the UWI Policy and Procedures on Research Ethics (2011, pp.11-12). These include surveys, interviews, public observation, and the use



of existing data, or sources of data, **that do not involve vulnerable populations, do not have subjects identifiable from the data, and do not draw upon students registered at the UWI.**

6. Masters Students and supervisors are encouraged to review the **MSc research checklist**, as an initial step in assessing the risk of harm that may arise to research subjects during the conduct of research. The checklist will be circulated by the chairperson of the SALISES Internal Ethics Committee.
7. All students in the MSc development studies programme, are advised to submit their proposal to the **SALISES Internal Ethics Committee** for a review. Students in this programs will find it easier to find quick approval of their proposal if their research remains clear of engaging vulnerable populations and/or sensitive data. The supervisors are ultimately responsible for ensuring students address ethical issues that may be raised by the SALISES Ethics Committee in the completion of their SALI 6060 research paper.
8. MSc students are strongly encouraged to pursue a line of **research that refrains from involving vulnerable** or at-risk populations (e.g., children, elderly, disabled, prisoners, etc.) or utilizing sensitive primary data that would allow inferences to specific individuals, thus compromising these subjects' legal rights to privacy. **However**, for projects addressing vulnerable populations or sensitive issues, drawing upon alternative (secondary) datasets and/or non-vulnerable key informant subjects may be equally valid approaches for the research project.
9. In circumstances where an MSc student opts – against this advisement – to engage with vulnerable populations and/or use sensitive data in their research, they **MUST** submit

their research proposal to the **Mona Campus Research Ethics Committee (MCREC)** for review at a time suitable for the completion of their research according to the course deadlines. When this option is exercised, with the support of their supervisor, both students and supervisors should be aware that they may encounter delays in the formal review process, where MCREC requires further clarifications or changes in the proposal. **The length of the MCREC review process, which may become substantive, may thus negatively impact the students' ability to start and finish their research paper in good time, that is, within the six-week period given.**

- Supervisors of MSc students are asked to report on the progress of their students and document the ethical guidance provided to students in a one-page summary letter to be submitted to the Chair of the SALISES Internal Ethics Committee, Dr Patricia Northover, **prior to the commencement of the research project in SALI 6060**. Supervisors of MSc students are also asked to report on the progress of their students once, each semester, in a one-page summary form to be submitted to the Graduate Coordinator of the MSc Development studies programme, Dr Patricia Northover.

For further information please contact:

**Dr Patricia Northover**

Chair, SALISES Internal Ethics Committee

[patricia.northover@uwimona.edu.jm](mailto:patricia.northover@uwimona.edu.jm)

**Professor Helen Trotman-Edwards**

Chair, Mona Campus Research Ethics Committee

[mcrec@uwimona.edu.jm](mailto:mcrec@uwimona.edu.jm)

## SECTION B - SALISES LIBRARY AND INFORMATION RESOURCES

### **NORMAN GIRVAN DOCUMENTATION CENTRE**

The Documentation Centre is the information core of the Institute. It is a specialised information centre whose main objective is to provide documentation facilities for researchers and practitioners in development-oriented activities and to improve the capabilities for solving Caribbean development problems.

The Centre was established as a support service for research and teaching. Bibliographic databases maintained by the Centre include the stock of the Institute and numerous reading materials to support the teaching. The immediate objectives of the Centre are to collect, analyse and disseminate documentation and hard data on contemporary social, economic and political events in the Caribbean.

The Centre maintains the following collections:

- Documents
- Serials
- Reference Collection
- Archive Collection
- Microform
- Theses
- Special Collections

### **Services**

The Documentation Centre strives to provide and promote a full range of supportive, quality service. The Documentation Centre supports the needs of its users by providing an interlibrary loan (ILL) and document delivery service. The Documentation Centre's electronic resources, including licensed databases and electronic reserves, are available for students to access via the University's

website. Librarians are available during specified hours for consultation on bibliographic and citation styles and for specific research queries. The Documentation Centre also has reciprocal borrowing agreements with all other UWI branch libraries at the Mona Campus and several other institutions.

## Access

With few exceptions, the Documentation Centre's entire physical collection is catalogued and can be found in the Aleph database. Presently the database has over 30,000 records. The database can be accessed via the University's main website page

<https://www.mona.uwi.edu/library/>

## DEREK GORDON DATABANK

Derek Gordon Databank is responsible for sourcing, acquiring, documenting, archiving and making available micro data sets from the Caribbean region, to facilitate socioeconomic analysis, and to provide and manage cutting-edge Information and Communications Technology (ICT) for the Institute with specific emphasis on data management, teaching and research. The Databank is proud of its collection of data sets, especially from Jamaica. Most of the data sets are from government agencies but the Databank also welcomes data sets from other organizations/researchers.

## Distribution of Data sets

The Databank is authorized to distribute unrestricted data sets based on the following criteria:

- applicant submits an abstract or a detailed description of any research project that will be using the data;
- applicant must complete, sign and submit *data application form* to [richard.leach@uwimona.edu.jm](mailto:richard.leach@uwimona.edu.jm) or [salises@uwimona.edu.jm](mailto:salises@uwimona.edu.jm)
- data sets obtained from the Databank must only be used for academic research or teaching;

- the user informs the Databank of any errors in the data set;
- the user does not pass the data set to other researchers without written permission from the Databank;
- the user provides the Databank with at least one copy of any publication, paper or report produced based on the data set;
- the user cites the data set in all reports emanating from use of the data set (*See citation requirements on data application form*)

Please note that only questions / variables pertinent to your research will be provided (especially for large surveys with multiple records like the JSLC). If the data set/s are too large to be emailed, we will share a folder with the data set/s using Dropbox. The default data set format is SPSS. The Databank can provide the data set in other statistical formats such as STATA and SAS, however the process may be delayed for these formats. Please visit our website: <https://uwi.edu/salises-mona/section/databank> for more details on how to access data sets in our repository.

[https://www.uwi.edu/salises-mona/sites/salises-mona/files/PDF/access\\_application\\_formforweb-i2-20110607-salises.pdf](https://www.uwi.edu/salises-mona/sites/salises-mona/files/PDF/access_application_formforweb-i2-20110607-salises.pdf)





## SECTION C - GENERAL INFORMATION

### ACADEMIC ADVISING

Students may seek academic counselling from the Programme Coordinators (MSc, MPhil and PhD) or the respective Concentration Coordinators for the MSc programme.

### REQUIREMENTS FOR LEARNING

1. Access to laptop/desktop computer or smartphone/tablet preferably with current version of Google Chrome installed.  
Google Chrome download/update:  
<https://www.google.com/chrome>
2. Internet Connectivity - Minimum of 1.5 Mbps upload/download recommended - Internet speed test:  
<https://openspeedtest.com/Get-widget.php>
3. Active campus issued email account: Password reset requests (if account is inactive/inaccessible):  
<https://support.mona.uwi.edu> Web based email access:  
<https://mymona.uwi.edu>

### REGISTRATION

To register for courses, visit <https://www.mona.uwi.edu/> and click on **Student Administrative System** link. **Please watch the Online Registration videos for instructions.**

### TUITION AND FEES

**Check Fees** <https://www.mona.uwi.edu/content/check-fees>

The University offers payment plans through the Bursary - Student Administrative Services Section. For further information, email [customer.services@uwimona.edu.jm](mailto:customer.services@uwimona.edu.jm) or send a text message

via WhatsApp to 876-280-8238. Information on financial aid and scholarship can be accessed at the Office of Graduate Studies and Research website at the following link:

<https://www.mona.uwi.edu/postgrad/scholarships>

## ACCESSING COURSE CONTAINERS

1. Visit OurVLE (Our Virtual Learning Environment) at <https://ourvle.mona.uwi.edu/> OR <https://www.mona.uwi.edu/> and click on OurVLE link
2. Enter your USERNAME (student ID) and password
3. After signing in to OurVLE, you should see all your registered courses. If they are not immediately available, you can search for them using the “Search for courses” box at the bottom of the page. Search by course code.
4. Click on the respective course link and it should take you to your course container

## REGULATIONS GOVERNING ASSESSMENT

As some assessments/examinations will be facilitated online, we are aware of the increased risks posed to academic integrity with these online submissions. **The University’s Assessment Regulations will guide the Campus, specifically as it relates to Plagiarism.** Under this regulation, all students will be required to make a declarative statement that will accompany all submission of assignments and assessments. Assessments/examinations are normally held in December for semester 1, April and May for semester 2 and July for semester 3.

The course accountability statement can be accessed here:

[https://www.mona.uwi.edu/socsci/sites/default/files/socsci/forms\\_documents/Graduate\\_Coursework\\_Accountability\\_Statement.pdf](https://www.mona.uwi.edu/socsci/sites/default/files/socsci/forms_documents/Graduate_Coursework_Accountability_Statement.pdf)

## YOUR UWI, MONA EMAIL ACCOUNT

Each student at Mona is given a free email account and is expected to check emails on a regular basis to remain abreast of all campus and SALISES communications. It is therefore strongly advised that you check your email consistently. To access your email account, use your default password in the format YYYYMMDD . Your email address is in the form username@ mymona.edu.jm, where your username is your first and last name separated by a dot.

## Technical Support and Feedback

For OurVLE specific support (e.g. challenges accessing course content):

- Email: [ourvlesupport@uwimona.edu.jm](mailto:ourvlesupport@uwimona.edu.jm)
- Live Chat: Click the 'Live Support' button at <https://ourvle.mona.uwi.edu>

For other IT support (e.g. password issues, access to your official UWI email account or any other online system):

- WhatsApp: (876) 499-2291
- Telephone numbers: (876) 927-2148 / (876) 618-6466 / (876) 977 9306
- Email: [helpdesk@uwimona.edu.jm](mailto:helpdesk@uwimona.edu.jm).

## **RESPONSIBILITY OF STUDENTS – CONDUCT IN THE VIRTUAL ENVIRONMENT**

The UWI Code of Conduct for students, other University policies and general expectations of students as members of The UWI Community applies in this virtual mode of learning. It is important for all students to:

1. Be aware of language used and behaviour in online discussions/ chats whether for academic or personal use
2. Be considerate and respectful towards members of the University community (students and staff) as well as the wider community
3. Uphold high levels of professionalism, especially in public online domains to include social media and be mindful that there are implications for bringing the University into disrepute.

Please see below policies for your perusal:

### **Code of Conduct for Students**

[https://www.mona.uwi.edu/registry/sites/default/files/registry/uploads/UWICodeOfPrinciples%26Responsibilities2018%20%281%29\\_0.pdf](https://www.mona.uwi.edu/registry/sites/default/files/registry/uploads/UWICodeOfPrinciples%26Responsibilities2018%20%281%29_0.pdf)

### **Social Media Policy**

<https://www.open.uwi.edu/sites/default/files/Social%20Media%20Policy%20Guidelines.pdf>

### **Acceptable Use (ICT) Policy**

[https://www.open.uwi.edu/sites/default/files/Acceptable\\_Use\\_Policy\\_0.pdf](https://www.open.uwi.edu/sites/default/files/Acceptable_Use_Policy_0.pdf)



## SECTION D - THE UWI MONA SERVICES

### CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

If you require disability-related services, it is important to contact the Office of Special Student Services (OSSS) at

<http://cds.mona.uwi.edu/office-of-student-services>

The office provides support for persons within the campus community with a disability, whether temporary or otherwise. Some of the provisions in place for disabled persons include specialized computer facilities, readers, writers, special exam papers produced in Braille and large print, Braille and Speak, and Type and Speak Machines, as well as Kurzweil Readers.

### THE UNIVERSITY HEALTH CENTRE

The University Health Centre (UHC) provides general health care and counseling services for students. All UWI, Mona students are covered under the University Health Insurance Plan (UHIP) once they have paid miscellaneous fees. With your UWI-issued Health Card, you are able to access all services provided by the University Health Centre, by simply presenting your student ID along with the Health Card. The Health Card may be used at any public hospital throughout Jamaica.

Visit <https://www.mona.uwi.edu/healthcentre/> or send an email to [healthcr@uwimona.edu.jm](mailto:healthcr@uwimona.edu.jm)

### CAMPUS SECURITY

We have a range of services to keep you safe on campus: uniformed security guards, a regular system of patrols, 24hr security at each Hall of Residence, a security escort (that is, safe walk and transportation) service at nights, a lost and found service, and emergency dispatch services. There is a police post

on Campus which, along with the Campus Security Unit, ensures compliance with the UWI, Mona's policy on security.

Both the Mona Police and Campus Security are responsible for providing a safe environment, for all students, staff, and visitors to the Mona Campus. To get further information on security, visit <https://www.mona.uwi.edu/security/>

## **KEY ADMINISTRATIVE OFFICES**

### **Office of the Campus Registrar – Registry Information Systems (RIS)**

This Office is responsible for the administration of student registration – Student Administration System (SAS).

You may contact the RIS team at 876-970-4472 or via email at: [ris@uwimona.edu.jm](mailto:ris@uwimona.edu.jm)

### **Office of the Campus Registrar - Graduate Studies and Research**

This Office has responsibility for the administration of all processes relating to graduate programmes at the Mona Campus as follows:

- Admission
- Registration
- Scholarships
- Graduation

You may contact OGSRS via email at:

[postgrad@uwimona.edu.jm](mailto:postgrad@uwimona.edu.jm) or via WhatsApp at: 876-299-0495

For further information, you may also visit the OGSR website at: <https://www.mona.uwi.edu/postgrad/>

## **Office of the Campus Registrar – Examinations Section**

The Section is responsible for the conduct of examinations, processing of transcripts and organizing the annual graduation Ceremonies.

For further information, visit <https://www.mona.uwi.edu/exams/>

## **Bursary, Student Administrative Services Section (SASS)**

The Student Administrative Services Section is a “One Stop” location which offers several student administrative services from the Bursary which includes:

- Preparation of statement of accounts and tuition letters
- Processing of Payment plan requests (Tuition and Residence)
- Facilitate the processing of SLB Grant-in-aid requests
- Providing financial information to students.

You may contact SASS via email at [customer.services@uwimona.edu.jm](mailto:customer.services@uwimona.edu.jm) ;  
Live chat at <http://support.mona.uwi.edu> or  
via WhatsApp at 876-280-8238

For further information, you may also visit SASS at <https://www.mona.uwi.edu/bursary/>

## MEET OUR UNIVERSITY DIRECTOR



**Professor Don Marshall**  
*University Director and  
Director, Cave Hill Campus*

*[don.marshall@cavehill.uwi.edu](mailto:don.marshall@cavehill.uwi.edu)*

**Research Interests:**

Caribbean development and globalization/s; Global Financial Governance and Caribbean International Financial Centres; China's BRI and implications for the Global South; Coloniality and underdevelopment

**Course:**

*The Global Political Economy (SALI6205)*

**Professor Don Marshall** is a Professor of International Political Economy and Development Studies. He has authored and served as editor of three (3) books, seven (7) monographs and several scholarly articles. These feature critiques of Anglo-American globalization, interrogations of global financial governance, world order, and the interplay of Caribbean sovereignty and development. His research interests reflect a determination to produce knowledge about our Caribbean geo-space that addresses global and local relations of power and the scope for wellbeing, decent work, sustainable development and overturning coloniality.



## SECTION E - MEET OUR STAFF

SALISES' staff comprise active researchers in the social sciences who have published in regional and international periodicals and have also served as policy advisors and consultants to several organisations in the Caribbean region.

### FULL-TIME FACULTY:



### **Arlene Bailey, PhD**

*Senior Research Fellow,  
Mona Campus*

[arlene.bailey@uwimona.edu.jm](mailto:arlene.bailey@uwimona.edu.jm)

**Coordinator** – MPhil and PhD programmes

#### **Research Interest:**

Information and communication technologies (ICTs) for development, community and social informatics

#### **Courses:**

*Research Methods in the Social Studies (SALI6012)  
and Directed Reading on Thesis Topic (SALI6050)*

**Dr Arlene Bailey's** research areas include information and communication technologies (ICTs) for development, including the areas of ICTs in agriculture, education and health; community informatics and social informatics; digital inclusion and ICTs to support the Sustainable Development Goals. Dr. Bailey currently serves as an Associate Editor for the Journal of Information Technology for Development, and has served as Vice Chair, Research, for the Association for Information Systems' Special Interest Group on ICTs and Global Development (AIS SIG GlobDev).



## Patricia Northover, PhD

*Senior Research Fellow,  
Mona Campus*

[patricia.northover@uwimona.edu.jm](mailto:patricia.northover@uwimona.edu.jm)

**Coordinator** – Online MSc. in Development Studies

**Research Interest:**

Applied Microeconomics, Economic Growth Theory,  
Economic Methodology

**Courses:**

*Understanding Contemporary Society and Development:  
Theories of the Present (SAL16200)*

**Dr Patricia Northover** is a development economist, and economic philosopher. She specializes in the philosophy of economics, race critical theory, Caribbean and rural development studies. Dr. Northover chairs the SALISES research cluster on Sustainable Rural and Agricultural Development (<http://salises-srad.com>)

and the Institutes' Sustainable Futures Policy Brief Series. She is the co-producer of two film series on the sugar industry in Jamaica. Her current research centers on food systems and decolonial knowledge practices for sustainable development through the Global Partnership Network (GPN)



## **Dacia Leslie, PhD**

*Senior Research Fellow,  
Mona Campus*

[dacia.leslie@uwimona.edu.jm](mailto:dacia.leslie@uwimona.edu.jm)

### **Research Interest:**

Lived experiences of imprisonment, involuntary removal and reintegration

### **Courses:**

*Monitoring and Evaluation (SALI6023)*

**Dr Dacia Leslie** research concentrates on the lived experiences of inmates, ex-prisoners, involuntary removed migrants and their child dependents to the intersection of her teaching focus, which is on Development Studies, with specialisation in Monitoring & Evaluation. One of her most recent scholarly articles, 'Reassessing Conditions of "Prison" in Jamaica,' appears in Georgia State University's International Criminal Justice Review.



## **Kevin Williams, PhD**

*Senior Research Fellow,  
Mona Campus*

[kevin.williams@uwimona.edu.jm](mailto:kevin.williams@uwimona.edu.jm)

### **Research Interest:**

Economic development, Remittances, Economic Issues related to developing countries

### **Courses:**

*Microeconomic Policy Analysis (SALI6020)*

**Dr Kevin Williams** has spent numerous years serving his country through the Jamaica Constabulary Force. His published works cut across political economy, development economics, and applied economics.



## **Natalie Dietrich Jones, PhD**

*Research Fellow, Mona Campus*

natalie.dietrichjones@uwimona.edu.jm

### **Research Interest:**

Migration governance in small island settings

### **Courses:**

*Small States Development: Challenges and Opportunities (SALI6206)*

**Dr Natalie Dietrich Jones's** research interests include geographies of the border, managed migration, and intra-regional migration in the Caribbean. Dr. Dietrich Jones is Chair of the Migration and Development Cluster, an interdisciplinary group of researchers exploring contemporary issues concerning migration in the Caribbean and its diaspora. She is also a Research Associate with the Institute of Island Studies, University of Prince Edward Island.



## **Stephen Johnson, PhD**

*Research Fellow, Mona Campus*

Stephen.johnson03@uwimona.edu.jm

### **Research Interest:**

Quantitative Social Research, Social Policy and Qualitative Social Research

### **Courses:**

*Research Design and Management (SALI6051)*

*Specialised Research Methods (SALI6052)*

**Dr Stephen Johnson** does research in Quantitative Social Research, Social Policy and Qualitative Social Research. He is the Chair of the SALISES Youth Policy and Development Cluster. His most recent publication is 'The knowledge, attitudes and practices of doctors regarding antibiotic resistance at a tertiary care institution in the Caribbean.'



## **Corin Bailey, PhD**

*Professor of Sociology, Crime & Social Inequality and Director, The Centre for Criminal Justice and Security, Cave Hill Campus*

[corin.bailey@cavehill.uwi.edu](mailto:corin.bailey@cavehill.uwi.edu)

### **Research Interest:**

Sociology with a special interest in crime, and poverty related research.

### **Courses:**

*Deviance, Conflict and Social Management (SALI6106)*

**Professor Corin Bailey** situates his work within the field of sociology with a special focus on two areas. (1) crime/violence through which he has sought to critically interrogate the factors that precipitate violent/criminal activity in both children, and adult Caribbean populations; and (2) poverty/inequality related research primarily via investigations into the various mechanisms of exclusion that exist within Caribbean society. His teaching interests include qualitative research methods and deviance.



## **Jonathan Lashley, PhD**

*Senior Fellow, Cave Hill Campus*

jonathan.lashley@cavehill.uwi.edu

### **Research Interest:**

Sustainable socio-economic development policy, with specific interest in enterprise development at all levels (micro, small, medium and large), entrepreneurship and the related support framework (microfinancial services, training and technical assistance, and research and innovation (R&I))

### **Courses:**

*Research Paper (SALI6060)*

**Dr Jonathan Lashley** is an economist with a background in geography. His published work relates mostly to the role of the private sector in addressing several development challenges, including unemployment, poverty, gender inequality, innovation and export generation. In these works, he utilizes both qualitative and quantitative methods.





## **Latoya Lazarus, PhD**

*Research Fellow, Cave Hill Campus*

latoya.lazarus@cavehill.uwi.edu

### **Research Interest:**

Sociology of Religion, Citizenship Studies, Gender and Sexuality Studies

### **Courses:**

*Regulating Sexual Citizenship in 'Postcolonial' Nations (SALI6001)*

**Dr Latoya Lazarus** is the Managing Editor of the Journal of Eastern Caribbean Studies. She is one of few Caribbean experts examining the intimate linkages between Christianity, sexual and reproductive rights and citizenship within the Anglophone Caribbean. Specifically, her work grapples with the question of the ongoing but changing role of Christianity in Anglophone Caribbean development, especially as it relates to social justice, law reform and the interpretations of international human rights discourses within the region.



## **Roy McCree, PhD**

*Senior Fellow, St. Augustine Campus*

[roy.mccree@sta.uwi.edu](mailto:roy.mccree@sta.uwi.edu)

### **Research Interest:**

Sport development, sport for development, youth, community development, policy evaluation

### **Courses:**

*Public Policy Analysis and Management (SALI6011)*

**Dr Roy McCree's** research interests cover the areas of sport, culture, race relations, policy evaluation and social policy, in particular relation to the issues of youth, community development, suicide, social capital, and gambling. He has a particular interest, however, in the study of sport and its social, political, economic, cultural and technological significance in the development of modern society. He has several publications on the subject which have appeared in the *International Review for the Sociology of Sport*, *Journal of Sport and Social Issues*, *International Journal of the History of Sport*, *Public Management Review*, *Sport in Society*, *Women, Gender and Families of Colour* as well as the *Journal for the Study of Sports and Athletes in Education*.



## **Preeya Mohan, PhD**

*Senior Fellow, St. Augustine Campus*

preeya.mohan@sta.uwi.edu

### **Research Interest:**

Development Economics, Diversification, Natural disasters, Innovation and Competitiveness, and Entrepreneurship

### **Courses:**

*Quantitative Methods for Economic Decision Making (SALI6022)*

**Dr Preeya Mohan** is an applied economist skilled in the use of sophisticated econometric methods, and in data analysis more generally. She has conducted research on and is widely published in a range of topics focused around Caribbean growth and development, including diversification, natural disasters, extractive industries, firm competitiveness and innovation and entrepreneurship. Dr Mohan has published in peer reviewed journals such as Food Policy, Entrepreneurship and Regional Development, Ecological Economics, and International Journal of Disaster Risk Science.



## **Bephyer Parey, PhD**

*Junior Research Fellow,  
St. Augustine Campus*

bephyer.parey@sta.uwi.edu

### **Research Interest:**

Disability, inclusion, and wellbeing.

### **Courses:**

*Techniques of Applied Statistical Analysis (SALI6031)*

**Dr Bephyer Parey's** current publications are based on her PhD thesis titled *Essays on Disability in Trinidad: A Mixed Methods Approach* which examined disability and inclusion in Trinidad focusing on education of children with disabilities and employment of working-age persons with disabilities. Most of her research involves primary data collection and the use of quantitative, qualitative as well as mixed methods.



## **Dillon Alleyne, PhD**

*Professor of Applied Economics  
Honorary Professor, Mona Campus*

dillon.alleyne@uwimona.edu.jm

### **Research Interest:**

Caribbean development issues, including debt restructuring, the initiation of a Caribbean Resilience Fund (CRF) to finance resilience building, econometric modelling and strategies to address economic transformation

### **Courses:**

*Macroeconomic Policy Analysis (SALI6021)*

**Professor Dillon Alleyne** is the Deputy Director of the Economic Commission for Latin America and the Caribbean (ECLAC) sub regional Headquarters for the Caribbean based in Port of Spain. Before joining ECLAC, he was a Senior Lecturer in the Department of Economics at the University of the West Indies, Mona, Jamaica, where he taught Public Finance and graduate Econometrics.



## **Hamid Ghany, PhD**

*Professor of Constitutional Affairs and  
Parliamentary Studies  
Honorary Professor, St. Augustine  
Campus*

hamid.ghany@sta.uwi.edu

### **Research Interest:**

Governance, Constitutional Affairs, Parliamentary Studies,  
and, Sir Arthur Lewis' Political Profile

### **Courses:**

*Caribbean Politics I (SALI6081)*

**Professor Hamid Ghany** has, among his many publications, co-authored 'Remapping the Americas' (2014) with W. Andy Knight and Julián Castro-Rea; he authored 'Constitutional Development in the Commonwealth Caribbean' (2018); and he edited 'The W. Arthur Lewis Reader' (2019) as well as several book chapters and also articles in the *Journal of Legislative Studies*, the *International Journal of Human Rights*, and the *Caribbean Journal of Criminology and Social Psychology* among others. He has also presented several papers at international conferences on the subjects of constitutional affairs and parliamentary studies.



## **Elizabeth Thomas-Hope, PhD**

*Professor Emerita & Part-time Senior Lecturer, Mona Campus*

[elizabeth.thomashope@uwimona.edu.jm](mailto:elizabeth.thomashope@uwimona.edu.jm)

### **Research Interest:**

Environmental management, migration and social policy

### **Courses:**

*Environment and Sustainable Development (SALI6108)*

**Professor Elizabeth Thomas-Hope** is a Fellow of the Royal Geographical Society (FRGS) and currently President of the Commonwealth Geographical Bureau. At UWI, she was the first James Seivright Moss-Solomon (Snr.) Chair of Environmental Studies, and Director of the Centre for Environmental Management. She is currently Professor Emerita at the UWI and works in the fields of environmental management, migration and social policy.



## **Leith Dunn, PhD**

*Part-Time Senior Lecturer,  
Mona Campus*

leith.dunn@uwimona.edu.jm

### **Research Interest:**

A wide range of human development issues with gender as a crosscutting theme, Gender and Development, Sexual and Reproductive Health, Gender and HIV/AIDS and Gender and Governance, labour, trade and social policy.

### **Courses:**

*Social Inequality and Marginalization*

*(SALI6104) and Social Investment in Children (SALI6109)*

**Dr Leith Dunn** has served as Senior Lecturer/Head of the UWI's Institute for Gender and Development Studies (IGDS) Mona Unit. Her research interests include gender mainstreaming in labour, trade, health, HIV, ICTs. Agriculture, climate change & governance. Her publications include 10 books, 21 monographs; 26 book chapters; 13 journal articles; and 52 technical reports. She has delivered 35 conference presentations and over 20 keynote speeches.





## **Ms Maxine Henry-Wilson**

*Part-Time Lecturer, Mona Campus*

maxine.henrywilson02@uwimona.edu.jm

### **Research Interest:**

Mrs. Henry-Wilson's research interest includes public policy with a focus on institutional development and on education planning and policy.

### **Courses:**

*Leadership Seminar (SALI6203)*

Since 2007, **Mrs Henry Wilson** serves the University in the capacity of adjunct faculty in the graduate programme on development management and public policy in the Department of Government. In 2017, she was appointed adjunct professor in education policy and planning at the School of Education in the Faculty of Humanities and Education. Mrs. Henry-Wilson's research interests include public policy with a focus on institutional development and on education planning and policy.



## Schontal Moore, PhD

*Lecturer, Mona Campus*

[schontal.moore@uwimona.edu.jm](mailto:schontal.moore@uwimona.edu.jm)

### **Research Interest:**

Blended and online education, instructional technology, English Language teaching in Creole-influenced contexts, writing across the curriculum, and teacher training and development in higher education.

### **Courses:**

*Advanced Academic Writing Workshop (SALI6000)*

**Dr. Schontal Moore** is a lecturer in Language and Literature Education, as well as the Coordinator for the Graduate Studies Unit in the School of Education, at the University of the West Indies (UWI), Mona Campus. Dr. Moore has two published textbooks and journal articles.



## **Kai Skeete, PhD**

*Part-time Lecturer, Cave Hill Campus*

Kai-Ann.skeete@cavehill.uwi.edu

### **Research Interest:**

Caribbean integration, Geopolitics, Latin American Foreign Policy, Security Studies and Regional Governance Systems.

### **Courses:**

*Immigration: Policies and Practices in Commonwealth Caribbean (SALI6103)*

**Dr. Kai-Ann D. Skeete** is the Trade Research Fellow at the Shridath Ramphal Centre for International Trade Law, Policy and Services based at the UWI Cave Hill Campus.



## **Mr Elton Bollers**

*Part-time Lecturer, Mona Campus*

eltonbollers2@gmail.com

### **Research Interest:**

Applied economics, economic policy, and development – with particular interest in youth and sport development.

### **Courses:**

*Development Cooperation and Aid Effectiveness  
(SALI6110)*

**Mr. Elton Bollers** is an economist who has published papers on growth, dutch disease, foreign exchange, econometric modelling, indigenous peoples, firm survival, private sector development, other contemporary issues, and has been a contributor to several books.

## MEET THE ADMINSTRATIVE TEAM



**Ms Sammara Reynolds**

*Administrative Secretary, MPhil/PhD programme*

sammara.reynolds@uwimona.edu.jm



**Ms Kara Harris**

*Administrative Officer*

kara.harris@uwimona.edu.jm



**Mr. Renaldo Lawrence**

*Clerical Assistant/Customer Service*

renaldo.lawrence@uwimona.edu.jm



**Mr Richard Leach**

*Manager, Derek Gordon Databank*

[richard.leach@uwimona.edu.jm](mailto:richard.leach@uwimona.edu.jm)



**Ms Nadine Newman**

*Senior Librarian, Norman Girvan  
Documentation Centre*

[nadine.manrajnewman@uwimona.edu.jm](mailto:nadine.manrajnewman@uwimona.edu.jm)



**Ms Thelma White**

*Librarian, Norman Girvan Documentation  
Centre*

[thelma.lattibeaudierewhite@uwimona.edu.jm](mailto:thelma.lattibeaudierewhite@uwimona.edu.jm)



## SECTION F - SALISES ANNUAL EVENTS AND CONTACT

### **Sir Arthur Lewis Day**

The Sir Arthur Lewis Institute of Social and Economic Studies (SALISES) is named after the distinguished St. Lucian economist Sir W. Arthur Lewis, Nobel Prize Laureate in Economics (1979), former Vice Chancellor of the University of the West Indies (UWI) and first West Indian Campus Principal of the University College of the West Indies. His legacy includes pioneering research in economic growth and development—particularly involving developing countries.

SALISES celebrates his work on the 23rd of January each year. Activities normally include an ‘Open Day’ and a “Distinguished Lecture” that is hosted by the Vice Chancellor.

### **SALISES Annual Conference**

SALISES hosts a regional Conference annually. The Conference invites staff, students and other interested participants to interrogate contradictions, crises, disconnections and policy implications for the Caribbean region through the presentation of their work.

### **SALISES Alumni**

The Alumni plays an active role in the operational plan of the SALISES. Alumnus are paired with new students in an effort to offer support throughout the candidate’s duration of study. The alumni also plays an active role raising funds to assist deserving students with financial aid.

## Opening Hours and Contact

**Telephone:** (876) 927-1020 | 927-0233

**WhatsApp:** (876) 876-897-0298

**Email:** [salises@uwimona.edu.jm](mailto:salises@uwimona.edu.jm)

**Website:** [www.salisesregional.com](http://www.salisesregional.com)  
[www.uwi.edu/salises-mona](http://www.uwi.edu/salises-mona)



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The SALISES Student Handbook incorporates information included in the Board for Graduate Studies and Research Regulations for Graduate Certificates, Diplomas and Degrees (August 1, 2018 edited July 31, 2019). However, it is the responsibility of the student to know and be instructed by the University's Regulations for Graduate Degrees.

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**SALISES**  
SIR ARTHUR LEWIS  
INSTITUTE OF SOCIAL AND ECONOMIC STUDIES

